

## A MORPHOSYNTACTIC ANALYSIS OF MALALA'S MESSAGE IN HER UNO SPEECH

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### Abstract

*This paper examines the speech of Malala Yousafzai to the United Nations by analyzing the key features of her speech in the use of effective linguistic devices, particularly syntactic and morphological features that render her speech very persuasive. The study relies on discourse analysis and linguistic theories to identify the interrelated roles of sentence structures, morphemes, and rhetoric decisions to formulate the universal movement of Malala in the direction of girls' education and peace. Declarative and imperative sentence structures, along with parallelism and anaphora, enhanced authority and emotional appeal. Morphological characteristics and inflectional morphemes make her message even clearer and ideologically more effective. The results suggest that the patterns of language and discourse used by Malala are generally consistent with the established activist literacy anticipations, but with specific parameters, which demonstrate her unique cultural and individual identity. The current paper is a response to the lack of linguistic research that considers syntax and morphology as persuasion tools to activate activist messages, since most of the previous literature on the Malala Yousafzai speeches has been dedicated to the critical study of discourse and the rhetorical tools employed in the speeches. The analysis of the 2013 speech of Malala Yousafzai at the United Nations is conducted with the help of a qualitative morphosyntactic analysis revealing the major syntactic constructions (declarative and imperative types of sentences, alliteration, parallelism, and anaphora) and morphological patterns (derivational and inflectional morphemes) used in the speech. The results indicate that these grammatical decisions play a major role in the building of authority, emotional persuasion, and ideological explicitness, especially in the themes of resistance, empowerment, and education advocacy. This study addresses a research gap by examining how morphosyntactic patterns are strategically employed in youth activism discourse as a means of persuasion and how these patterns contribute to culture-specific persuasion. The positive reception of Malala's speech demonstrates the need for further research on its rhetorical skills and the significant role of language in contestation and international interactions, which enhance credibility among individuals.*

**Keywords:** Malala Yousafzai, morphological features, syntactic analysis, UNO Speech 2013

### Introduction

One of the most memorable speeches by Malala Yousafzai was the one she delivered in 2013 at the United Nations, a speech that was subsequently branded as the landmark of advocacy concerning education, women's rights, and peace in the world. Spoken by her after she fled six years after she was attacked by the Taliban, her words touched millions of people all over the world, as they were a beacon of hope and survival. In this speech, Malala used words as a weapon to emphasize the demand to be educated and, hence, for the rest of society to come together to fight terrorism and extreme social ideology.

Language as a persuasion tool forms the basis of activism and political discourse, both influencing the opinion of the population and causing them to participate (Sapkota, 2021). And there in linguistics, syntax and morphology contribute significantly to the process of realizing that different elements of language interact to produce meaning, elicit feelings, and convince. The speech given by Malala has been analyzed in this paper using syntactic and

morphological analysis (a thematic structure) in the hope of revealing the unsaid patterns (lynchpin structures) that form persuasive and emotional/provocative speeches. Researchers demonstrate that the syntax and word choice employed by Malala Yousafzai are maneuvered to benefit the message of the education of girls and empowerment of women, which is usually done by incredibly persuasive discourse patterns (Altam & Pathan, 2021).

Her speech analyses, both at the UN and Nobel awards, through critical discourses reveal that she makes use of repetitive phraseology, like "we call upon..." and "we must not forget...", and constructs parallelism and anaphora, which emphasize the themes of unity, justice, and collective responsibility in education (Sapkota, 2021). Her life narrative studies also indicate that she frequently used rhetorical questions to challenge the world order based on power and to highlight the moral urgency of education and peace (e.g., "Why is it that countries we call strong are so powerful in creating wars but so weak in bringing peace?"). (Garcia, 2019). Additional corpus and discourse analysis of *I Am Malala* demonstrates that her structured lexical and grammatical use constitutes coherence and emotional presence as well as an empowering and socially transformative position (Razzaq et al., 2025).

The analysis of the language used by Malala will be limited to syntax and morphology; these elements would be incorporated in the framework of understanding how language is used as a means of social change. Syntax, the arrangement of words and phrases is essential for determining both the meaning and the appeal of the speech, while morphology contributes to making her argument even more emotionally persuasive. The study of the form of words is what makes her argument even more emotionally persuasive. Through this analysis, we will find out how, in her speech, Malala explains why the language is relevant in the struggle to champion human rights and social justice.

This paper focuses mainly on the syntactic and morphological features of the speech delivered by Malala Yousafzai on the United Nations in 2013 to analyze how the speech was built to create persuasion and authority using such specific syntactic structures as declarative and imperative types of sentences, parallelism, and anaphora, and such morphological elements as derivational and inflectional morphemes. To be more precise, the study will seek to learn how these morphosyntactic possibilities constitute ideological implications, such as education, empowerment, and resistance. Applying grammatical analysis as an analytical tool, the paper has adopted syntax and morphology as analytical approaches to reveal the relevance of grammatical analysis in comprehending the persuasive tactics within activist discourse.

### Research Objectives

1. To investigate the syntactic characteristics of the UNO speech by Malala Yousafzai with the aim to consider the types and sentence structures as well as the rhetorical techniques such as parallelism, coordination, and repetition.
2. To examine the morphological characteristics that are followed in the speech, especially in terms of the usage of derivational and inflectional morphemes, the affixing patterns, and the multiplication of the lexical roots.
3. To examine the strategies of syntactic and morphological choices in Malala's address and how they identify the rhetorical effectiveness, the persuasive tone, and the ideology in activism discourse.

### Research Questions

1. What syntactic structures does Malala Yousafzai use to construct effective and persuasive activism discourse in her speech at the UNO?
2. What are the morphological peculiarities of the speech of Malala, and what are their role and contribution to the rhetorical impact?

3. What are the comparisons in syntactic and morphological features between Malala's speech and the characteristics of the activist and political speech?

### Literature Review

The morphosyntactic approach is the analytical approach to the syntactic structure that examines how the morphological structure interacts with the syntactic structure to construct the meaning of a discourse (De Groot, 2005). Morphosyntax analyzes how morphology and syntax are employed in the formations of words such as derivation and inflection and how they are applied in sentence structures to create the persuasive and ideological effects instead of the two independent levels of analysis (Julien, 2007). Such style is especially used to analyze political and activist speech in which grammatical decisions play roles to increase authority, emotional appeal, and inclusiveness (Ryder, 2015).

Language is one of the fundamental building blocks of the perception of the masses, influence, and mobilization of social movements in the world of political and activist rhetoric. The structure of such sentences is important in developing messages that appeal to different audiences. Researchers have been interested in the effect of such syntactic options on persuasion of speech, particularly in the political and activist circles (Al-Khawaldeh et al., 2023). In fact, it is true that there are much more reasons as to the semantic and syntactic structures employed to sustain ideological stands in the political speeches with syntactic constructions such as parallelism and anaphora. These structures emphasize important concepts; they assist in forming a rhythm that links thoughts in a manner that consolidates remembrance of the most critical things (Derakhshani et al., 2021).

Similarly, studies of activist discourse reveal that rhetorical questions and imperatives are utilized as very important syntactic terms to establish the interaction between the speaker and the audience and make the message even more emotional (Bail et al., 2017).

Morphological analysis is another significant part of persuasive discourse. A well-known aspect of the analysis of the rhetorical style of Barack Obama is the use of nominalization, or the transformation of verbs or adjectives into nouns (e.g., run - run/running) to create the effect of some concepts being higher, becoming more abstract, and being generalized (Brugman et al., 2019). This figurative device came in handy, especially when giving speeches that demanded systemic transformation, where the multifaceted social problems had to be put into perspective in such a manner that they had the implication of objectivity and would be more generalizable. Even affixation is capable of convincing by altering the emotional load of words (Boeynaems et al., n.d.).

Semantic Mapping the characterization of collective speeches: The speeches of Malala Yousafzai are full of words with a specific connotation, which appeals to the ideals of hope, resistance, justice etc and are supported by using suffixes, which emphasize the idea that the speech is delivered with a majority or universal effort (Adam, 2021).

Besides these larger linguistic approaches, the language of Malala Yousafzai in general and her address to the UN in particular have been analyzed widely in the CDA. As demonstrated, Malala uses a calculated combination of syntactic and morphological options that perhaps can be viewed as implicit decisions since she forms an emotional bond to herself as a supporter of education and agency of girls in general and to her listeners (Gennaro and Ash, 2021). The discussion of Malala in the Nobel speech shows that there is a tactical application of rhetorical devices like repetition and metaphor that add legitimacy to the speech through its attention-seeking aspects. Typically, the simplicity of the sentences and the fact that they are powerful help them to be more approachable and make the message stronger to ensure that it can connect with the audience on an international scale (Rasulova, 2024).

There are many analyses that have been made in the last few years, and they point out that Malala used language as a weapon to empower herself and those around her. Her syntactic questions can be considered very strategic in her speeches to the UN, which are geared towards mobilizing the leadership and influence, i.e., the use of inclusive pronouns and the forceful forms (Roberson and Perry, 2021). These syntactic devices bring about a feeling of collective responsibility with the aim of mobilizing masses in the quest to access global education and social justice. Malala uses diverse rhetorical techniques in her speeches, as a single, concrete subject to emphasize her problems in the conflict zone, as her syntax presupposes the moral and humanitarian significance of her cause in the background (Baral, 2022).

Crossing syntax and morphology, the lexical selection of Malala seems attentive in each of her speeches to energize, as well as to criticize, the larger body politic. As an example, when she mentions her hometown as being paradise, this represents a feeling of loss and longing to return home, and at the same time, it tells about her strength and will to not lose touch with her home (Razzaq et al., 2025). These orientational decisions are strong both stylistically and ideologically: Malala portrays herself as a strong and good-minded first-person character who is on the side of rebellion against oppression and violence (Altam & Pathan, 2021b). Both the syntax and morphology of a language are utilized to express both protest and hope, as the form of language reflects the message of her speeches, in which she calls for both social and political change (Kiklewicz & Pociachina, 2021).

In order to appreciate how successful Malala's discourse is, it is vital to factor in language as an instrument of ideological criticism. Her speeches show how gender-coded messages can be undermined with the help of lexical and syntactic tools and how education can be promoted as the universal right (Sapkota, 2021). In their analysis, the researchers noted that Malala was employing rhetorical techniques to highlight the discrepancies in the global education system and to encourage the international community to respond actively. To break down the success of the discourse of Malala, it is urgent to consider the purpose of using language as the means of ideological critique. Her speeches focus on how this young activist uses lexical and syntactic tools to convey gender-coding messages related to the right to education (Kaur, 2023).

Moreover, the corpus-aided procedures employed in several studies have contributed to the revelation of the subtle interplay between syntax, morphology, and ideology of political speech (Rajini, 2020). The linguistics tools have been used in studies to examine the syntactic appearance and morphological properties of the speeches of the world leaders and discover that the type of the sentences (declarative, imperative, and interrogative) determines the effectiveness of the messages related to politics. The analysis of a large amount of speech data is useful in computational processes, specifically, the mapping of syntax and morphological repetitive patterns that put together the persuasive power of a speaker in the language (Saeed et al., 2020).

Even though the speeches by Malala Yousafzai have been studied from a critical discourse and rhetorical perspective, there has been little research to examine the grammatical role of syntax and morphology in her speech. Research into ideological content, metaphors, or political framing is more frequent; but less frequent is the detailed analysis of how sentence form and word formation make a direct contribution to the persuasive effect of activist language. That leaves a gap in our knowledge of the linguistic mechanics of the emotive and ideological pathways of such speeches (Shekhani and Jaff, 2023).

This paper fills the gap by conducting a morphosyntactic analysis of Malala's UNO speech (2013), as it focuses on syntactic structures such as parallelism, anaphora, and sentence types, as well as morphological patterns such as derivational and inflectional

morphemes and affixation. We have used the theoretical framework, which can be compared to the constitutive grammatical theories therein: We use Systemic Functional Linguistics, Morphological Theory, and Critical Discourse Analysis as a means of illustrating the contribution of these grammatical choices to the formation of rhythm, clarity, and rhetorical force in the Malala activist text. We apply Systemic Functional Linguistics, Morphological Theory, and Critical Discourse Analysis to illustrate how these grammatical choices help in the formation of rhythm, clarity and rhetorical power in the Malala activist text.

### **Theoretical Framework**

This analysis is based on a multi-theoretical linguistic model that combines SFL, the theory of morphology, and the CDA in the analysis of the rhetorico-propagandistic effects of the UNO speech of Malala Yousafzai. These interconnected plans provide not only an integrated prism according to which the (syntactic and morphological) linguistic patterns of rhetorical power can be interpreted in activist discourse (Alameda-Hernandez & Jimenez-Briones, 2025).

The syntactic analysis follows the systemic functional linguistics (SFL). SFL views language not in terms of a system of forms but as a means of expressing meaning and to carry out rhetorical tasks. This principle is central to the discussion of how Malala employs the types of sentences i.e., declarative, imperative, and interrogative and rhetoric i.e. parallelism and anaphora techniques not only grammatically but also rhetorically to influence the tone, voice, and response of the audience (Darong, 2022).

The morphological view is complemented with other investigations in addition to the syntactic one. Within this system, it is feasible to investigate how derivational (e.g. empowerment, education) and inflectional (e.g., plural, tense) morphemes precondition ideological and affective senses. The process of affixation and nominalization of the morphology abstracts and universalizes the message of Malala, making the common lexical charge a successful symbol of advocacy. (Diamanti, 2025).

Finally, the Critical Discourse Analysis is applied in the research to comprehend the role of language as a means of different resistance, identities, and social transformation. This practice represents the way discursive practices express power relations and problematize systems of hegemony, especially by the actions of a young female proponent that is addressing structural types of oppression. The inclusion of common pronouns, the repetition of keywords, and ideological framing are also helpful in establishing the speaker as a survivor and a global activist (Van Dijk, 2023).

Combined, these theories make it possible to analyze the problem in layers that go beyond the level of language on the surface to understand the role of issues of syntax and morphology as a form of persuasion and empowerment in the current activist language.

### **Methodology**

This paper adopts a qualitative linguistic framework approach to examine the syntactic and morphological construction that was used by Malala Yousafzai during her historic United Nations address on the 12th of July, 2013. It is aimed at illuminating how some of these language means can be used to strengthen the argumentative and emotional appeal of her presentation as a teenage activist discussing global education, women's rights, and peacebuilding. The reason why a qualitative design is selected is that it provides the opportunity to take a more contextualized, multi-layered approach to data with a particular focus on the agency of language in a certain social-political moment (Al-Watefi, 2024).

Both the symbolic and rhetorical style of the chosen speech have led to its international recognition and frequent use in the academic and political rhetoric. The speech case study is an opportune object of analysis, offering the possibility of conducting an in-depth interrogation of how language constructs identity, raises an emotion, and activates

ideological narratives (Balla, 2023). Although this data set is not a corpus in the classical sense due to its small size, the speech is a microcosm of activist talk and therefore, just as in the analysis of historical variation, it provides the researcher with the chance to separate complicated linguistic processes in a naturalistic environment.

Initially, the speech of Malala Yousafzai was transcribed into written text, and then it was divided into clauses and phrases. The information was later subjected to analysis in terms of syntactic and morphological aspects. Whereas computational methods, e.g., corpus linguistics software, are commonly used in large-scale language analysis, in this study micro-level analysis was essential to obtain more subtle readings and more precise insights into the language use. The analysis would also indicate how the use of grammar communicates the ideological, authoritative, and emotional appeal in a politically sensitive situation (Mens & Gallego, 2025).

### **Syntactic Analysis as a Tool of Persuasion**

The use of syntax, which organizes words and phrases into cohesive sentences, is important in identifying the persuasive tone and clarity used in explaining the argument in the speech given by Malala. The syntactic model observed in the given study is based on the systemic functional approaches to language that do not regard syntax only as an abstract formal structure but as a meaning-making tool conditioned by the contexts of society. The speech by Malala also includes various forms of syntactic structures, such as repetition, parallelism, imperatives, and rhetorical questions (Malkawi and Fareh, 2023).

The sequence "one child, one teacher, one book, one pen can change the world" vividly exemplifies the use of parallelism as a syntactic element. These balanced constructions are both rhythmic and rhetorical to point out significant artifacts and amplify the retention of the audience and intensify the emotional appeal of the passage (Menninghaus et al., 2017). The other device is a potent one: anaphora is the repetition of the initial structures. Patterns such as "We call upon..." or "Let us..." contrast with the notion of a shared voice, emphasizing the importance of community and accountability. Political speeches usually use these tools to mobilize the crowds (Wanjari & Ahmad, 2025).

Malala has also strategically placed declarative statements in the form of facts to drive out confidence, like in lines such as, "They believed that the bullets would shut us down, but they are wrong." These are sprinkled with imperatives, especially when appealing directly to world leaders or the global community. The combination of the declarative and the imperative creates a rhetoric rhythm in which assertion is matched with appeal, thereby making the speaker more powerful and immersing the audience into the appeal on an emotional level (Khafaga, 2023).

Furthermore, the complicated sentence constructions with multiple subordinate clauses allow her to add another layer to arguments, to make a compound comparison, and to introduce causality. To illustrate, she also plays around, consecutively, her narrative clause with a reflective or ideological declaration, which is an illustration of how personal experience is turned into a political sermon. Although some of her sentences are short and strong and some of them are long, varied, and lengthy, the variety of the sentence length can be added even to her rhetorical skill.

### **Morphological Features and Lexical Depth**

Another morphological aspect, which is essential in the process by which Malala can communicate power, emotions, and ideology, is called capitalization, and it concerns the structure and the composition of words (Heaney, 2019). This type of analysis focuses on the morphological part and is based on the extraction of derivational and inflectional morphemes, root words, affixations, and even compounding that leads to the density of lexicon in the speech (Jimmi & Sulaeman, 2022).

Morphologization: Malala tends to employ derivational morphemes to map up ideological positions. Examples of words based on roots and turned into powerful abstract vocabulary words are "terrorism," "education," "humanity," "injustice," and "empowerment," among others (Yasa, 2021). These nominalizations help her to transform ideas into broader political and philosophical concerns. Intellectual and moral weight in the speech is created by using morphologically loaded words (Kazemian and Hashemi, 2017).

Inflectional morphemes, though not focusing on ideology, enhance syntactic transparency. The possessive, plural, and other grammatical marks that ensure that the sections of the narrative are consistent. The incautious application of past tense verbs to recount the chain of events that occurred at the moment of the attack can cause the reader to follow an adequate time frame and puts the emotional narrative into a time frame (Ping and Lingling, 2017). Besides, the words that Malala uses are both simple and highly academic, which suit her as a teenage girl and a world activist. It includes some relatability as well as authority. This alternation of the available vocabulary and morphologically saturated terms like "globalization," "marginalization," "radicalization," and "civilization" represents the lexical control and sociolinguistic consciousness, which adds more persuasiveness (Zareva, 2019).

Her compound constructions are another distinguishing trait, as she has such words as "peace-loving," "truth-seeking," and "education-defending." These combinations are usually grouped and politically loaded. Such morphological ingenuity can be used to compress a complicated procedure of values into one expression, which is memorable and capable of an ideological force (Freedden, 2020). It is not just that Malala is speaking in these morphological movements, however, in these morphological moves, she constructs an identity that is powerful, resilient, intellectual, and transnational. Morphologically complex words mixed with syntactic clarity in her speech represent the degree of effectiveness of the speech itself as a good example of activist discourse (Barasa et al., 2025).

### **Data Analysis and Findings**

Syntactic and morphological characteristics from Malala's UN speech are meticulously observed and penned down below.

#### **Syntactic Features in Malala's Speech**

The speech of Malala becomes enticing and persuasive because of various types and constructions of different sentences. She also makes declarative statements, telling and compelling the readers on what she believes. E.g., as she puts it: Education is the only solution. First comes education (Malala, 2013). The lyric is more of an exclamation point, providing her messages with a more direct and authoritative mark (Hussein & Hussein, 2020). She writes imperative sentences, such as "Let us pick up our books and our pens" (Malala, 2013), which not only makes the audience want to act but also appeals to their sense of responsibility and urgency (Quati and Zaim, 2024).

The other intriguing aspect of writing by Malala is the use of interrogative sentences in her work, especially in the use of rhetorical questions to bring her audience onboard, as illustrated by the two sentences below: Why are the Taliban against education? (Simpson, 2016). These questions attract attention to the stupidity of the war fought on the basis of education that makes the audience think about the stupidity of the situation and reflect the advocacy work of hers.

Malala employs such sentences as simple, compound, and complicated. Such declarations like "I am the same Malala" (Malala, 2013) are not complex and convey her message well. Compared to it, the presence of the compound sentences, such as the one in the quotation We want schools and education for the bright future of every child, and we will go

to our destination, peace and education" (Malala, 2013), enables her to add action to the message of hope and determination.

These lines, like "The terrorist thought that they would change my aims and stop my ambitions, but nothing changed in my life except this weakness, fear and hopelessness died, strength, power and courage were born" (Malala, 2013) are hard to read and think that there is a need to break and reread because this approach makes the reader pause and reflect on the significance of her words, her previous self, and her new self (Huong and An, 2024).

Anaphora and parallelism are two of the keys to the rhetorical tools that Malala applies to build the rhythm and stress the essential points. The following list of clauses turns into a catalogue of threats, and the fact that the phrase "I am the same Malala" (Malala, 2013) is repeated with its corresponding "I am" (Malala, 294) statement proves that she will be unstoppable by the trauma. In the case that we speak up for our rights, we will bring change through our voice (Malala, 2013).

Parallelism also underlines the power and willingness of Malala, the same construction is used in the sentences, which culminates in bringing change and representing her voice. This coordination is also reflected, since Malala often combines similar ideas into one sentence with the help of conjunctions to create the fluidity of her thoughts and make her arguments expand upon each other (Douglas, 2017).

**Syntactic Features of Malala's UNO 2013 Speech**

Syntactic Feature	Example from Speech	Voice/Tone	Persuasive Function
Declarative Sentences	One child, one teacher, one book, one pen can change the world.	Empowering, inspirational	Motivation
Imperative Sentences	Let us pick up our books and our pens.	Motivational, commanding	Call to Action
Anaphora (Repetition)	We call upon... (repeated several times)	Urgent, emphatic	Emphasis
Parallelism	We want schools and education for every child.	Balanced, focused	Clarity
Complex Sentences	The terrorists thought that they would change my aims and stop my ambitions.	Reflective, resilient	Reasoning
Interrogative Sentences	Why is it that countries which we call strong are so powerful in creating wars but so weak in bringing peace?	Challenging, critical	Provocation

**Table 1**

**Morphological Features in Malala's Speech**

Using morphology, Malala builds and makes her speech emotional and convincing. Derivational morphemes in turn are the most significant ones, namely, empowerment and education (Malala, 2013). The origin of the word "empower" and its application in this situation is indicative of the concept of education as a source of power and agency in the

hands of people, especially women and children (Garcia, 2020b). In the same way, "education" as the noun of the representation of such a derived process is reiterated several times in the speech, addressing the significance of education among the numerous solutions to the issues of the world.

The other aspect is the presence of inflectional morphemes, which present tense and plurality, such as the plural form -s in children and the past tense form -ed in shot (Malala, 2013) The phrase "That had" is grammatically correct, and it also enhances the magnitude of her experiences and the breadth of the issues she discusses (Munir et al., 2025).

The affixation patterns are another characteristic that is found in her discourse. Malala (2013) employs a suffix, -ing, such as in "fighting," that exhibits an element of a continuous action as she continues her struggle to be educated and equal. This bias repetition of words (i.e. an "educate" and "education") (Malala, 2013) also affirms her point about the role of education and the strength that is associated with it. The repetition of the similar word forms is also effective in proving her point and making it obvious that education cannot lead to structural change in society without attention (Susilawati and Putri, 2018).

**Morphological Features of Malala’s UNO 2013 Speech**

Morphological Feature	Example from Speech	Type	Rhetorical Function
Derivational Morpheme	<i>Education, empowerment</i>	Noun formation	Concept emphasis
Inflectional Morpheme	Girls’ rights	Possessive plural	Inclusivity
Affixation (Prefix + Root)	Uneducated	Negative derivation	Contrast
Repetition of Roots	Educate, education, educated	Verb/Noun forms	Thematic reinforcement
Comparative Morphology	<i>Stronger, weaker</i>	Comparative adjectives	Emphasis on contrast

**Table 2**

**Discussion**

The following section explains the findings of the study by discussing the complex combination of syntactic and morphological choices as means of persuasion in the United Nations speech of 2013 made by Malala Yousafzai. This section explores ways in which the forms of sentences, morphological patterns, and lexical repetition create the power of authority, emotional appeal, and ideological framing, on the basis of an in-depth analysis in subsequent subsections. These linguistic strategies act as collectively speaking rather than separately acting grammatical structures in transforming personal experiences into a common call of action in education, empowerment, and nonviolent resistance. The discourse situates the choices of language used by Malala in the context of the overall activist discourse that may be highlighted in terms of shared rhetorical patterns as well as distinctive morphosyntactic features that contribute to her global importance.

**.Syntactic Choices: Voice, Tone, and Persuasion**

The syntactical techniques Malala uses in her UNO speech are not a mere grammatical phenomenon; they are purposeful mechanisms that determine a tone, focus attention, and

make the speech even more emotional. The declarative sentences are used with care to give the message of determination and stability, a tone of conviction, authority, and confidence. As an example, phrases like "One child, one teacher, one book, and one pen can change the world" are her call to action and her faith in education to change (Krifka, 2024).

Imperatives such as "Let us pick up our books and our pens" inform everyone about the forthcoming command, which creates an emotional and ideological bond between the addressee and the speaker. These constructions mirror the rhetorical devices commonly encountered in global activism discourse (University et al., 2018). Such sentences are complex, which provides complexity and nuance. Malala can compare violence with peace, ignorance with education, and fear with resilience. These formations are the ones that cause the stratification of arguments, in order to generate the argument that runs on thematic lines further.

### **Morphological Structures and Rhetorical Weight**

In tandem with the syntactic depth is the deliberate use of morphological devices that underline the semantic power of the main messages that Malala conveys. Derivational morphemes, like in the word "empowerment", which contains an "-ment" morpheme, or "education", which contains an "-tion" morpheme, are used to refer to abstract ideas, which form the core of human rights discourses. These are words of ideology, since both of them explain a process. This richness of morphology also adds to the multimodality of the language, transforming even banal words into slogans with ideological implications (Tariq et al., 2020).

Similarly, there is the repetition of inflectional morphemes, like the plural inflection of the morpheme "-s" in the words "girls" and "books", or verb tenses (e.g., that in "spoke" and "stand"), which provide a temporal dynamism to the speech (Huong & An, 2024). In the case of Malala, the storyline is transferred in the trauma of the past to the courage of the present to the hope of the future, and the grammatical tense construction is the element to define the timeframe. According to Dressler and Merlini Barbaresi (1994), morphological cues guide listeners through ideological transfers, which are abstract, and the importance of the effect is evident in this case with the speech given by Malala.

### **Lexical Repetition and Morpheme Root Patterns**

Malala also uses the same word throughout the speech, e.g., "educate," "education," and "educator," to stress the key point and the urgency of the point. Lexical repetition, which is a rhetorical device used in ancient times to create coherence and easier recall of words, is a repetition of words with a common root, as was done with the derivational process of the word "educate." This process utilizes the etymologically sedimented form, which has lost its passive form and taken on an active role in language and socio-cultural life, to unify the speech's message through the repeated emphasis of meaning (Altam and Pathan, 2021).

### **Syntax and Morphology as Tools of Empowerment**

The only difference between Malala's rhetorical style and that of conventional activist speeches is her ability to balance simplicity with intellectual depth. In a society where the majority of the speeches delivered by activists are based on emotional outcry and informal formats, Malala integrates the language of academic expression and sympathy. Her power is played out rhythmically by her means of anaphora (once again, "We call upon...") and morphologically weighty vocabulary and would not be recognized by the audience as exclusionary or alienating. The syntax and morphology thus become the means of empowerment of the speaker and the listener (Kaur, 2023).

### **Activist Speech Comparison and Ideological Framing**

When comparing the rhetoric of Malala to the speech of other prominent activists, like Greta Thunberg or Martin Luther King Jr., it is clear that they share some differences and

similarities. Similar to the orations of King, the syntax of Malala is abundant in parallelism and symbolic metaphors, making her struggle universal. However, her speech is morphologically modified to reflect modern aspects of the development-related lexicon, such as the use of the words "development," "empowerment," and "global peace," which demonstrate her understanding of contemporary global discourse (Geyvandyan, 2020).

Her gendered subjectivity also provides a collective narrative voice that is framed morpho syntactically and structurally from individual to collective perspectives (Naseem et al., 2024). . This aligns with feminist approaches to linguistics, which prioritize inclusive and emotionally connected grammatical patterns. Based on the syntactic and morphological analysis, a sophisticated linguistic strategy unfolds as Malala proves herself to be a survivor who demonstrates a keen insight, revealing her as a leader in her narrative. It is not by chance, but it is a calculation, which requires grammatical, logical, and rhetorical passion. According to Wodak (2009) and van Dijk (2006), any political and activist language must both inform and take action, a balance that Malala has successfully achieved through the language strategies she employs (Rajini, 2020).

As a result, syntax and morphology do not constitute independent and categorical levels of language in her speech; instead, they represent a form of communication and codify values, form identity, and require social reform. The speech made by Malala could be taken as literary subversion, where every grammatical decision contributes to a larger and radical storyline.

**Comparison of Malala's rhetoric to that of other globally significant activist speeches**

Feature	Malala's Speech	Typical Activist Discourse	Ideological Framing
Tone	Calm, hopeful	Passionate, urgent	Peaceful resistance
Syntactic Style	Complex, formal, grammatically rich.	Often direct, emotionally loaded, sometimes informal	Educated activism, rational appeal
Morphological Markers	Abstract nouns ( <i>education, terrorism</i> ), frequent affixation	High use of emotionally charged terms ( <i>oppression, freedom</i> )	Emphasis on justice and empowerment
Use of Anaphora	<i>"We call upon..."</i> repeated for emphasis	Repetition common in chants and slogans	Collective voice, solidarity
Key Lexical Items	<i>Children, books, pens, rights, peace, power</i>	<i>Freedom, struggle, resist, fight, reclaim</i>	Framing education as resistance
Narrative Framing	Personal story transformed into universal cause	Community-based or historical grievances	Personal suffering as global call
Audience Engagement	Appeals to global leaders and youth alike	Appeals to marginalized or resisting populations	Bridge between elite and grassroots

Call to Action	Soft imperative tone: <i>"Let us pick up our books and pens..."</i>	Often direct commands: <i>"Rise!", "Resist!" "Demand justice!"</i>	Education as non-violent resistance
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Table 3

### Conclusion

The paper has examined the syntactic and morphological aspects of the speech at the United Nations of Malala Yousafzai and presented the argument in terms of the linguistic structure to strengthen the rhetorical appeal. It was noted during the analysis that a particular use of sentence types, i.e., declarative and imperative forms, contributed to the letter Malala wrote having a sense of authority and urgency.

Morphologically, Malala uses many derivational morphemes that are empowering and resistant, like using words like "education", "terrorism", and "freedom". These were not only to produce a metaphorical effect on the tonality of her speech but also to serve as rhetorical tools that would stuff the pre-existing complex ideas into the single lexical products. Inflectional morphemes provided grammatical specificity, indicating the time and number of references that the narrative sense cannot do without.

The findings are within the trends in activist interaction; syntax has been examined to draw attention, and morphology has been deduced as the ideological commitment. Malala's opposition to the activist rhetoric of the times reinstates the effectiveness of her material and approach and stresses the innovativeness of her voice in the global arena. This observation is important to discourse studies since it demonstrates that syntax and morphology are of interest in political and activist speech. It provides a conceptual framework that supports the role of persuasive speech through its form. The linguistic methodology may serve as an effective tool for comparing the speeches of young activists from different cultures, allowing researchers to apply this analysis beyond the Western world to understand how language imparts varying degrees of power to different voices.

The importance of this study lies in identifying syntax and morphology as tools of persuasion in activism, which have been under-investigated compared to rhetorical and critical discourse analysis. The paper illustrates how certain grammatical decisions made in Malala Yousafzai's speech at the United Nations in 2013 help create a sense of authority, emotional response, and ideological understanding. The results of the studies are useful to both the linguistic and discourse studies, as they offer a morphosyntactic approach to understanding youth activism, and the results can serve as an effective research method in further studies of political and activist speech in different cultural settings.

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