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IDEOLOGICAL REPRESENTATION OF MALALA YOUSAF ZAI: A CRITICAL DISCOURSE ANALYSIS OF NATIONAL AND INTERNATIONAL PRINT MEDIA

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ABSTRACT

Malala Yousaf Zai's representation in Pakistani and International print media has always been very critical. How she has been portrayed in National and International print media after Taliban attack in October 2012 is a million-dollar question. For this purpose, the editorials and articles of two Pakistani and two international, i.e The New York Times and The Guardian, have been taken. The four events were taken to conduct the study, first when Malala was shot, her UN Speech and Nobel Prize and her Graduation. To find out the real truth the study was conducted and for this reason van Dijk's socio cognitive model has been used. It is the use of the language and its expression which makes the difference.

INTRODUCTION

Malala Yousafzai, popularly known as Malala, is a Pakistani campaigner for women's education and a recipient of the Nobel Peace Prize. Malala Yousafzai (born July 12, 1997, in Mingora, Swat Valley, Pakistan) is a Pakistani activist who publicly opposed the Tehrik-e-Taliban Pakistan's (TTP; often known as Pakistani Taliban) ban on females' education as a teenager. After escaping an attempted murder when she was 15 years old, she attained global celebrity.

In recent years, Malala Yousuf Zai has gained a lot of media attention. Malala has already been presented in a variety of ways in both domestic and foreign media. Her representation demonstrates the necessity for mediation of complexes and guilt related to gender relations, patriarchy, and imperialism

among Westerners and Muslims. Malala is frequently seen as the West's darling, A "brown" heroine Maloney, feminist Ryder, P. M. (2015), Afzal-Khan, F. (2015), Muslim mind, Choudhary, W. A. (2016), warrior against West's foes. Discourse, according to Stubbs (1983:1), is "language above the sentence or above the clause." An important topic in discourse is how form (structure) and function are related. Sentences, whether spoken or written, are being studied more and more frequently. Linguists used to be thought of as sentence-centered analysts, but now they are more interested in how language is utilized and what its constituent parts are. Discourse, according to Zelig Harris (1952), is the next step up in the hierarchy of morphemes, clauses, and sentences. Another change is that the focus is now on utterances in context rather than isolated phrases; studying language in use entails analyzing it as a conversation. Leech (2008), page 76 opines that, it is true that learning a language involves more than just understanding individual sentences.

A particularly helpful instrument for examining the politics of contradictory representations in the print and electronic media is critical discourse analysis (CDA). To expose and dispute the fabrication of representation(s) in various domains, CDA has become a very effective technique. Researchers have the chance to look at how language is used in social contexts thanks to CDA. Because it has so many underlying functional and structural meanings, language is a complex phenomenon. These linguistic components can heighten language's attractiveness. Sometimes in print media, a complete tale can be expressed in just one or two words. Van Dijk (2000) contends that "if there is one notion often related to ideology, it is that power" (P. 25). Our social worth is determined by the words we use. It gives one the opportunity to determine the implied meaning of any language use. The broad category of "opinion discourse" that includes editorials is now mainly regarded as a newspaper subgenre. Van Dijk. According to CDA, despite the fact that they might seem natural to the average reader, discourse practices, social practices, and language structures are intimately interwoven in systematic ways and shouldn't be researched separately (van Dijk 2006). In this paper, Fairclough's (2001, 2003) approach—which is based on "poststructuralist discourse theory"—is used because it "focuses on how social relations, identity, knowledge, and power are constructed through written and spoken texts in communities" (Luke 1997, 50). CDA draws on a variety of methodologies. Discursive practices and power relations are crucial in Foucault's (1974, 49) conception of discourse formation because they "systematically produce the objects of which they speak... They make up items rather than identifying them.

Perspectives of CDA

The goal of critical discourse analysis was to combine social theory and linguistics in the 1980s. (1992, Fairclough) A CDA framework begins with the premise that language use is always social and that language analysis takes place above the unit of a phrase or clause. (For instance, Jaworski & Coupland, 1999). The goal of critical discourse analysis was to combine social theory and linguistics in the 1980s. (1992, Fairclough). A CDA framework begins with the premise that language use is always social and that language analysis takes place above the unit of a phrase or clause. (For instance, Jaworski & Coupland, 1999).

Studies that highlight the potential of CDA frameworks as a theory and a methodological framework for problematizing the intricate relationship between social practices, ideologies, and identity issues as they are situated in media discourses include those by van Dijk (1988, 2000, 2006); Fairclough (1995); Henry and Tutor (2002); and others. A useful tool for dissecting and interpreting how a purported reality is formed is critical discourse analysis (Henri et al. 2012, 341). Using CDA frameworks, one can "explore both what is present in a text and what could have been there but is absent," according to Messiaen (2016, 726). Scholars of CDA (van Dijk 1988; Fowler 1991; Fairclough 2001, 2003) have approached CDA research by concentrating on the theoretical underpinnings of text production as well as the pressures and influences that affect how texts are created.

Media: Domains and dimensions

Public opinion is significantly influenced by the media. According to Richardson's (2007) thesis, social practices and the discursive formation of media discourses are entwined in a dialectical interaction. Their portrayal or representation of society as a whole turn into a significant social component and "contributes to the character of society" (Bell 1998).

Media and Malala

Malala in the media Throughout these events and beyond, Malala's relationship with the media has been handled in a variety of ways. She originally gained notoriety in 2009, when the Taliban took control of Pakistan's Khyber-Pakhtunkhwa district's Swat Valley. She gained international recognition for her reporting on the Taliban's operations in the valley on the BBC blog, particularly for her descriptions of the Taliban's destruction of school facilities and limitations on females' education (Khan 2012). The Taliban continued to be enraged by Malala's "raised public profile and progressive face" (BBC News Magazine, October 10, 2012), and on October 9, 2012, they attempted to kill her. Malala was once more in the news as a result of the aborted assassination attempt. . The stories of her bravery filled the media as she lay in a hospital, "a passive object of the news media" (Mufti 2014), turning her into "Brand Malala" (Grayson 2013). She became a popular topic of discussion in Pakistani media as well, and editorials and news stories on her appeared in the country's major newspapers. She was honored internationally after her recovery, with the Nobel Peace Prize being the most prominent. However, as it emerged that many people "largely sympathetic for the girl, 'who was shot,' harbored lingering doubts about the intent of the glorification of Malala by the Anglo-American Media," the relationship between the Nobel laureate Malala and Pakistani society grew more complicated (Thomas and Shekel 2016, 3). This study, which largely concentrates on editorials and articles which examines how Malala's identity was built against this background, contrasting her with the Taliban. It does so by examining the intricacy of these contradictory media discourses. Additionally, it tries to dissect the discursive strategies and underlying ideologies that influenced discourse forms that supported particular identity constructs. In order to comprehend how Pakistani and International English newspaper audiences as a whole built Malala's identity in phase one and how

they perceived her subsequently, the study also tries to gather readers' reactions to these discourses. Social and personal identities are influenced by how people are portrayed as individuals, as a part of groups, and in relation to cultural and social norms in media discourses (Johnson, David, and Huey 2003). Winch's (2005, 85) study "examines news depictions of Osama bin Laden from 1999 to 2002 and explores how he was constructed as an evil genius archetype with near mythic abilities" based on items appearing in major international media. According to Benwell and Stokoe (2006), constructing a public figure's identity in a positive light in a newspaper's discourses can be seen as a step towards winning the public's support for them and their affiliates and, consequently, the same support for that newspaper's ideological viewpoints. As stated by Castells (2004, p. 7), "social construction of identity always takes place in a context marked by power relationships." (Brubaker and Cooper 2000) Identities are social and political constructs that are not fixed but fluid, and multiple.

Selecting Criteria for Pakistani Newspapers

The Nation is the newspaper that the right-wing population reads the most, while the Dawn is the one that is distributed the most in the nation (Member and Sial 2010, 19). As they directly address the readership and provide them with their interpretation of the news (Reah 2002), editorials provide an important body of analysis in newspaper discourses. They try to persuade the readership to embrace the "undoubted superior knowledge of the writer" (Wallace 1992, 60) and are openly persuasive, and less objective (Lee and Lin 2006). Editorials also matter ideologically. According to van Dijk (1998), the editorial positions and ideologies of newspapers reflect those of the institutions as a whole.

Newspapers.

The Nation is regarded as being extremely right-wing and is a member of the Nawa-i-Waqt group of periodicals. The Nawa-i-Waqt group is described by Z. Siddiqi (The Herald, April 10, 1977) as a "self-appointed custodian of the ideology of Pakistan...[which] had hunted and pursued a remorseless campaign against all liberal trends and progressive forces in national life." The editor of Nawa-i-Waqt Islamabad, J. Siddiqi, outlines the organization's stance in the following way: "The aims of his newspaper [are]: first, to consolidate and promote the ideology of Pakistan, which is based on Islam and the "two nations" theory; second, to promote the idea of Pakistan as an Islamic, democratic, and welfare state; and third, to be sympathetic to Islamic "causes"." The Dawn is a part of the Pakistan Herald publishing group, also referred to as the Dawn Group of Newspapers. Member and Sial (2010) claim that the publications of the Dawn "have tried to interpret and follow more consistently the original vision of the man the founding father of nation [Muhammad Ali Jinnah]". The Dawn's "main trademark is a secular and tolerant approach to some of the most pressing issues in Pakistani society," according to the authors, who go on to say this in their statement (16).

BACKGROUND AND RATIONALE

The purpose of this study is to find out the portrayal of Malala in Pakistani and International English print Media. The researcher's aim is to look at conflicting

ideologies in Local and International print media. Some of the print media call her to hope for the world and a few things her the darling of the West. So, her portrayal needs to be studied.

Statement of the Problem

Newspapers represent different ideologies engendering cognitive cognition among readers which results in inner and outer conflicts in society. This study will enable the exploration of multiple ideological standpoints, regarding Malala in National (Pakistani) and International English print media.

Objectives of the Study

- 1) To investigate the ideological representation of Malala Yousaf Zai in National and International print media.
- 2) To find out Islamophobic tendencies used in the representation of Malala Yousaf Zai.
- 3) To examine similarities and/or dissimilarities in the representation of Malala Yousaf Zai in National and International print media.

1.8 Research Questions

Main Question

- 1) How far is Malala Yousaf Zai represented ideologically in National and international print media?

Ancillary questions

- i) How does National and International print media represent Malala Yousaf Zai through Critical Discourse Analysis?
- ii) Which patterns of Malala Yousaf Zai indicate Islamophobic tendencies in National and International print media?
- iii) In what ways, Malala Yousaf Zai shares overlapping domains of similarities and /or differences in National and International print media?

Significance of the Study

This study will prove insightful in unveiling and probing the linguistic representation of sensitive issues such as extremism, ideological manipulation and representation, gender discrimination and violence, and global justice and education. The use of editorials and articles as the object of study will lend an air of authenticity and credibility to this research and it will amplify its significance. Editorials tell the policy of the paper which is quite helpful for people to decide on the paper of his /her choice whereas articles are the source of opinion building. Print media plays a significant role in transmitting political events to the public i.e reporting political news, conferences, or events by radio or television (Schaffner, 2011).

LITERATURE REVIEW

The aim of the Literature Review is to provide context on a topic based on the data gathered concerning a problem or subject. A considerable amount of

literature has been published on this Malala Yousaf Zai. Lanchukorn Sriwimon and Pattamawan Jimarkon Zilli (2015) believed that the notion of critical discourse analysis (CDA) can be used in the study of political media discourse. Language and gender studies in media discourse originate from a variety of theoretical perspectives, but they all have one thing in common: they are all concerned with the replication of ideology through language use, which is one of CDA's goals. In 2020, Manfred Kienpointner stated that Malala was determined against the Taliban and her verbal and non-verbal aggression allowed her to achieve the target. At the age of 16, Malala pointed out historical, political, ethical, and religious conflicts. Numerous studies have argued that like Martinez Garcia Ana Belen (2019) Malala's journey starts with "I" and moves to "We". Tamar Meguerditchian Gregorian (2018) and other studies have revealed and examined Malala's representation both in print and electronic media. It has been demonstrated by Shazia Sadaf (2017) that the memoir "I am Malala" raises an important question about the role of global publishing and its legitimizing of human rights concerns. In Pakistan, the response to Malala's book has been less enthusiastic than in the West. When viewed in this way, the memoir raises a variety of crucial questions concerning the role of the global publishing machine in the legitimization of human rights issues. It also highlights how, in the current atmosphere of geopolitical tension, contrasting reader reactions in Pakistan and the Western world impact this memoir's discussion of human rights. Whereas, Novel Kurniadi (2017) analyzes Deixis (implied meaning related to the context) used by Malala in UN Speech on 13 July 2013. Kurniadi discovered whether Deixis can be interpreted without context. Three types of deixis (person, temporal, spatial) can be found in Malala's UN Speech but the most important and dominant is person deixis such as I, am, My, and We. It has been suggested by Walters (2016) that UK Media presents Malala as a strong individual. Still, UK Journalists label her the "the shot Pakistani girl" instead of calling her powerful, a survivor, or indeed a feminist.

Ahmadian and Farahani (2014) examine how ideological disparities present themselves in the discourse of 'The Los Angeles Times' and 'The Tehran Times' dealing with Iran's nuclear program. According to Van Dijk's (2000) framework, the two newspapers present the same issues in different ways depending on their ideologies, using two macro-strategies of positive self-presentation and negative other-presentation, which are realized through other discursive strategies such as lexicalization, presupposition, consensus, hyperbole, illegality, and disclaimer. Contradictory ideologies exist throughout countries, one of which is the formation of bias.

According to Noreen Mirza (2019), Islamophobia has become more prevalent in the press and media as a type of racism. The women in this study discussed how they dealt with what they perceived to be an Islamophobic response. Despite the fact that most of the women were born and raised in the United Kingdom, anti-Muslim sentiment has caused them to question their feeling of belonging. Prejudice and discrimination are examined from the standpoint of middle-class British-Pakistanis. Young men recognize that Islamophobia, which has displaced the notion of racialization, is a threat to their community because of the invisibility of the current impact of social class within conditions of socio-

economic austerity, which is a central element of their social and cultural exclusions, according to Mac a Ghail, M., and Haywood, C. (2015).

Related Theories

Theoretical Framework

The researcher has taken van Dijk's socio-cognitive approach as a theoretical framework for the current study. It focuses on the interaction between cognition, discourse, and society. It begins with an informal text linguistic and subsequently incorporates elements of the standard psychological model of memory, together with the idea of a frame taken from cognitive science.

Discourse

Socio-cognitive processes and representations overlook many subtleties in language usage and communication, as well as features in yet-undiscovered psychology. On the other hand, the theoretical framework explains not only how cognition is used during actual speaking or text processing, but also why it is required for the description and analysis of distinct discourse forms. Although linguistic or discursive forms of cohesion (e.g., pronouns or definite articles) may aid in the identification of coherence linkages between sentences or turns of conversation, they are predicated on and regulated by underlying mental model ties between actors or events. Time/place/participant, participants (identities, roles, and relationships), current social or communicative action, participants' intentions, and current knowledge are all deictic or indexical statements that refer to or imply information from the context model's schematic categories (common ground).

Clearly, these expressions reflect how knowledge expressed in discourse was acquired, whether as specific morphemes in some languages or more explicit expressions in others (e.g., I saw, heard, read, etc. that...., she said that...), for example, in terms of current or previous experience or context models. The conventional, schematic, canonical structures (superstructures) of various discourse genres, such as narrative or argumentation, or the conventional organization of news reports or scientific articles, are planned and understood as expressions of shared cultural knowledge of such discourse genres' schematic organization. Ideological polarization at all levels of discourse, focusing on the good properties of Us (in the group) and the Bad properties of Them (outgroup), expresses underlying attitudes (for example, on immigration or abortion) and ideologies (for example, racism or sexism) through specific, personal mental models of specific events, such as polarized topics, lexicon, metaphors, images, and so on.

Cognition

Individual social actors engage in cognitive processes such as thinking, perceiving, knowing, believing, comprehending, interpreting, planning, hoping, feeling, and so on in their brains or memories as members of social groups and communities. Memory cognitive processes work using (mental)

representations, which are distinct cognitive structures that are produced, altered, stored, and deactivated. Thoughts, knowledge, beliefs, interpretations, plans, attitudes, and ideologies are all examples of mental representation. Cognitive processes and representations are responsible for all human behavior and interaction, as well as all language use and discourse. In part, these 'underlying' mental traits are used to characterize and explain discourse.

Society

Individuals with their own personal histories, autobiographical experiences, knowledge, ideas, and emotions, as well as members of groups, communities, organizations, and institutions, create and understand language. Social actors share sociocultural knowledge of the world with other members of various epistemic communities, as well as attitudes, ideologies, norms, and values with other members of various kinds of social groups, just as they do with their knowledge of language and discourse, which they share with other members of linguistic and discursive communities. These sorts of social cognition are most commonly found in Semantic Memory, which is a subset of LTM (Long Term Memory) but is also known as Social Memory. The acquisition and application of world knowledge are required for all cognitive processes such as observation, comprehension, action, interaction, language use, communication, and discourse.

Research Gap

As the studies discussed above show Malala's life has been focused. Our research is a comparative analysis of electronic and print media. Regarding this, the present researcher has not been able to find a comparative analysis of Pakistani and International print media. The majority of the studies are about Malala's memoir, UN speech in Pakistani, and foreign print media. As there is no print media comparison at the Pakistani and international levels there is a great need to study it.

RESEARCH METHODOLOGY

Data will be analyzed through a qualitative technique using Teun A. van Dijk's three-dimensional model 2014 which are:

Discourse

To cover this perspective stylistic analysis will be carried out on the various texts in hand. These will highlight the ideological output emanating from the concerned writer/ writers.

Cognition

This stage of the method examines the ideological bias pre-existing in the cognition of the writer/writers.

Society

The culmination of this methodology investigates in what ways a combination of discourse and cognition as discussed above influences society along the hypodermic principle.

Data Collection

Data will be collected from two International (The Guardian, The New York Times) and two National (Pakistan, i.e. The Dawn and The Nation) newspapers.

Population and Sampling

Ten editorials and columns of each newspaper will be collected from Concerned Newspapers' websites.

ANALYSIS

Malala, the Taliban's Victim

Malala, as Constructed in The Nation's Editorials

Malala is portrayed as a "children's rights activist" and a "courageous" young woman in The Nation's inaugural editorial, "Courage Thy Name is Malala" (October 11, 2012). As perpetrators of "barbarous violence" who "fired on children's rights activist," the Taliban are depicted in media. It identifies Malala as a victim and the Taliban as the culprits. The editorial's tone is still one of support for Malala and hostility towards the Taliban. This leads to a "us" against "them" dichotomy, where "us" refers to a collective identity (van Dijk, 1998) that encompasses the entire country, as in the statement, "The Taliban symbolize the kind of beliefs that no Pakistani can empathize with... If necessary, every citizen of this nation will step up and take a bullet. The Taliban's negative/violent role against Malala, "a defenseless 14-year-old...who spoke against bigoted element," and the Taliban as people who "would not care for human life" are both highlighted in The Nation's second editorial, "No Bowing Before Terror" (October 12, 2012). The statement "the entire nation is consumed by rage" emphasizes the construction of oppositional identities and in-grouping. It is a mental image of ideology that unites a country as a whole (van Dijk, 1988). "No Bowing Before Terror" is the editorial's headline, and it sets the tone for its position on the Taliban. The editorial does not downplay Malala's significance or use passivity or nominalization to conceal those who commit acts of violence. The statement that "military targeting can only be condoned in the extreme case of defiance when all possibilities of reaching an understanding through a peaceful approach have been exhausted" leaves the audience perplexed when it comes to the possibility of a large-scale military operation against the Taliban in their stronghold in North Waziristan. The third editorial in The Nation, "Now North Waziristan" (October 14, 2012), highlights the importance of taking action to combat the Taliban. Nominalization is used in a more overt manner. Nominalization is one of the techniques employed by Thompson (1990) to build ideologies in speech. For instance, "despite repeated

military operations and time and again being coerced into hurried peace deals destined to fail, Pakistan's government and military still appear helpless," the editorial criticizes the authorities for their equivocal approach to addressing the issue. A typical illustration of "in-group vs. out-group or a supposed Other" is this description and the act of portraying Malala as the future of Pakistan, for instance, "Malala continues to fight for her life as Pakistan decides to fight for her future." (Bednarek 2006, 203). Interpretation and explanation of editorials from *The Nation* This section aims to comprehend both the texts and the situations in which *The Nation* and *The Dawn* produced particular discourses, or the "social, political, and ideological effects" of these writings as Lockett and Chick (1998, 84) put it. The editorials of *The Nation* make clear their opposition to the Taliban and support for Malala—the principal issues of their editorial debates. The Taliban are shown as a dark force, and Malala is presented as a beam of hope, in two opposing subject stances. The newspaper as an institution establishes a social identity in which it associates itself with the ideals that Malala stands for and unmistakably rejects those that the Taliban stand for. *The Nation* is an extremely right-wing publication, and the public believes that it serves as a platform for the propagation of conservative ideas in Pakistan. However, as seen in its editorials about the incident, it took a similar position to *Dawn*, which is regarded as a liberal newspaper (we'll see this in the next section). This included views on the Taliban and Malala. Van Dijk (1998, 7) claims that "we still have no idea exactly how an editorial meeting takes place—who says what and when" since the study of editorials is a grey area. He adds, "The owners of the newspapers and advertisers have the power to influence the content, the political stance, and the editorial perspective of the paper" (13). We contend that the country's sociopolitical climate, power dynamics, and the history of the Taliban's attacks, particularly in the Khyber-Pakhtunkhwa province's Swat Valley, may have compelled the newspaper's owner(s) and editorial board members to adopt the stated stance. The Swat Valley was taken over by the Taliban in 2009, and the Pakistani government initiated a military operation to expel them. In relation to this operation, Shams (2011, 2-3) quotes a number of authors, noting that the Taliban have long been "strategic" partners of the Pakistani government (Akhtar, 2000; India, 2001; Rashid, 2002; Faruqi, 2003; Abbas, 2005; Hussain, 2005; Khan, 2007; Ali, 2008)...The Pakistani government claimed that "Mujahideen-i-Islam" (warriors of Islam) and "children of jihad" had evolved into an "evil force" that was determined to overthrow the government and presented a grave security threat to the nation. Regardless of its ideology, a newspaper cannot afford to disregard public opinion, which, in the words of Fairclough (2001, 21), "is of considerable social significance in this connection."

Malala, as Constructed in the Dawn's Editorials

Moment of Truth, *The Dawn's* first editorial, was published on October 11, 2012, and it discusses terrorism as well as Pakistani perceptions of Malala's attack and the emotions it sparked. It claims that "...drowned out by the outpouring of anger," Pakistanis "appears to have woken up to the consequences of the extremism that has been allowed to take root in our country." As seen by phrases like "Parliament has demanded accountability," "a defined set of people had set up a state within a state," and "the politicians need to prop up the current

consensus," among others, the editorial's attention is on the problem rather than social actors. A few voices, even in parliament, have attempted to relate the episode to America's role in Pakistan or claimed that it was Malala's own fault. It criticizes Pakistan's religious and political authorities as well as MPs for their perplexed public response. As the army has stated that it will "fight, regardless of the cost," the article commends the Chief of Army Staff for his stance but questions whether it will result in military action against the Taliban. The editorial also criticizes the global "outcry" for the attack on Malala, contrasting it with their earlier statement against the killings of Pakistani minorities. The Taliban are portrayed as "the perpetrators," "Other," with "twisted ideology." Malala and the Taliban not being present at the subject positions lessens the influence of the social players involved in the acts. The second editorial in *The Dawn*, "Symbol of Resistance" (October 11, 2012), emphasizes Malala's position as a victim and the Taliban's role as criminals. The purpose of this is to inform the audience of the former's acts, which help to shape their negative perception of themselves: "They [the Taliban] have bombed hospitals, markets, mosques, and bazaars, killing or maiming thousands of civilians, and they have atomized 2000 schools." By praising Malala's position and bravery in the face of the Taliban, the newspaper creates a positive image of her as "the 14-year-old, a crusader for girl's education," and "An outspoken critic of the Taliban...had been receiving threats from [the Taliban]." The third editorial in *The Dawn*, "Policy on Militancy" (October 12, 2012), takes a circumspect stance towards the subject and portrays societal players in light of their behavior. It says that it is crucial "to have clarity in the national discourse about the Taliban" and urges the readership to unify in opposition to the Taliban and those whom support them. The term "superficially non-violent extremist counterpart" refers to the religious right and policy leaders that use distorted narratives to discriminate between "good" and "bad" Taliban in order to further a particular agenda in light of Afghanistan's strategic position. The claim that the "religious right even now is seeking to obfuscate by talking of conspiracies—and bringing up red-herring" further puts them in a poor light. Even while the publication creates a poor image of the Taliban by citing "national revulsion at the Taliban and the way of life they seek to impose on Pakistan," it also holds the military accountable for the development of the Islamist infrastructure in that nation. It argues that "the military must set down that marker if the idea that a zero-tolerance policy towards militancy is to become state policy is to be realized." According to Bednarek (2006, 75), "newspapers' editorial response" is manifested in both "positive Motility" and "negative Motility," the former of which "signals approval/praise" and the latter of which indicates "disapproval/criticism". This is portrayed in both the *Dawn's* and the Taliban's and Pakistan's religious right's representations of Malala and the Taliban. The Taliban and Pakistan's leading religious political parties are both part of the *Dawn's* out-group, which is very diverse. Together, they form *Dawn's* Other, who is shown to be out to sabotage the nation's egalitarian ideas. The publication takes the chance to draw attention to the rambling claims of the religious right, which ultimately serves the Taliban. The newspaper's "main trademark...is a secular and tolerant approach to...the most pressing issues in Pakistani society," according to Member and Sial (2010, 16). This leads us to a comprehension of how the media, one of "the most influential ideological institutions of modern society" (van Dijk 2000, 34), cannot be understood in terms of how it portrays

social actors without taking an ideological position. According to Member and Sial (2010, 16), "the group enjoys widespread respect as a credible, independent and neutral player due to this broadly perceived super parts approach." Editorials reveal the religious right, who are using their political weight to shape public opinion by creating a muddy discourse on the subject, in addition to providing a clear image of the Taliban's deeds. The newspaper also takes advantage of the occasion to attack the dominant so-called liberal/secular political parties for their paranoia towards the Taliban. Power relations issues, as well as who the newspaper is producing its discourse for and what social consequences it has on Pakistani society, are significant factors in this context. According to Fairclough (2001, 136), "power relationships determine discourses" and "these relationships are themselves the outcome of struggles and are established by those in power" The majority of Pakistan's English-reading newspaper population, as well as policy and decision makers in the public and private sectors, as well as at the federal and provincial government levels, read The Dawn every morning (Malik and Iqbal 2011, 51).

Analysis: Malala, the Nobel Laureate

Malala, as Constructed in the Dawn's Editorial

The editorial "Pakistan's Braveheart" in Dawn (October 11, 2014) highlights Malala's fight for girls' education rights, which made her eligible for the Nobel Prize. She is referred to as a rarity in the editorial: "COURAGE is not a rare attribute in Pakistan...Malala Yousafzai, however, is an unusual instance. She stands in the subject position and declares, "I raise my voice not to shout, but to be heard by those without a voice." According to the publication, she has "clarity of thought" and "eloquence" and is a "global icon." The Taliban are described as "forces of aggression" and "purveyors of intolerance and bigotry". The statement "militants shot her in the head" is an example of them being in subject position while building their negative identity. The editorial's "Pakistan's Braveheart" header serves as a prime illustration of identity grouping. Malala, as Constructed in The Nation's Editorial The editorial in The Nation titled "Pride of Pakistan" (October 11, 2014) was published in response to Malala's Nobel Prize victory, yet the Nobel Prize was not mentioned in the first 16 lines of the introductory paragraph. When the award is ultimately announced, it is accompanied by a discourse that denigrates it and casts it in an unbelievable light: "The Peace Prize has the past tainted with a few notorious names on its list, not least of all Barack Obama." Malala's positive identity is constructed in The Nation's editorial, but its discourse appears to be an instance of hedging, which van Dijk calls a "powerful political and ideological tool" (1988, p. 52). Rhetorical statements like, "Malala Yousafzai is a global hero... What produces kids like Malala?" is asked to reassure the audience. According to Roskos-Ewoldsen, Roskos-Ewoldsen, and Carpenter (2002), editorials use rhetorical questions to sway readers to support their position. The editorial's stance of "who are the people that mold her, teach her" parallels the religious right's discourse in the nation and adds to the ambiguity surrounding Malala's character, which, in the words of van Dijk (1988, 52), "may imply mitigation...and indirectly also a denial." Conspiracies gain credence when the pronoun "you" is used implicitly in sentences without any prior nominalization,

as in "you bomb a village," "you create a villain," or "you create a suicide bomber." According to Fowler (1991), the usage of pronouns aids in the text's production of a consensual viewpoint that influences the public to perceive themselves as a part of a newspaper (Convoy 2006). Malala Yousafzai is Pakistan, and such statements/clauses as "Malala is a symbol of both good and evil," "Malala Yousafzai is Pakistan," and "she is a product and part of her father who let her soar" seek to define her identity from a certain angle. Only three comments were left on the editorial: two were supportive, and one was critical, denouncing Malala for defaming Islam and Pakistani society. The commented said, "very good, very brave, but other than that they say Islam is backward, and we people shoot over [our] women's [women] and girls." The Nation's news article "Malala Wins Nobel Peace Prize" (October 11, 2014) is another example of hedging, portraying Malala in a positive light while simultaneously making her look low and negative, as in the following sentences: "continuing her meteoric rise in the face of divided public opinion" and "controversies and theories, some of which term her a Western stooge." In every culture, the production of discourse is simultaneously controlled, chosen, ordered, and redistributed by a certain number of procedures, according to Foucault (1970, 52). When examined in light of Malala's tale, this exclusionary process suggests that using her as a means of constructing the newspapers' identities appears to be in the public interest of these organizations. Shams (2014) asserts that the adolescent "has become an extremely divisive figure in Pakistan despite the fact that the liberals hail Malala as a symbol of pride for the country." We contend that it is paradoxical that the internationally renowned Malala has turned into a symbol that divides Pakistani society, even the liberals. Malala's reminder that "my basic message is about education, and that is linked to Islam because the Taliban use the name of Islam to stop girls from going to school" (Al-Khoori 2015) inflames and divides the ranks of the religious right. According to Fisher (2015, 51), audience members are "characterized as engaged, expressive, and collaborative" on social media and play a prominent role in these platforms. The concepts developed around predetermined perceptions, viewpoints, and conspiracy theories that appeared sporadically in the discourses examined come together to form a rational public discourse. According to the claim made by Filardo-Llamas (2015, 281), "World views are the outcome of given text and discourse worlds." Malala's identity constructions are influenced by media discourses, but there are also deeper conflicting discourses that are supported by complicated forces and reasons that are reflected in the discursively surrounding discourses about Good Muslim Malala and Bad Muslim Malala. In a society like Pakistan, their impacts can be problematic since they can further the agenda of religious fundamentalists and other obscurantist elements, which in turn can further polarize the society.

Title :

He Named Me Malala released as campaigner chooses university

by

Alexandra Topping

<p>Social Context It is about the documentary on Malala and her services for education.</p>	<p>Social Cognition Malala as a Pakistani educational activist.</p>	<p>Text It is about Malala who was named as the <i>campaigner</i> for education in the whole world</p>
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Table 2: Dijk’s Discourse Analysis Concept of Text Structure

<p><u>Macro Structure</u> The topic of this article is “He Named Me Malala” released as <i>campaigner chooses university</i> and theme is that the topic reveals the extraordinary personality Malala Yousafzai who not only sacrificed her life for the purpose of education but also got against the social norms for this purpose. She stood against violence and the bitter social norms for the sake of education. The education is not only necessary for men but also for women. She took this thing as necessary and that's why never took fear of the guns in the hands of the powerful people in front of her. Secondly, she got the honor for her actual insight for the betterment of the women’s education.</p>
<p><u>Superstructure</u> <u>Introduction</u> This article is about Malala Yousafzai is set to take her own advice to heart as she continues her academic career by enrolling at either Stanford or Oxford University, two of the most renowned higher education establishments in the world. Malala has toured the Californian university campus, her father confirmed, adding: “They have 300 days of sun out of 365 days, which is a rare phenomenon in the UK,” he said. “Three hundred days of sun makes a difference.”</p> <p><u>Content:</u> The major content is that Malala was attacked by the Taliban. She was saved after head shot. She worked for the girls' education. Malala has also visited Oxford with a teacher from her independent girls’ school in Edgbaston, a suburb of Birmingham, according to the Sunday Times. As she decides which top university to attend, a new documentary about her life had its European premiere at the London Film Festival this week.</p>

In “He Named Me Malala”, an intimate portrait of the Pakistani schoolgirl, Malala is shown arm-wrestling with her brothers and explaining Twitter to her father, as well as touring refugee camps and giving passionate speeches about the power of education.

The documentary reveals that Ziauddin chose his daughter’s name in honor of Malalai of Maiwand, a heroine who rallied the Pashtun army against British troops in 1880.

“When I was little, many people would say, ‘Change Malala’s name. It’s a bad name, it means sad.’ But my father would always say, ‘No, it has another meaning. Bravery,’” the 18-year-old said.

Speaking publicly for the first time at [the Women in the World event in London](#) on Friday, Malala’s mother, Toor Pekai Yousafzai, told the audience that she left school because she was “the only girl in a class full of boys”, and wanted to play with her female cousins.

Microstructure.

The sentence structure is very eloquent and clear. It is short but crystal clear. Microstructure means the local meaning of the text which is simply shown in the article that Malala became the hero of the Nation due to her extraordinary powerful movement which he took at a very young age.

Word choices :

In this article, impactful words are used.

Impactful words are words that have an emotional impact, that are powerful and memorable, and that convey a strong message or idea. These words can be used to evoke strong emotions, such as shot in head, anger, blast, victims, and they can be used to influence people’s opinions and decisions. Impactful words can also be used to inspire change and to motivate people to take action.

For Example :

- **A barbaric attack by the Taliban**
- Stanford or Oxford University,
- European premiere at the London Film Festival
- Passionate speeches about the power of education.
- [An Inconvenient Truth](#))
- **Nobel peace prize**
- [opened a school for Syrian refugee girls in Lebanon,](#)

Diction :

This article has a serious and informative tone, and the diction used is often formal and subjective. The diction used in this article includes technical or specialized terms related to the Noble peace prize that Malala got by her services in education in Tribal areas where she got shot in her head, as well as precise language to describe the terrorists' activities and operations, especially on women who are banned to get education in Tribal areas of Pakistan. Where education is banned for girls.

Table 3: Van Dijk’s Discourse Text Elements

DISCOURSE STRUCTURE	CASE THAT OBSERVED	ELEMENT
Macro Structure	<p><u>THEME</u></p> <p>The major themes of this article are</p> <ul style="list-style-type: none"> • Education for girls • Noble peace Prize for Malala • Achievements of Malala • Malala is a brave girl 	<p>Topic</p> <p>“He Named Me Malala released as campaigner chooses university.”</p>
	<p>SEMANTIC</p> <ul style="list-style-type: none"> ➤ Educational activist ➤ Powerful struggle ➤ Political and social change ➤ Against patriarchal social norms ➤ Pakistan’s educational system in some areas. ➤ Education against extremism. ➤ Children's rights. ➤ Arm wrestler 	<p>Background</p> <p>We can say that this article is revealing the hidden problems of that area where this strong daughter of Pakistan lived that time .These issues are mostly concerned with the women 's education .Renowned personalities of Pakistan took this element with great care and took action against this issue .</p> <p><u>Presupposition</u></p> <p>The scene behind this is clear that most of the areas are facing such problems for women .Most of the girls are not allowed to go to schools even .The women are restricted even for the male doctors whatever situation is .</p> <p>The act of Malala in such condition is a source of inspiration here.</p> <p><u>Nominalization:</u></p>

		<p>This is a process of turning a verb into a noun and it is used to describe an action. In the case of Malala Yousafzai, we can say that the use of the word hero is the best description of the action of Malala.</p> <p>Terrorists: The word Terrorist is the nominal of the verb terror which shows the people of the world who caused destruction</p>
<p>Superstructure</p>	<p><u>SCHEME</u> As for as the scheme of the article description is concerned, it goes by the following pattern.</p> <ul style="list-style-type: none"> • Introduction • Enrollment in Cambridge University • Talban attack • Education system in Pakistan • Malala has also visited Oxford with a teacher from her independent girls' school in Edgbaston, a suburb of Birmingham, according to the Sunday Times • human rights campaigner • the power of your voice." • The Noble Prize Winners • Conclusion <p>This article is about Malala's achievements and prizes that get by her service in education for girls in Tribal areas in Pakistan where is education banned. Malala got shot in her head by</p>	<p><u>Schema</u></p> <p>When we go through the given article, we say the schema of the text includes the following things. Malala Yousafzai is a brilliant girl who got the Nobel Prize. She also got sublime grades in her studies. Moreover, she also behaved bravely when the Taliban attacked on her. Despite of being fearful, she decided to take very brave steps in life. She said that how they can deprive her from the rights of education. The schema also includes that she was respected by the great personalities of the world. The media also showed a great response to her.</p> <p>S`</p>

	<p>Taliban and due her service; she was enrolled in Cambridge university where she get education . she was awards with Nobel peace prize.</p>	
	<p><u>SYNTAX</u></p> <p>The sentence forming and composition used in the news text are totally structured and accurate. The sentences were logically connected with the main thought of the article.</p>	<p><u>Sentence structure</u></p> <p>The overall sentence structure in this article is clear, concise, and informative while providing a comprehensive and balanced view of the events. Words were in order, having a strong agreement of noun and verbs.</p> <p>These are the following elements used</p> <ul style="list-style-type: none"> • Cohesive devices. • Clarity • Relativity • Connection in sentences • Logic. <p>The whole article is clear about information. It is about Malala achievements and her prizes.</p> <p><u>Malala Yousafzai</u> is set to take her own advice to heart as she continues her academic career by enrolling at either Stanford or Oxford university, two of the most renowned higher education establishments in the world. Malala has toured the Californian university campus, her father confirmed, adding: “They have 300 days of sun out of 365 days, which is a rare phenomenon in the UK,” he said. “Three hundred days of sun makes a difference.”</p>

	<p><u>SYTLISTIC</u></p> <p>Many stylistic devices have been used in the article.</p> <p>SYTLISTICS:</p> <p><u>Syntagmatic connotations:</u></p> <p>The sentence “I We are one soul in two different bodies,” she says in the documentary. Answering critics who claim she is her father’s mouthpiece, she retorts: “My father only gave me the name Malalai. He didn’t make me Malalai. I chose this life.” is used in syntagmatic connotations.</p> <p><u>Paradigmatic connotations:</u></p> <p>The words like children, girls, Taliban and pupils are used in pragmatic connotations.</p>	<p>Deictic elements like this ,that ,these ,those, now then here are used</p> <p>Lexical Collocations</p> <p>The lexical collocations are also used in it. e.g. Nobel Peace Prize Winner, global recognition, education campaigner, independent girls’ international hero, favorite book</p>
	<p><u>RHETORICAL.</u></p> <p>The Rhetorical techniques are very clear in this article.</p>	<p><u>Rhetorical</u></p> <p>Those are the Rhetorical techniques which arise the questions in the reader's mind.</p> <p>I can’t stop going to school, I can’t stop talking, because I am a girl, and we cannot go back to the ages when they buried girls alive. I want to progress. I want to speak’,” Malala’s mother told the audience in her native Pashtun.</p>

Macro Structure

Here we have the passage of Malala awards and prizes who won for the education for girls. She belongs to Pakistan. She got shot her in head by Taliban. Education is banned in Northern Areas for girls.

Beginning/ Introduction

Malala Yousafzai is Pakistani born girl who won many prizes and the noble peace prize. Taliban in the Northern areas, they attack on the schools. They banned girls to go to school. They were also banned from dancing and attending the cultural activities in the valley. There was social unrest everywhere and attacks were made on the people. The Taliban created a lot of difficulties for the girls. There was strong opposition for the girls. The Taliban destroyed 400 schools in the valley which was a great loss for the whole community.

Malala made up her mind to go to school and stand up to the Taliban. Due to the actions of the Taliban to go against the community rules, she began to criticize the Taliban by saying that “How dare the Taliban take away my basic right to education?” she once said on Pakistani TV.

Direct /Personal	Indirect	Emotive	Institutional
I, she	Her	Dream, startling	Educational, Oxford
My, her	The students	Prize, weapon.	Taliban, military
You	School	Winning, excellent	Nobel peace prize
They	Their Needs	Achieve, proud	Institutes,
Their	People	Attack,	

Note: we will add the words of each type in the given column.

Development

When she was targeted by the Taliban, she made the resolution that she will have to get education. She raised a question that how they can deprive her of her basic rights of education. After this incident, she and her family moved to the western world. She was award the Nobel Prize for her bravery. She not only got a good education but also worked for the education of children. She obtained sublime grades in education. She was praised for her these achievements. Many presidents and other authoritative persons were invited to show her talent. Many media channels invited her to speak about her achievements. Despite it being a great prize for her she did not live her preferences for education. She used to say that she would skip her school work when she felt that there was a real change which is coming for the purpose of educating of Millions of children.

<p>Argumentative There are some sentences which show that there is an argumentative approach. The point is being forwarded in the progressive style. The writer uses this style for the purpose of showing the importance of the topic. Here are find that Malala argues that she will not miss her school work as it is the first duty of the student.</p>	<p>Exhortative / Action The style or approach in which a person is urged to take some action to do some tasks is called the exhortative style or approach. In the given extract, we can easily find that this approach has been used. The most obvious example of this approach is that when the Taliban attacks Malala, she says how they snatched her rights to education. She took strong action and got a good education. The world saw her passion for getting an education. She proved it.</p>
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Conclusion.

The conclusion is that even getting the best things in life, Malala did not leave her educational perspectives. She always remained stick to her education. She is consistent with a clear-cut mindset. This thing makes her unique in the way she is known for this thirst all over the world. To fulfill her educational needs, she wants to get knowledge at a good university like Oxford

Ideology

The ideology behind it is about education activities.

Education:

The idea of education is the most important idea in the given text. It is because knowledge is power. The whole world is changed due to the spread of knowledge. It is also mentioned in the given text that it should be given the rights to the girl to get an education.

Feminism

The concept of feminism is present in this article. There are some points that give the idea that women should get education and other rights. These lines show feminism.

“Nobel peace prize winner, who has traveled the world campaigning for education rights for girls, achieves six A*s and four As.”

Gender discrimination:

The idea of gender discrimination is found in the given text. We see that the Taliban want that there should be closed the schools of girls. They think that

they should remain in house and do their domestic chores. This line shows gender discrimination.

“The Taliban banned the girls from going to schools.”

Toxic Masculinity .

The text also shows the toxic masculinity of the Taliban as they used it in the wrong way. When the manpower is used in the wrong then it is called toxic masculinity. It is obvious the Taliban. This is the line showing toxic masculinity.

Male Chauvinism

It refers to the patriarchal society where the male has all the power and he can make the decision. While the women are given fewer chances to prosper. This line shows the male chauvinism.

“The Taliban banned girls to go to schools

Political Extremism.

As far as political extremism is concerned, the women in such areas are not allowed to read and write according to their own will. The government of those areas was also not so interested in doing so.

Violence against women

There is violence against women in the society. They are misused. They are targeted by the males. This article also shows the great impact of the violence on the women. This line also shows the violence against women;

“She came to the UK after being shot in the head on her school bus, targeted by Taliban gunman for her activism on girls’ education.”

Open Ended/ left for the reader to decide	Closed Ending/ inferences
<p>The article in which the ending depends on the readers are called open ending articles. This article is not an open-ended article.</p>	<p>The articles which are ended by the writers is called the closed article. The given article is a closed-ended as it ends in the writer’s sense. The writer gives a clear view.</p> <p>Reference: Speaking publicly for the first time at the Women in the World event in London on Friday, Malala’s mother, Toor Pekai Yousafzai, told the audience that she left school because she was “the only girl in a class full of boys”, and wanted to play with her female cousins.</p>

	<p>Sometimes when I worried, she would tell me, ‘I can’t stop going to school, I can’t stop talking, because I am a girl and we cannot go back to the ages when they buried girls alive.</p>
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DISCUSSION

Words like “Teenagers”, “global recognition” as “an education campaigner” are being used for Malala Yousaf Zai as they show the heroic qualities that have been attributed to her. Then “youngest-ever Nobel prize laureate” again shows the writer wanted to make the reader think about the positive image of Malala. The words like “renowned higher education establishments in the world” Also convey a clear-cut message that the use of double adjective is very significant here. Not only this but also the use of the word “establishment” is very giving an emphatic message.

These lines “They have 300 days of sun out of 365 days, which is a rare phenomenon in the UK,” he said. “Three hundred days of sun makes a difference.” are very important and got a deeper meaning as well. The Californian university was toured and the most important feature that is being discussed here is the “sun” which shows the brightness and hope to fight the odd days of life.

Although Malala visited Oxford University as well here the writer’s identity and his love for his country and promotion of his country can be seen very easily. Again “He Named Me Malala” shows the projection of her name and elevation that she is enjoying is also interesting. Words like “portrait of the Pakistani schoolgirl” give emphasize to Malala that she is associated with Pakistan. Her portrait is linked with Pakistan. The words “Malala is shown arm-wrestling with her brothers and explaining Twitter to her father” show the masculinity and strength of her character that at the same time, she is fighting with her brothers and at the same time telling her father how to handle Twitter or something she is explaining. Again, words like “touring refugee camps and giving passionate speeches about the power of education.” This shows the character of Malala in that she is not only confident but also has very strong voice to deliver a speech to the people about power of education. The adjective “human rights campaigner” is highlighting her humanity and kindness towards life. For the first time in the text one can notice a negative connotation or negative word which the writer has used here is “brutal Taliban”. Which means that the writer has a clear mind and readily calling Taliban brutal. Although in the next line the writer is making clear that why he calling Taliban brutal that what they have done with Malala Yousaf Zai. Even she has not done anything wrong she was trying to create awareness among the people of her society what she has to paid for?

The documentary is about Malala Yousaf Zai “Filmed over 18 months in Britain, Kenya, Nigeria, Abu Dhabi and Jordan, the documentary by American filmmaker Davis Guggenheim (who also directed An Inconvenient Truth) depicts the years before the attempted assassination in October 2012, when

Taliban gunmen opened fire on then 14-year-old Malala on her school bus.” The basic purpose of this documentary is all about Malala Yousaf Zai’s assassination attempt and her survival. “Malala was also just a “normal” girl”. American filmmaker Davis Guggenheim (who also directed *An Inconvenient Truth*) said. “But she saw something she loved being threatened, she saw her school being threatened, and she spoke out. She used her voice. And that’s one of the themes of this movie, the power of your voice. Here “threatened” and “spoke out” are being used for Malala Yousaf Zai.

A very interesting statement can be seen in the following lines ““I’m still an ordinary girl,” she replies. “But if I had an ordinary father and ordinary mother then I would have two children by now.”” If we look into the detail that Malala Yousaf Zai is calling herself an ordinary girl but at the same time she is saying that her parents are not ordinary if they are ordinary people then she would be the mother of two children which means that she is giving credit to her parents that whatever she is, it is all because of her parents.

Malala Yousaf Zai is hoping to be the “ and becoming the prime minister of Pakistan.” Malala Yousaf Zai is having “close bonds of the Yousafzai family” which shows her love for family. Malala’s love for her father is unprecedented which can be seen in the following lines ““We are one soul in two different bodies”.

In the documentary she made it clear that she is not the mouth-piece of her father. As she herself said that “Answering critics who claim she is her father’s mouthpiece, she retorts: “My father only gave me the name Malalai. He didn’t make me Malalai. I chose this life.”

Malala seems unhappy with her name as she says ““Change Malala’s name. It’s a bad name, it means sad.”

The words like “buried girls alive” is showing the determination of her mother Toor Pekai is also noticeable that in spite of the fact she is the mother of Malala but still she is determined that she won’t stop her to work for education. She even wants to stand with her daughter.

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