

**A Socio-Cognitive Linguistic Analysis of Male
Dominance in Two Selected Memoirs: A Contrastive
Study**

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المستخلص

يتناول هذا البحث الآليات الاجتماعية والمعرفية للسيطرة الذكورية في حياة الكاتبتين مالالا يوسفزاي وتارا ويستوفر، كما تمثلت في مذكراتين بعنوان "أنا ملالا، الفتاة التي دافعت عن التعليم وأطلقت عليها حركة طالبان النار". و"متعلمة". تركز التمهيدات النظرية للأبحاث على منهج فان ديك المعرفي الاجتماعي الذي يعكس عامل هيمنة الذكور من خلال تحليل كلي وجزئي مفصل لمقتطفات مختارة. تخضع الهيمنة الذكورية للتحقيق من خلال اختيارات الكاتبتين النحوية والمعجمية في المذكرتين. وقد أسفرت الدراسة عن وجود اختلاف واضح بين اتجاهات والدي المؤلفتين. وجد أن والد مالالا مراعى للغاية وداعم للمسار التعليمي لابنته، حيث أظهر علاقة قوية بين الأب وابنته، بينما أظهر والد تارا من ناحية أخرى أنه يمثل عقبة كبيرة في المسار التعليمي لابنته. أظهرت مواقف الشخصيتين الذكور تناقضًا كبيرًا، وأعطت الباحثة بعض الأفكار حول الاختلافات الثقافية الشرقية والغربية التي تمثلها الكاتبتان.

الكلمات المفتاحية: اللغويات المعرفية، اللغويات الاجتماعية المعرفية، المذكرات، هيمنة الذكور، المنهج الاجتماعي المعرفي، تحليل الثقافة.

Abstract

This research investigates the socio-cognitive mechanisms of male dominance in the life of the two female authors Malala Yousfzai and Tara Westover as represented through the two memoirs entitled 'I am Malala, the girl who stood up for education and was shot by the Taliban' and 'Educated'. The theoretical preliminaries of the research center upon Van Dijk's Socio Cognitive approach that reflects the male dominance factor through a detailed macro and micro

analysis to selected extracts. Male dominance is subjected to investigation through the writers' grammatical and lexical choices in the two memoirs. The study resulted in showing a striking difference between the attitudes adopted by the fathers of the two female authors. Malala's father was found to be very considerate and supportive to his daughter's educational path showing a strong father daughter relationship whereas Tara's father on the other hand showed to be a great obstacle in his daughter's educational path. The attitudes of the two male figures showed to be very contradicting and gave the researcher some insights about the eastern-western cultural differences as represented by the two female authors.

Key Words: *Cognitive Linguistics, Socio-Cognitive Linguistics, Memoir, Male dominance, Socio-Cognitive approach, Culture analysis*

1. Introduction

Memoirs are personal biographies, historical narratives, and first-person descriptions of various events. As the name indicates, a memoir essay is written from recollection. It is one of the most innovative and oldest literary genres; it differs from autobiographies in that it focuses on recollections of historical and political events. The best memoirs don't just tell a good story; they also reflect on some of life's most serious issues through the lens of personal experience. Memoir authors typically combine their recollections and real-life experiences to create a fantastic story. As a result, there are no established criteria for memoir chronology or factual correctness.

Although many studies have tackled the image of women in different Media tools, like drama, movies, literature, and theater, very few studies have focused on that in memoirs. Taking into account that females' representation or the image of females varies with the variation of cultures, this study will exploit the two female authors educational journeys and the male roles embodied by their fathers.

1.1 Aim of the study

This study aims to examine male dominance and impact in the life of the authors of the two memoirs under analysis. Van Dijk's socio-cognitive approach is applied to get a clear vision about the differences between the two male fathers and their impacts on the educational journey of the two female authors; Malala Yousfzai and Tara Westover.

1.2 Research Questions

This study attempts to find answers to the following question:

1. What are the Eastern-Western cultural differences as seen through the two female portrayals in the data under analysis?
2. Which of the two presented cultures show more male dominance than the other as embodied by the two females' fathers?

1.3 Definition of key terms

- **Cognitive linguistics (CL):** According to Evans (2012) Cognitive linguistics is an interdisciplinary approach to the study of language, mind, and sociocultural experience that first emerged in the 1970s.
- **Male Dominance:** According to Sanday (2001) the term male dominance evolved in the twentieth century

as a conceptual label to characterize the unequal power relations between men as a group and women as a group.

- **Van Dijk's Socio-Cognitive approach (SC):** Van Dijk (2009) promotes cognition as a bridge between speech and society. The cognitive interface, according to Van Dijk, mediates comprehension and interpretation of the relationship between discourse structures and social structures (p.78).

1.4 Criteria for selecting the data

The researcher chose the two memoirs under this study's analysis to be able to spot some culture differences as presented by both the Pakistani and American cultures. The two selected memoirs depict the same theme which is the educational journey of the female author and the challenges that both females had encountered. Male dominance and the role played by the fathers of the two female authors is deeply subjected to analysis. The researcher was of the view point of choosing two recently written memoirs to be able to get credible results. *I am Malala* memoir was written and published in 2013 while *Educated* memoir was written and published in 2018.

'I am Malala' Plot Summary

It starts in October 2012, while Malala is walking to school. She considers how Pakistan has transformed and how the Taliban continues to represent a threat to activists for women's rights and education. The bus abruptly comes to a halt, and someone inquires as to her identity. He shoots her in the head when she doesn't answer because she isn't wearing her burqa (a veil that conceals the majority of a woman's face). Malala Yousafzai was born in Pakistan in 1997. She

belongs to the Pashtun ethnic group, which is mostly found in Afghanistan and Pakistan. She resides in the Swat Valley, a stunning region in Pakistan's northwest. Malala is a devout Muslim who has lived her entire life as such. She was well aware of the limitations from a young age.

Malala's father is a fiery individual. He was raised in a household that emphasized education, and as a child, he won many debate tournaments. Malala's father created schools for girls and boys when the dictator Zia came to power in Pakistan, which is unique in Pashtun culture because women are not expected to be educated. However, his efforts were rewarded later in life when he achieved considerable success. Malala points out that her father married Tor Pekai out of love rather than as part of an arranged marriage, which is also unusual among Pashtuns. She says her father instilled in her strong principles in education and free speech, which she continues to fight for today.

Malala had a natural flair for public speaking and arguing. She graduated at the top of her class and vowed to never steal from anybody else again. Malala was a shy child at first, but as she grew older, she became more confident. Her parents pushed her to enter contests to polish her talents, and by the age of six, she had established herself as one of Pakistan's most gifted child speakers. Malala excelled in school and was consistently at the top of her class when it came to exams and tests (thus the nickname "the professor"). Malala took a friend's toy one day without thinking about it; afterwards, after learning that stealing wasn't right or fair to others, she was determined not to do it again. Her parents were so embarrassed by the situation that they apologized to everyone for their daughter's actions. Malala promised not to

steal anything again after that because she didn't want her family's name to be tarnished because of something like that occurring again.

‘Educated’ plot summary:

In her moving memoir "Educated: A Memoir," Tara Westover describes her upbringing in a survivalist, strict family in rural Idaho. Because of their fundamentalist Mormon beliefs and mistrust of public institutions like hospitals and schools, the family was cut off from the rest of society.

Tara's six siblings and she were kept isolated from the outer world. There was no education as we know it now. Her basic homeschooling curriculum placed a strong emphasis on her parents' warped views on religion, history, and medicine. Tara's early years were spent working in her father's junkyard or stewing herbs for her mother, a self-taught herbalist and midwife, as she did not receive an official education.

Her life was marked by stark contrasts: she lived between the harsh realities of physical labor and the breathtaking views of the mountains; she was torn between the formal education her family valued and her desire to learn new things; and, most menacing of all, she was loved by her family and yet frequently experienced violent episodes, especially at the hands of her abusive older brother Shawn.

A pivotal moment occurred when Tara's elder brother, Tyler, who had sufficiently educated himself on her own to enroll in college, inspired her to follow suit. Tara started teaching herself enough arithmetic and grammar to pass the ACT after being inspired by Tyler. When she was seventeen, her perspective began to drastically change at Brigham

Young University thanks to her determined pursuit of self-education.

At the university, there was a severe cultural shock. She was made aware of her extensive ignorance of everything from social conventions and cleanliness to historical occurrences like the Holocaust. Tara's intense intellect, inquisitiveness, and tenacity, however, propelled her to academic success. Along the way, she visited esteemed universities including Harvard and Cambridge University in England, where she eventually obtained a PhD in history. But even though Tara excelled academically, her metamorphosis caused a rift with her family. Her quest for a "education" involved more than simply academics; it involved self-realization, worldview, and accepting her painful history. Tara experienced severe familial estrangements as a result of her developing difficulty in reconciling her new self with her roots.

"Educated: A Memoir" is a powerful story about a person's unwavering quest for knowledge in the face of disaster and a monument to the transformational power of education. It tells the tale of a person's conflict between familial devotion and the pursuit of self-realization, as well as the many painful decisions that must be made along the way.

2. Review of Literature and Theoretical Framework

2.1 Previous studies on Socio-Cognitive linguistics:

Meaning, according to Langacker (1987), lies at the heart of language, and any linguist who ignores meaning interpretation in favour of simply grammatical forms "severely impoverishes the natural and required subject matter of the discipline and eventually alters the nature of the events reported" (p.12). The cognitive talents that create the

mental structures associated with discourse comprehension provide meaning in CL. The Conceptual Metaphor Theory (Lakoff & Mark, 1980), Mental Spaces (Fauconnier, 1997), Conceptual Integration Theory (Fauconnier, 1997), and Text World Theory are all examples of CL as a method for studying the relationship between language and cognition (Werth, 1999). Cognitive stylistics, like any other theory, is important in analyzing literary writings including novels, poetry, and short stories. "Cognitive stylistics is a sub-discipline in the field of applied linguistics," stated Whiteley (2010). According to Stockwell (2002, pp.4-6), "cognitive stylistics presents a new way of thinking about literature that involves the application of cognitive linguistics and psychology to literary works". According to Stewart-Shaw (2016), "cognitive stylistics is a field that analyses texts using cognitive science, cognitive linguistics, and literary studies" (p. 24). In other words, cognitive stylistics is the use of the intellect to interpret literary works.

2.1.2 Previous studies about women and female writings:

Karabulatova (2013) stated that gender studies became relevant in contemporary linguistics and were recognized as a separate linguistic movement. The most intriguing concerns of today relate to research into societal variables that affect people's attitudes about women and gender-specific behaviors. According to Bogolubova, et al. (2013) a person's gender is one of the crucial existential and social traits that shapes their social, cultural, and cognitive person orientation in the world through language. Examining how genders have evolved across civilization and how they have been expressed symbolically and semiotically in philosophy, history, language, literature, and the arts serves

to reveal new facets of social change and provide a fuller understanding of ongoing processes. The establishment of gender studies and, feminist linguistics in recent decades has encouraged the emergence of the notion that female literature or female prose, sometimes known as "female writing," is necessary for theory. The linguistic study of contemporary emerging female writing is therefore highly current. It is undeniably possible to avoid traditional literary criticism and social-political definitions and analyze the works due to conceptions of femininity vs. masculinity that are changing cultural notions in historical process with new reading and lingual-stylistic interpretation of fiction texts written by women-authors. Female fiction literature exemplifies the complex cultural phenomena that encompasses female authors, female readers, and the uniqueness of the female linguistic perspective.

Ceulemans & Fauconnier (1979) investigated the image of women in newspapers. They state that the image of females in newspapers shows her in terms of her relationship to male. They focused on her “maternal” and “marital” roles, and her function as a sexual entity for male pleasure. Moreover, the goal of Adham’s (2012) dissertation is to do a semiotic analysis on a limited number of visual texts. The examination concentrated on looking at the media's iconic portrayals of women in the Middle east and the roles they have been given. The role of women in Saudi Arabia is also examined.

Alenazy (2017) investigated in his thesis gender inequality as embodied in the ban on women driving in Saudi Arabia. His social analysis provides an investigation of how sexism is reproduced through the micro level of society:

social practices, including laws and regulations and the macro level of society, social structures such as dominance and groups relations.

Al Maghlouth (2021) also investigated the understanding of discourse as both shaping and being shaped by social and cognitive contexts. In so doing, it approaches the data from a socio-cognitive perspective with a focus on the mental models underlying the discursive representations at hand. The adopted methodology is based on metaphor analysis due to the inherently cognitive nature of metaphors. Data analysis reveals two main findings. First, change is constructed cognitively as challenging and demanding for both women aspiring to work in unconventional professions and their supporters on authoritative and non-authoritative levels. This, however, clashes with the second finding, as in these blogs women are metaphorically constructed in an objectifying and victimizing manner.

2.1.3 Feminism and male dominance:

Feminism is defined as a movement that identifies and critiques gender-based superiority. It is the pursuit of political, economic, and social equality for the sexes, as well as efforts to reform oppressive laws for women. Feminism has never had the united set of views or a coherent perspective, but the aims of changing the systematic disadvantages women have had to face have always been indistinguishable. Feminism is an ideology that tries to achieve gender equality by emphasizing the value of women and eradicating gender stereotypes that place men as superior and women as submissive (Sanggaard, 2018).

Amar (2017) in some aspects, this research depicts female oppression, and it inspires women to move forward by advocating for equality with males. The historical approach is being used in this study, which is based on the history of women's movements in Indonesia. The discovery demonstrates that at the time, women's primary goal was to obtain a better education. They, like males, desire to receive a higher education. It implies that they are attempting to break the rules of society. Society believes that it is OK for women to be uneducated since they only need to stay at home to care for their families.

According to a research done by Raskar (2013), cultural alienation is a worldwide problem in today's society. Amulya Malladi's work, *The Mango Season*, explores Priya's battle with culture shock in her own nation, demonstrating all the commonplaces of cultural disputes and problems. Malladi depicts the cultural shocks and conflicts that Priya encounters when she is separated from her chosen society to revisit her original culture with distinct experiences and ideals in *The Mango Season*.

2.1.4 Previous studies exploring the eastern-western cultural differences:

Linguistics' students began working together in the late 1980s to look at how language is used in non-Western languages, and their efforts have only gotten stronger since then. An East West debate, or the question of whether the pragmatics of the East and the West are fundamentally the same or different, has resulted from this area of inquiry. Chen (2010) explored in his research the view that East and West are fundamentally similar in their respective pragmatics.

Western countries frequently assert that men and women in their country have equal rights. People in Western countries believe their culture has the power to carry out women's rights. Dixon (2011) believes that stereotypes exist in all countries, but that "American women have worked hard to dispel preconceptions and have achieved near equality in many cultural constructions" (p. 1). According to Yilmazcoban (2020) there have been very clear and distinct differences between Eastern societies and Western societies throughout history until today in terms of considering family, society, and individual as important. In Eastern societies, family and society give individual weaker independence, capacity, responsibility, and authority. In Western societies, in contrast, the individual is given too much independence, capacity, responsibility, and authority; however, the family and society are considered to be inferior to the individual.

Greenwood et al. (2016) stated in their research that in East Asia (Hong Kong), South Asia (India and Sri Lanka), and Southeast Asia, values and attitudes toward women varied among cultures and according to gender. Ohebshalom (2020) examines four interviews with first-generation Israeli-Iranian women in which he described how their sexual self-concepts changed as a result of living in or between two cultures. He utilized the listening guide approach to guide the interviews and data analysis, revealing the impact of familial power, patriarchal social behaviors, and women's desire to stand out from cultural norms.

Theoretical framework:

Van Dijk's Socio-Cognitive approach:

The notion of speech as a social activity demonstrates that discourse plays a significant role in forming social reality. The study of the relationships between mind, discursive interaction, and society is known as socio-cognitive research. However, the term socio-cognitive does not imply that it is just concerned with the social and cognitive aspects of speech (Van Dijk, 2009). Social cognition monitors discourse, communication, and other types of activity and interaction (Van Dijk, 1989). It also occurs in our understanding of social events, social structures, and power dynamics. Social cognitions serve as a bridge between the micro and macro levels of society, between speech and action, and between the individual and the collective.

Taking into consideration that most Critical Discourse methods investigate the relationships between discourse and society, a socio-cognitive approach asserts that such relationships are cognitively mediated. Discourse structures and social structures are distinct in nature, and can only be linked by language users' mental conceptions of themselves as individuals and social members. Thus, social contact, social events, and social structures can only have an impact on text and speech through people's perceptions of such social surroundings. Discourse, on the other hand, can only impact social interaction and social structures via the same cognitive interface of mental models, knowledge, attitudes, and ideologies.

Van Dijk's discourse analysis approach is divided into three stages: macro structure, super structure, and microstructure. The macro structure of a document describes the overall meaning of the text, which may be evaluated

through the topic raised. The framework of a text, encompassing structure and discourse elements employed in text organization, is then elaborated by super structure. Microstructure, on the other hand, is a local meaning that may be studied through diction, sentence structure, and linguistic style in a text. Ideologies, according to this perspective, are the basic frameworks for organizing the social cognitions shared by members of social groups, organizations, or institutions (Van Dik, 1995, p. 1). In the study of language, Van Dijk has a socio-cognitive belief about ideology. He addresses ideologies as both mental and social phenomena (Van Dijk, 1995). Van Dijk's approach to ideology is interdisciplinary. He believes that there is a connection between society, cognition, and discourse.

In other words, Van Dijk divides his organization into macro and micro strategies. Thematic structure, positive self-presentation, and negative other presentation methods are the three aspects that comprise macro strategies. The macro level of analysis extends beyond the micro level of word, phrase, and sentence construction analysis. Another division of this structure is micro strategy, which consists of eleven lines and forty sub lines. The triangle principles connect the macro and micro levels of study. Microstructures like as lexical items and grammatical structures are found in discourse structures, as are macrostructures such as subjects or themes presented indirectly throughout the speech (Bell & Garrett, 1998). Van Dijk adds that the framework he proposes is not a technique; it does not lay out a step-by-step approach for speech analysis (Van Dijk 2014, p. 10). Rather, it draws on a wide range of methods and concepts from a variety of disciplines, including social psychology, cognitive psychology, anthropology, sociolinguistics, and sociology, all of which are useful in

understanding the role of knowledge in discourse production and comprehension in a given society.

3. Methodology

A qualitative study was conducted to meet the research's aims. It suits the data under analysis of this research as the researcher aims to investigate some concepts like male dominance, cultural impact, families' relationships and their impact on the educational path of the two female authors. Its primary benefit, which also serves as its primary distinction from quantitative research, is that it provides a comprehensive description and analysis of a study issue without limiting the scope of the investigation or the nature of participant.

4. Analysis and discussion'

4.4.1 The Macro and Micro analysis in '*I am Malala*' and in '*Educated*' memoirs:

The micro analysis used in this study focuses on the structural components of the utterances. At this level, all the grammatical encounters are examined. Because the study focuses on male dominance, it seeks to determine whether there is a specific use of gender discriminatory terms or expressions. Sentence types (simple, compound, or complicated), sentence modes (statements, imperative, and interrogative), passive constructions, and tenses are deeply analyzed for that purpose. On the other hand, the macro analysis will focus on the text's subject from a semantic standpoint.

Macro and Micro analysis of '*I am Malala*' memoir:

Excerpt 1:

“When I was around four years old I asked my father, ‘Aba, what colour are you?’ He replied, ‘I don’t know, a bit white, a bit black.’ ‘It’s like when one mixes milk with tea,’ I said. He laughed a lot, but as a boy he had been so self-conscious about being dark-skinned that he went to the fields to get buffalo milk to spread on his face, thinking it would make him lighter. It was only when he met my mother that he became comfortable in his own skin. Being loved by such a beautiful girl gave him confidence. In our society marriages are usually arranged by families, but theirs was a love match. I could listen endlessly to the story of how they met. They came from neighboring villages in a remote valley in the upper Swat called Shangla and would see each other when my father went to his uncle’s house to study, which was next door to that of my mother’s aunt. They glimpsed enough of each other to know they liked one another, but for us it is taboo to express such things. Instead he sent her poems she could not read.” (Yousafzai, 2013, p.21).

Macro Scope:

The paragraph delves into the complex connection between Malala’s father and mother, emphasizing how their love overcame society standards and biases. It discusses the father's battle with self-consciousness over his dark skin tone, as well as how meeting the speaker's mother helped him accept his identity. The father's previous attempt to lighten his complexion with buffalo milk contrasts with the true acceptance and love he discovered with his wife, resulting in

a love match in a country where arranged weddings are common.

Micro scope:

1. The section begins with an **interrogative question** in which Malala, as a youngster, asks her father about his color: "Aba, what colour are you?" This grammatical structure facilitates a verbal interchange that mirrors seeking insight and knowledge within the family unit and also shows the father daughter strong relationship. It also reflects a sense of disbelief from the father's side towards the societal norms they live in.

2. **Direct Quotation with descriptive diction:** The father's usage of descriptive dictions, "I don't know, a bit white, a bit black," is given in a direct speech. This grammatical decision emphasizes the genuineness of the father's statements and adds to the narrative's vividness. Furthermore, the use of reported speech ("He replied") embeds the father's reaction inside Malala's narrative, influencing the reader's perception of the father's doubt about his ethnic identity. This quotation also highlight the societal racial impact on the father's perception. It shows some sort of societal discrimination i.e. color discrimination.

3. **Comparable Construction:** The child's analogy, "it's like when one mixes milk with tea," uses a comparable construction to demonstrate the notion of mixed racial identity. This grammatical choice helps to shape the discourse's mixed racial identity.

4- **Narrative Structure:** The excerpt's grammatical structure follows a narrative structure, moving from Malala's first discussion with her father to a description of the father's

earlier experiences. This narrative framework allows for the examination of issues such as self-awareness, identity development, and the impact of social interactions on individual beliefs and behaviors as they moved from one person's perspective and insights to another person's.

5- Temporal identifiers ("When I was around four years old") and **spatial descriptors** ("remote valley in the upper Swat called Shangla") place the tale in a specific chronological and geographical setting. This syntactic technique improves socio-cognitive analysis by rooting the discourse in a real world, offering a foundation for comprehending the social and cultural impacts on the characters' lives.

6- The extract includes **complex statements** with subordinate clauses, such as "Being loved by such a beautiful girl gave him confidence." This grammatical complexity adds to the narrative's coherence and depth. It cognitively gives an insight into the complex nature they are living in.

Excerpt 2:

“That morning had begun like any other, though a little later than usual. It was exam time so school started at nine instead of eight, which was good as I don’t like getting up and can sleep through the crows of the cocks and the prayer calls of the muezzin. First my father would try to rouse me. ‘Time to get up, Jani mun,’ he would say. This means ‘soulmate’ in Persian, and he always called me that at the start of the day. ‘A few more minutes, Aba, please,’ I’d beg, then burrow deeper under the quilt. Then my mother would come. ‘Pisho,’ she would call. This means ‘cat’ and is her name for me.

At this point I'd realise the time and shout, 'Bhabi, I'm late!' In our culture, every man is your 'brother' and every woman your 'sister'. That's how we think of each other. When my father first brought his wife to school, all the teachers referred to her as 'my brother's wife' or Bhabi. That's how it stayed from then on. We all call her Bhabi now." (Yousafzai, 2013, P.9).

Macro Scope:

The paragraph explains the speaker's morning routine, emphasizing on contacts with their parents and the cultural norms that influence their family relations. It emphasizes the parents' affectionate expressions of endearment, such as "Jani mun" (soulmate) and "Pisho" (cat), as well as the speaker's unwillingness to get up early. The text also discusses cultural norms of familial connections, in which every male is considered a brother and every woman a sister. It also discusses the speaker's mother's introduction to the school community and how she became known as "Bhabi" (brother's wife) by everyone. Overall, the paragraph highlights the importance of familial relationships and cultural customs in influencing the speaker's everyday life.

Micro Scope:

1. **Temporal adverbial phrase:** "That morning had begun like any other, though a little later than usual." This adverbial phrase creates the time framework and lays the groundwork for the story. It expresses the socio-cognitive element by placing occurrences in a defined time frame, which is critical for comprehending the sequence of activities and interactions.

2. **Adverbial Clause of Reason:** "It was exam time, so school started at nine instead of eight." This provision gives an explanation for the change in the school timetable. It highlights the socio-cognitive element by emphasizing external variables (exam time) that impact the participants' daily routines and behavior.
3. **Direct quote:** "Time to get up, Jani mun,' he would say." Direct quote enables for the depiction of the father's attitude with his daughter. It represents how Yousfzai is a caring father who cares about his daughter start of the day.
4. **Vocative expression:** 'Pisho,' she would call." The vocative phrase ("Pisho") is a term of intimacy used by the mother to address Malala. It highlights the socio-cognitive side by depicting the close and loving character of the mother-child connection, as well as cultural standards for familial communication and address phrases.
5. **Cultural explanation:** "In our culture, every man is your 'brother' and every woman your' sister'." This statement describes a cultural standard and belief system about familial ties. It highlights the societal norms in Pakistan.
6. **3rd person pronouns (Deixis):** "When my father first brought his wife to school, all the teachers referred to her as 'my brother's wife' or Bhabi." The use of third-person pronouns ("her") and possessive pronouns ("my") shows the speaker's position as an observer of the events narrated. It exemplifies how people identify and label others based on their social positions and ties in the community.

Excerpt 3:

“WHEN I WAS born, people in our village commiserated with my mother and nobody congratulated myfather. I arrived at dawn as the last

star blinked out. We Pashtuns see this as an auspicious sign. My father didn't have any money for the hospital or for a midwife so a neighbour helped at my birth. My parents' first child was stillborn but I popped out kicking and screaming. I was a girl in a land where rifles are fired in celebration of a son, while daughters are hidden away behind a curtain, their role in life simply to prepare food and give birth to children. For most Pashtuns it's a gloomy day when a daughter is born. My father's cousin Jehan Sher Khan Yousafzai was one of the few who came to celebrate my birth and even gave a handsome gift of money. Yet, he brought with him a vast family tree of our clan, the Dalokhel Yousafzai, going right back to my great-great-grandfather and showing only the male line. My father, Ziauddin, is different from most Pashtun men. He took the tree, drew a line like a lollipop from his name and at the end of it he wrote, 'Malala'. His cousin laughed in astonishment. My father didn't care. He says he looked into my eyes after I was born and fell in love. He told people, 'I know there is something different about this child.' He even asked friends to throw dried fruits, sweets and coins into my cradle, something we usually only do for boys." (Yousafzai, 2013, P.13)

Macro Scope:

The paragraph describes Malala's birth in a Pashtun hamlet, emphasizing the cultural norms and gender expectations that exist in their society. Despite the initial lack of excitement and support for the birth of a female, the speaker's father, Ziauddin, breaks tradition by expressing love

and joy for his newborn daughter, Malala. Ziauddin's unorthodox acts, such as writing Malala's name on the family tree and showering her with traditional presents usually designated for boys, illustrate his progressive beliefs and strong love for Malala. Overall, the paragraph focuses on topics of gender disparity, cultural customs, and paternal love and acceptance in the face of social expectations.

Micro Scope:

1. **Passive Voice:** The usage of the passive voice in "people in our village commiserated with my mother" emphasizes the activity of commiseration rather than the persons who carried it out. This grammatical choice expresses the societal refusal to a newly born girl. It gives culture insights on gender discrimination.
2. **Metaphorical Language:** The metaphor "I arrived at dawn as the last star blinked out" aids socio-cognitive analysis by framing the speaker's birth as a meaningful event with symbolic significance. Metaphorical language uses cognitive processes involved in analyzing events and giving cultural value to shape the Pashtun community's collective knowledge and interpretation of the speaker's birth.
3. **Negation:** The negation "didn't have any money" suggests that the speaker's family lacked the financial capacity to pay for medical care during delivery. This linguistic characteristic emphasizes socioeconomic variables that impact access to healthcare and traditional birthing traditions in the community, reflecting larger social inequities and structural limits.
4. **Descriptive language:** Descriptive language, such as "a vast family tree" and "a line like a lollipop," aids in socio-cognitive analysis by giving visual imagery and symbolic representations of familial links and cultural behaviors. This

linguistic technique helps to convey social structures, family networks, and identity development in the story, altering cognitive perceptions and interpretations of familial duties and obligations.

5. **Direct Quotation:** The father's statements, "I know there is something different about this child," highlight individual agency and subjective experiences within the socio-cultural framework. This grammatical technique enables the direct portrayal of personal views, feelings, and cognitive assessments, emphasizing Malala's father's view of her individuality and potential.

6. **Personal Pronouns:** The usage of personal pronouns ("I," "my," "my father") throughout the story emphasizes individual experiences and opinions. This grammatical feature reflects the socio-cognitive aspect by emphasizing Malala and her family members' agency, identity, and subjective reality within the cultural context, influencing cognitive processes such as self-awareness, social interaction, and identity formation.

7. **Conditional Clause:** The conditional clause "something we usually only do for boys" shows Pashtun cultural norms and gender expectations. This grammatical structure emphasizes the conditional nature of gender roles, as well as societal expectations imposed on individuals depending on their gender, which influence cognitive beliefs and actions connected to gender identity and social roles.

Excerpt 4:

“MY MOTHER STARTED school when she was six and stopped the same term. She was unusual in the village as she had a father and brothers who encouraged her to go to school. She was the only

girl in a class of boys. She carried her bag of books proudly into school and claims she was brighter than the boys. But every day she would leave behind her girl cousins playing at home and she envied them. There seemed no point in going to school just to end up cooking, cleaning and bringing up children, so one day she sold her books for nine annas, spent the money on boiled sweets and never went back. Her father said nothing. She says he didn't even notice, as he would set off early every morning after a breakfast of cornbread and cream, his German pistol strapped under his arm, and spend his days busy with local politics or resolving feuds. Besides he had seven other children to think about. It was only when she met my father that she felt regret. Here was a man who had read so many books, who wrote her poems she could not read, and whose ambition was to have his own school. As his wife, she wanted to help him achieve that. For as long as my father could remember it had been his dream to open a school, but with no family contacts or money it was extremely hard for him to realise this dream. He thought there was nothing more important than knowledge.” (Yousafzai, 2013, P. 26)

Macro Scope:

The excerpt tells the tale of the speaker's mother, with a focus on her brief school experience and educational goals. Despite having supportive male relatives who promoted her study, she eventually decides to quit school early owing to cultural expectations and a perceived lack of practical

usefulness in education for girls. However, after meeting the speaker's father, who appreciates education and aspires to create his own school, she recognizes the value of information and regrets abandoning her studies. The paragraph emphasizes topics of gender inequity, societal responsibilities ascribed to women, and education's transformational effect in altering goals and possibilities.

Micro Scope:

1. **Temporal marker:** The use of the past tense ("MY MOTHER STARTED SCHOOL WHEN SHE WAS SIX AND STOPPED THE SAME TERM") establishes the temporal background for the tale. This temporal marker places the events in a definite time frame and aids the reader's comprehension of the speaker's mother's educational background. It also sheds the light over the fact that one term of education for a girl in Pakistan is like an achievement.
2. **Direct quotation:** The speaker's mother's statement that she was "brighter than the boys" is portrayed as a verbatim quotation. This grammatical choice enables for a straightforward portrayal of the speaker's mother's perspective and self-evaluation of her academic ability. Being the only girl in a class of boys is an achievement.
3. **Descriptive language:** Descriptive language, such as "She carried her bag of books proudly into school" and "She was the only girl in a class of boys," enhances the narrative by adding description and picture. This descriptive language helps to represent social circumstances, educational experiences, and gender roles in the community, impacting cognitive views and interpretations of society norms and expectations about girls' education.

4. **Modal Verbs:** The modal word "seemed" is used in the sentence "There seemed no point in going to school just to end up cooking, cleaning, and bringing up children" to reflect the speaker's mother's opinion and appraisal of the purpose and value of education for girls. This grammatical characteristic represents the societal perception about girls' education as reflected by Malala's mother's words.

5. **Direct Reported Speech:** The phrases "Her father said nothing" and "She says he didn't even notice" enable for the portrayal of interpersonal communication and family relations in the story. This grammatical choice emphasizes the importance of education to girls in their community. It sheds the light over the culture norms and orientation in Pakistan.

Macro and Micro analysis (syntactic analysis) of 'Educated' memoir:

Excerpt 1:

All my father's stories were about our mountain, our valley, our jagged little patch of Idaho. He never told me what to do if I left the mountain, if I crossed oceans and continents and found myself in strange terrain, where I could no longer search the horizon for the Princess. He never told me how I'd know when it was time to come home." (Westover, 2018, P. 9).

Macro Scope:

The central theme of this excerpt is Tara's connection with her father, particularly in light of the father's storytelling and the speaker's feeling of identity and belonging. The speaker focuses on the stories their father told about their mountain, valley, and area of Idaho, highlighting their great connection to their birthplace. However, the speaker is

concerned about traversing new territory beyond the mountain and the lack of advice from their father in such instances. The passage explores themes of familial relationships, cultural origins, and the difficulties of going into foreign places while wrestling with issues of identity and belonging.

Micro Scope:

1. **Possessive Pronouns:** The Tara's father's deep commitment to their country is emphasized by the use of possessive pronouns ("our mountain," "our valley," and "our jagged little patch of Idaho"). This linguistic element expresses socio-cognitive factors by emphasizing the importance of cultural links in developing an individual's identity and sense of belonging in the community.
2. **Negation:** The use of negation in "He never told me" underlines the speaker's father's failure to give specific information or direction. This grammatical element expresses socio-cognitive characteristics by emphasizing the limitations of the father's storytelling as well as potential holes in the speaker's knowledge or preparation to navigate unknown places and circumstances outside of their hometown.
3. **Conditional Clauses:** The conditional clauses "if I left the mountain" and "if I crossed oceans and continents" convey hypothetical possibilities and probable difficulties that the speaker may encounter in foreign terrain. This grammatical element represents socio-cognitive dimensions by including cognitive processes that anticipate and evaluate possible courses of action and probable results in a variety of circumstances and places.
4. **Metaphorical Language:** The phrase "search the horizon for the Princess" communicates a sense of longing and desire for something elusive or idealized. This metaphorical

language represents socio-cognitive features by using cognitive processes that interpret symbolic representations and personal narratives within a cultural framework, so molding individual views and goals.

5. **The interrogative statement:** "He never told me how I'd know when it was time to come home" begs the question concerning the speaker's sense of orientation and belonging in strange surroundings. This grammatical element emphasizes the speaker's uncertainty and the need for direction or clarification when being out of her usual setting.

Excerpt 2:

“MY FATHER, GENE, WAS one of those young men who somehow manage to seem both solemn and mischievous. His physical appearance was striking—ebony hair, a strict, angular face, nose like an arrow pointing toward fierce, deep-set eyes. His lips were often pressed together in a jocular grin, as if all the world were his to laugh at. Although I passed my childhood on the same mountain that my father had passed his, slopping pigs in the same iron trough, I know very little about his boyhood. He never talked about it, so all I have to go on are hints from my mother, who told me that, in his younger years, Grandpa-down-the-hill had been violent, with a hair-trigger temper. Mother’s use of the words “had been” always struck me as funny. We all knew better than to cross Grandpa. He had a short fuse, that was just fact and anybody in the valley could have told you as much. He was weatherworn inside and out, as taut and rugged as the horses he ran wild on the mountain.” (Westover, 2018, P.32).

Macro Scope:

The excerpt gives insight into the speaker's father, Gene, and his mysterious nature, as well as the dynamics of his upbringing within the family. Gene is presented as a multifaceted person, both somber and amusing, with stunning physical features and a sense of mystery about his history. Despite sharing their youth on the same mountain, the speaker knows nothing about their father's boyhood because Gene rarely discusses it. However, signs from the speaker's mother imply that Gene's father, known as Grandpa-down-the-hill, had a problematic background, marked by violence and a hair-trigger temper. The sample explores topics of family history, intergenerational connections, and the long-term influence of upbringing and environment on individual behavior and personality.

Micro Scope:

1. **Proper Nouns:** The usage of proper nouns such as "Gene," "Grandpa-down-the-hill," and "Mother" emphasizes certain members of the speaker's family and community. These appropriate nouns act as markers of identity and social ties, influencing the speaker's cognitive awareness of their family and social environment and shows how Tara still so much attached to her family members.
2. **Descriptive adjective** phrases like "striking—ebony hair," "a strict, angular face," and "fierce, deep-set eyes" contribute to the portrayal of Gene's physical appearance. These phrases engage cognitive processes involved in visual perception and interpretation, influencing the speaker's cognitive representation of Gene's personality and physical appearance that also confirms Tara's perception about his harsh nature.

3. **Metaphorical Language:** The description of Gene's nose as "like an arrow pointing toward fierce, deep-set eyes" is a vivid image with symbolic significance. This metaphorical language activates cognitive processes involved in showing symbolic representations and personal narratives within a cultural framework, influencing individual perceptions and interpretations of Gene's character.

4. **Copular Verbs:** The word "was" in "He was weatherworn inside and out" denotes a state of being or existence. This grammatical characteristic represents socio-cognitive components by emphasizing Gene's life experiences and how contextual influences influence his personality and manner.

5. **Descriptive words:** The description in "who somehow manage to seem both solemn and mischievous" serves as strong meaningful adjectives for a young guy like Gene. This element sheds the light over the harsh personality of Gene long time ago since he was still a child

6. **The reported speech** in "Mother told me that, in his younger years, Grandpa-down-the-hill had been violent" allows for the inclusion of interpersonal communication and family histories inside the story. This grammatical choice emphasizes the familial connection with the past as seen through her mother's words and not her father.

7. **Comparative Construction:** The phrase "as taut and rugged as the horses he ran wild on the mountain" compares Gene's weatherworn look to the horses'. This grammatical element activates cognitive processes involved in comparisons and connections, influencing the speaker's perception of Gene's toughness and resilience.

Excerpt 3:

“When Dad saw me with one of those books, he’d try to get me away from them. Perhaps he was remembering Tyler. Perhaps he thought if he could just distract me for a few years, the danger would pass. So he made up jobs for me to do, whether they needed doing or not. One afternoon, after he’d caught me looking at the math book, he and I spent an hour hauling buckets of water across the field to his fruit trees, which wouldn’t have been at all unusual except it was during a rainstorm.” (Westover, 2018, P.66).

Macro Scope:

The key theme in this excerpt is that the speaker's father, upon seeing the speaker with books, attempts to divert them from reading, potentially out of anxiety or dread. He provides chores for the speaker to complete, even if they are superfluous, in order to keep them engaged and away from the books. In one case, the father and the speaker spend an hour lugging buckets of water during a thunderstorm, which is portrayed as an unusual and probably unreasonable move by the father to distract the speaker's attention away from academic activities.

Micro Scope:

1. **The conditional phrase:** "Perhaps he thought if he could just distract me for a few years, the danger would pass" demonstrates the father's cognitive processes and decision-making in relation to the perceived threat linked with the speaker reading books. This grammatical characteristic indicates the father's attempt to lessen perceived hazards.
2. **Modal verbs:** The modal word "wouldn't" in "which wouldn't have been at all unusual" implies likelihood or anticipation. This grammatical characteristic represents that

the speaker perceives the father's acts as uncommon or out of the norm, which influences the speaker's interpretation and comprehension of the situation.

3. **Probability clause:** The probability clauses in "Perhaps he was remembering Tyler" and "Perhaps he thought" represents the father's personal thoughts and motives inside the story. This grammatical choice emphasizes Tara's mental way for finding an excuse to her father's deeds towards her education.

4. **Temporal Clause:** The phrase "after he'd caught me looking at the math book" places emphasize over the importance of the consequences that took place after this incident. This grammatical element shows also the unusual feature and reaction of a father towards his daughter education.

5. **Personal pronouns:** The use of personal pronouns like "me" and "I" throughout the sample emphasizes the speaker's point of view and personal experiences. This linguistic element represents a personal experience and stresses the facts she was living in.

Excerpt 4:

“When I’d told Dad that I planned to go to college, he’d said a woman’s place was in the home, that I should be learning about herbs — “God’s pharmacy” he’d called it, smiling to himself—so I could take over for Mother. He’d said a lot more, of course, about how I was whoring after man’s knowledge instead of God’s, but still I decided to ask him about trigonometry. Here was a sliver of man’s knowledge I was certain he possessed. I scribbled the problem on a fresh sheet of paper. Dad didn’t look up as I approached, so gently, slowly, I

slid the paper over the blueprints. “Dad, can you solve this?” He looked at me harshly, then his eyes softened. He rotated the paper, gazed at it for a moment, and began to scrawl, numbers and circles and great, arcing lines that doubled back on themselves. His solution didn’t look like anything in my textbook. It didn’t look like anything I had ever seen. His mustache twitched; he mumbled. Then he stopped scribbling, looked up and gave the correct answer.” (Westover, 2018, P.128).

Macro Scope:

The key concept in this excerpt is the struggle between conventional gender norms and the quest of knowledge. The speaker's father has conventional ideas regarding women's duties, believing that they belong at home rather than pursuing academic knowledge. Despite her father's objections, the speaker chooses to question him about trigonometry, a topic she feels he is knowledgeable about. When the speaker approaches him with a trigonometry issue, her father responds violently at first, but then softens and solves it correctly, exhibiting his knowledge and skill. The extract emphasizes the conflict between society expectations and personal goals, as well as the possibility of surprising skills and abilities in unexpected locations.

Micro Scope:

1. **Direct reported speech:** The father's direct reported statement ("a woman's place was in the home," "I should be learning about herbs") reflects his own words and thoughts on gender roles and education. This syntactic choice emphasizes

the father's perspective and views that shows a profound gender inequality.

2. **Descriptive adjectives:** like "harshly" and the participial phrase "smiling to himself" convey further information about the father's personality and deeds.

3. **Modal Verbs:** The modal verbs "should" and "could" ("that I should be learning about herbs," "so I could take over for Mother") convey duty and potential, respectively. These modal verbs express the socio-cognitive element by emphasizing the father's perceived roles and expectations for the speaker within the family system, which influence the speaker's cognitive understanding of their obligations.

4. **Imperative statement:** The imperative statement "Dad, can you solve this?" is the speaker's direct appeal or instruction to their father. This grammatical choice shows Tara's certainty that her father knows how to solve the problem related to a man's science using an imperative request including the modal verb (can) that is normally used to express probability however, she used it to crack the boundaries to show hidden certainty.

5. **Narrative Structure:** The excerpt's narrative structure is chronological, beginning with the speaker's talk with their father and ending with the speaker asking their father about trigonometry. This narrative's order highlights the gradual recognition of Tara towards her father.

5. Findings and Conclusion

Teun A. van Dijk's socio-cognitive method includes macro- and micro-level investigations, resulting in a complete framework for understanding discourse and social cognition. By comparing the differences between Malala Yousafzai's father, Ziauddin Yousafzai, and Tara Westover's father, Gene Westover, we can gain a better understanding of the social

and individual cognitive variables at the two memoirs under analysis.

At the macro level, Van Dijk's method enables us to investigate the larger social structures and power dynamics that impact individual attitudes and actions within a community. Ziauddin Yousafzai's continuous support for Malala's education might be interpreted as a reaction against the patriarchal norms that exist in Pakistan's Swat Valley. His support for females' education not only opposes these standards, but also aims to transform the larger societal discourse surrounding gender equality and education.

Gene Westover's limited approach to Tara's schooling, on the other hand, illustrates the effect of a different set of cultural norms, such as religious fundamentalism and isolationism in their rural Idaho town. Through a macro-level examination, the researcher spotted how Gene's behaviors are influenced by larger societal factors that value conformity and tradition above individual choices and education.

At the micro level, Van Dijk's method enables us to investigate the cognitive processes and language strategies used by individuals to generate and negotiate meaning in specific speech circumstances. Ziauddin Yousafzai's words and rhetoric in supporting Malala's education frequently highlight themes of empowerment, human rights, and social justice. His words demonstrate a cognitive predisposition toward exposing injustice and advocating progressive change.

On the other hand, fear, control, and authoritarianism may have shaped Gene Westover's language and structure patterns. His daughter's education will likely be seen as a threat to his authority rather than as a source of empowerment

because of his communication styles, which are likely to promote hierarchical power dynamics within the family.

Lastly, a socio-cognitive analysis of the dads of Tara Westover and Malala Yousafzai demonstrates the sharp contrasts between the two male figures in shaping views about gender roles and education. By applying Van Dijk's approach, the researcher was able to show the culture differences between the Pakistan and America and also to shed the light over male dominance adopted by the American father which contrasted the supportive attitude adopted by the Pakistani father.

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