

Analyzing Post-Traumatic Transformation in Tara Westover's *Educated* through Transitivity Analysis

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Abstract

This study aims to study the role of transitivity processes in Tara Westover's memoir, *Educated* to explore the post-traumatic transformation of the female protagonist who experiences various traumas and distress. This paper utilizes Halliday's transitivity analysis and Richard Tedeschi's post-traumatic growth as its analytical and theoretical framework respectively. The analysis explores post-traumatic transformation in the life of the female protagonist Tara. A total of 284 clauses are extracted from the text *Educated*. All the extracted clauses are categorized into processes and participants etc. to conduct an in-depth analysis of the depiction of the post-traumatic transformation of the protagonist. The study reveals that the material process is the dominant process counted as 137; the verbal process is 63; the mental process is 43; and the behavioral process is 41. It is evident from the findings that the material processes of Tara's journey from victim to empowered woman reflect a linguistic and psychological shift. Furthermore, the mental processes demonstrate Tara's belief in her strength and the support of her brother; the behavioral processes reflect Tara's physical and emotional transformation; and verbal processes indicate Tara's ability to express herself and engage and connect with others after experiencing different distressing situations thus uncovering her resilience and growth. So, the writer's use of material and other transitivity processes in her text unveils the post-traumatic transformation of the protagonist Tara. This study draws attention to understanding the function of language by creating meaning in the text, hence, signifies the importance of transitivity analysis.

Keywords: clauses, transitivity analysis, transitivity process, participants.

Introduction

The objective of the study is to examine the role of transitivity processes in exploring the post-traumatic transformation of the female protagonist

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by experiencing different life traumas in the memoir, *Educated* by Tara Westover. This study examines the memoir, *Educated*, through the lens of Systemic Functional Linguistics (SFL) to explore the post-traumatic transformation of the protagonist Tara, with a particular focus on transitivity analysis. The memoir, *Educated*, presents a compelling circumstance for an analysis of the existing study, as Westover's memoir presents Tara's transformation from an isolated, traumatic childhood to a self-empowered woman through education. By examining the distribution of different transitivity processes, the current study reveals how linguistic choices reflect psychological and social transformation. The linguistic analyses in terms of transitivity analysis of the memoir *Educated* remain relatively unexplored. Therefore, this study expands the area of linguistic research by integrating transitivity analysis with post-traumatic growth providing a new perspective of how language encodes and represents post-traumatic transformation.

Individuals communicate their ideas, concepts and feelings by employing different forms of language such as verbal and non-verbal, and sign language with the help of which they convey messages meaningfully. Therefore, meanings are created when people use language. Hence, people are interested in learning how language is used and how it constructs meanings while using and studying it. To create particular meanings in a particular context people use different choices of words. Therefore, the analyses and interpretation of three metafunctions of language in systemic functional grammar facilitate the formation and understanding of meanings in various texts.

Language has three metafunctions according to an Australian Linguist, M.A.K Halliday (2014), Ideational, Interpersonal, and Textual. There are two parts of Ideational metafunction: experiential and logical. According to Butt et al (2003), transitivity analysis represents experiential metafunction and it is subdivided into participants, processes, and circumstances, etc. The processes are further categorized into various types such as material, mental, behavioral, verbal, relational, and existential. Likewise, interpersonal metafunction is defined as the use of language to share concepts and feelings as well as to preserve social interaction in a society. Whereas, textual metafunction is to organize what is said by using language. Therefore, to convey powerful thoughts and meanings related to different characters writers use several processes in their writings.

Transitivity in functional grammar refers to a system that defines a clause, but, it cannot be confused with the relationship of a verb in a sentence with the object (Thompson, 2013). The transitivity system consists of several

types of processes for different life events, occasions and experiences. The processes classified as are material, mental, verbal, behavioral, relational and existential. Similarly, there is a participant in every process in a clause i.e. an actor, sensor, sayers, behavior, carrier and existent.

Trauma signifies those events or experiences that lead to the death or loss of family members or loved ones, remaining in solitude due to specific circumstances, emotional, physical, domestic and sexual abuse or violence of an individual in life. The consequences of trauma be influenced by different aspects such as the person's nature, his surroundings including his parents, siblings, friends, relatives and employment setting, etc. A person leads to two entirely different situations while encountering distressing situations; one is termed as post-traumatic stress in which an individual cannot come out of the damage produced by the suffering, and another is post-traumatic growth in which a person acquires and begins to grow after the distress and trauma. The concept of post-traumatic growth is used in psychology for the progress, strength and growth attained after suffering numerous life traumas. The concept of post-traumatic growth is defined by Tedeschi and Calhoun (1996) “as the most used construct to describe positive changes experienced as a result of the psychological and cognitive efforts made to deal with challenging circumstances” (quoted in Zacchaeus, 2020). According to Tedeschi and Calhoun, this concept has five different dimensions such as personal strength, appreciation of life, new paths and possibilities, and improved relationships with others, spiritual change and a new understanding of life.

The existing study analyzes different transitivity processes and makes a valuable addition to the exploration of innovative ideas and themes in linguistics after unveiling the concept of post-traumatic transformation. Moreover, with the in-depth analysis of the extracted clauses of the selected text, this study paves diverse ways to connect linguistics specifically systemic functional grammar with the field of psychology and psychological theories. In short, a thorough transitivity analysis of the selected novel offers pedagogical implications to the teacher and learners. Besides, this study has highlighted the scope and significance of Halliday's systemic functional grammar.

All in all, the primary objective of the existing study is to analyze extracted clauses of the selected memoir at the level of experiential metafunction to reveal the protagonist's post-traumatic transformation. This study analyzes extracted clauses linguistically by utilizing Halliday's transitivity analysis and also finds the predominant transitivity processes that portray the exploration of the post-traumatic growth of Tara in the text *Educated*.

Statement of Problem

The present study through Halliday's transitivity analysis aims to explore the post-traumatic transformation of the protagonist of Tara Westover's *Educated*. A significant amount of research work has been conducted on diverse literary texts utilizing Halliday's transitivity analysis or as a research tool however, it is important to highlight that all those studies vary differently in their focuses. Several researchers like Zahoor and Janjua (2016), Manggala (2017), and Yahyaa and Nirmalab (2021), etc. have employed transitivity analysis by concentrating on the character construction and representation of anxiety of female characters respectively. These studies mainly focus on aspects like hardships, terrors, fears, and anxiety, instead of exploring the personal growth, improvements, and development that can emerge after overcoming adversities and challenges. Therefore, to address this gap, the existing research will employ transitivity analysis to explore how Tara's challenges and distress transformed and empowered her into a resilient and independent woman in society, instead of accepting post-traumatic stress and anxiety. In short, this study aims to utilize Halliday's transitivity analysis approach and to examine how the linguistic choices of the writers in the form of transitivity processes reflect the transformation of the protagonist of the selected text by enduring different life challenges and traumas.

This research has some objectives such as to find the prevailing transitivity processes that demonstrate the protagonist's post-traumatic transformation in the text *Educated*. Another objective is to study the role of transitivity processes in uncovering the post-traumatic transformation of the protagonist in the selected text.

Research Questions

The following research questions will be answered at the end of the existing research.

1. What are the prevailing transitivity processes that demonstrate the protagonist's post-traumatic transformation in the text *Educated*?
2. How do the transitivity processes in the selected text help in uncovering the post-traumatic transformation of the protagonist?

Significance of Study

Following an in-depth analysis of the selected novel, this research work enhanced the understanding of examining and analyzing a text under systemic function grammar, particularly the experiential function of

language by employing Halliday's transitivity analysis. Keeping this understanding in mind, the readers and writers can improve their comprehension of the use of different words and their role in meaning-making in texts as well as in communication. Furthermore, examining the concept of post-traumatic transformation by analyzing different transitivity processes, this study makes a valuable contribution to the exploration of creative and innovative ideas, concepts and themes in the area of linguistics. Moreover, this study also developed various ways to connect linguistics particularly systemic functional grammar with the field of psychology and psychological theories. In short, a thorough analysis of the selected text under systemic functional grammar offers pedagogical implications to the learners, readers and teachers. It also improves the importance and scope of Halliday's systemic functional grammar.

Literature Review

A considerable amount of work has been conducted on various genres of literature like short stories, poems, and novels, by employing transitivity analysis such as, Zahoor and Janjua (2016) study analyzed Malala's character in the song "I Am Malala", utilizing transitivity analysis as a research tool. The findings of their study of participants and processes of the song reveal that Malala alone suffered physical and psychological dilemmas but she was optimistic and looking for support from other girls and women to transform and make a difference in the world. Likewise, Manggala (2017) conducted a study on the characterization of Tam in the story "The Story of Tam and Cam". She has utilized transitivity analysis and explored different patterns of participants, processes, and circumstances for several traits and attributes (diligent, obedient, and kind) of Tam. Besides this, Yahyaa and Nirmalab (2021) have worked on the short story "The Things Around Your Neck" to investigate the main character's anxiety. The findings of the analysis revealed that mental processes depict distress and anxiety in the story instead of hope and a positive attitude.

Furthermore, Ahmad and Hussain (2022) have conducted a research study on the novel *When the Moon Is Low* by employing transitivity analysis as a research tool to explore how Nadia Hashmi constructs experiential meanings in the novel. The findings of their analysis revealed that the material process is the dominant process used in the text that describes what is happening and what is being done by the characters. Their research findings proved that transitivity analysis is an effective tool for unveiling experiential meaning in the texts. Similarly, Amelia (2023) has studied transitivity analysis in J.D. Salinger's short story "A Perfect Day for Bananafish" by exploring which transitivity processes are used by the

writer to demonstrate the mental state of the protagonist in the story. The findings of his work revealed that four types of processes i.e. verbal, mental, material and relational are employed by the author. But, verbal processes are frequently used by the author which indicates that the character has experienced a mental disorder known as post-traumatic stress disorder. Hence, the existing study has analyzed the extracted clauses of the chosen text from a new and fresh perspective i.e., post-traumatic transformation by using Halliday's (2014) transitivity analysis.

Apart from transitivity analysis, an extensive amount of research work has been done on the notion of post-traumatic growth after traumas like child abuse, breast cancer, domestic violence, intimate partner violence, and war, etc. For example, Woodward and Joseph (2003) in their research study have investigated three key themes of post-traumatic growth: the inner drive toward growth, vehicles of change, and psychological changes after an in-depth analysis of the narratives of various respondents regarding various childhood abuse and growth following various sufferings. Similarly, Kroo & Nagy (2011) in their study on traumatized Somali refugees in Hungary examined the substantial accounts of post-traumatic growth involving hope, religiosity, social support and optimism by employing Tedeschi's post-traumatic growth inventory scale.

Likewise, Beck and Watson (2016) conducted a study examining various women who had suffered from birth trauma by utilizing the theory of Calhoun and Tedeschi. They have recognized growth in four areas i.e. opening oneself up to a new present, achieving a new level of relationship nakedness, fortifying spiritual-mindedness, and forging new paths after birth trauma in women. The first domain tells the openness and preparedness for new distress because they have endured challenging process which has empowered them. The next domain of relationship nakedness signifies that women build close relationships and share openly with their partners, friends, and children. The fortifying spiritual-mindedness domain contains a deeper sense of trust and belief of women in God after a traumatic birth. The fourth domain, forging new paths, highlights the creation of new possibilities through joining nursing schools.

Transitivity analysis and post-traumatic growth offer an interdisciplinary perspective for analyzing trauma narratives, yet their intersection remains underexplored. Halliday's transitivity analysis offers an outline for examining how linguistic choices in terms of transitivity processes construct meaning, revealing patterns of events, perception, and life experiences in the text. Meanwhile, Tedeschi's theory of post-traumatic growth explains the psychological dimensions of trauma recovery,

emphasizing shifts in self-perception, life perspectives and relationships, etc. The integration of these two frameworks offers a new lens to the linguistic analysis of how language encodes and reveals different dimensions associated with post-traumatic transformation. Previous research in linguistics such as (Amelia, 2023) has focused on the mental state of the character and the study explored post-traumatic stress disorder through transitivity analysis instead of the positive impacts of trauma. Similarly, post-traumatic growth research (Woodward and Joseph, 2003; Kroo & Nagy, 2011; and Beck and Watson, 2016) has examined trauma recovery but lacks linguistic evidence or any linguistic model like transitivity analysis to explore the changes. Therefore, by integrating transitivity analysis with post-traumatic growth theory, this study bridges the gap between these disciplines, demonstrating how transitivity analysis serves as a tool for constructing meanings in a text.

Extensive research has been conducted on many texts utilizing Halliday's transitivity analysis. The focus of most of the previous studies is on the thematic analysis, on character construction and finding the most dominant processes in the text. Simultaneously, a substantial body of work has enquired about the concept of post-traumatic growth, highlighting its importance in the context of positive transformation following trauma and challenging situations. Other than this, the selected text has been unexplored from the standpoint of transitivity analysis and post-traumatic transformation together. Thus, there seems a noticeable gap where transitivity and post-traumatic growth intersect. Furthermore, the transitivity analysis has been applied in various studies, but its potential for exploring patterns of growth, resilience, and agency in post-traumatic growth remains underexplored. Hence, there is a need to introduce an innovative and novel perspective to the existing body of linguistic research especially to transitivity analysis. So, this study provides a fresh and new approach to the study of transitivity analysis by exploring the post-traumatic transformation of the protagonist Tara in the memoir *Educated*.

Methodology

This research paper adopted Halliday's transitivity analysis as an analytical framework and the post-traumatic growth of Tedeschi as a theoretical framework. It aims to identify the dominant transitivity processes that lead to the exploration of the post-traumatic transformation of the protagonist in the selected text i.e., *Educated*. The existing study has adopted a mixed methodological approach that employs a quantitative and qualitative method. To achieve the study's objectives, the extracted clauses are analyzed and presented as quantitative data in the form of tables. The analyzed clauses are further elaborated as qualitative data in the form of a

description and interpretation. To facilitate analysis, the extracted sentences have been categorized into different clauses related to the protagonist's traumas, distress, struggles and growth. To align with the research objectives, those sentences are extracted which are specified to trauma, suffering and resilience of the protagonist of the text. All the extracted clauses from the selected texts relate to the psychological, emotional, and physical struggles of the character, which are further analyzed through **transitivity analysis**, in terms of its **process type** to uncover how trauma and post-traumatic growth is linguistically constructed in the texts. Secondly, processes like material, mental, behavioral and verbal and their respective participants in the extracted clauses are identified and labeled. Then instances are cited in the form of tables to elucidate and simplify the dissection of participants and different processes in the clauses.

Theoretical Framework

This study has employed Halliday's framework of transitivity analysis to explore the post-traumatic transformation of the protagonist Tara in the text *Educated*. The transitivity system consists of various types of processes for different life events and experiences. These processes are material, behavioral, mental, verbal, relational and existential. All the processes carry their participants in a clause such as an actor, behavior, sensor, sayers, carrier and existent.

The process of doing and happenings is known as **material process** and it signifies concrete actions in a clause (Halliday and Matthiessen 2014; Eggins 2004). The material process in a clause is represented by a verbal group. It has two main participants; one who acts is the actor and another participant is the one who receives the act. The one who acts is termed as the 'actor'. Another participant who receives the action in the clause is known as the 'goal'. The second process is the **mental process** which is the process of sensing and experiencing the conscious world (Halliday and Matthiessen 2014). It has only one participant a 'sensor' which needs to be a conscious human that thinks, feels and perceives something. There is another thing in the mental process clause known as a 'phenomenon' which describes what is thought of, perceived, wanted and felt by sensor. The third type of process as Halliday and Matthiessen defined as a **behavioral process** is the one that indicates the psychological and physiological behaviors of human beings. It is the integration of material and mental processes in a clause. The behavior is the participant of the behavioral process and it is also the conscious being. The next process is the **verbal process** which is the process of sayings and verbal action (Halliday and Matthiessen 2014; Thompson 2013; Eggin 2004). Its

participant is known as a 'sayer' who is responsible for what is said. There is another participant known as the 'receiver' who receives what is being said by the sayer. Another entity of the verbal process clause is 'verbiage' in the form of a nominal group that is a statement of what is being said by sayer.

Butt et al (2003) define a **Relational process** as a description of participant and its attribute in a clause. It has two types; relational attributive process and relational identifying process. The relational attributive process relates a participant in a clause to its characteristic or attribute and its participant is known as a 'carrier'. Whereas the characteristic is known as an 'attribute' in a clause. The relational identifying process relates a participant to the role, meaning or identity in a clause and its participant is known as a 'token'. A relational identifying clause has two participants namely 'token' and 'value'. A 'token' is the one that is being defined" and a 'value' is the one which defines" (Eggins, 2004). Likewise, the **existential process** is the process that indicates the happening or existence of something (Halliday and Matthiessen, 2014). The existential process clause typically begins with 'there' and has one participant known as 'existent'. The word 'there' in the existential process clause has no particular name and purpose except it is used for the presentation of or existence of new information.

One after another, the existing study will be based on the concept of "post-traumatic growth" for which alternate expression can also be used, as suggested by Ramos, and Leal (2013). This particular term "post-traumatic growth" according to Ramos and Leal (2013) was coined in 1995 and was primarily used by Tedeschi and Calhoun in 1996. Tedeschi and Calhoun defined post-traumatic growth as "the most used construct to describe positive changes experienced as a result of the psychological and cognitive efforts made to deal with challenging circumstances". This concept of "post-traumatic growth" consists of four main coping mechanisms. The first coping mechanism is relating to others which involves primarily personal and social behavior, willingness to accept others' help and self-disclosure to heal from the previous distress or ongoing trauma. The next is the mechanism of the new possibilities which includes shift in goals and opportunities that were not present before the distressing situation. Another coping mechanism is personal strength which features a change in behavior and identity. It also includes a greater understanding of the adverse consequences of distress and trauma and the competencies to deal with future challenges. The last coping mechanism is a spiritual journey and appreciation of new life which signifies a change in some aspects of

the belief system. It shows how experiencing trauma leads an individual to build a stronger belief in a higher religious entity.

Data Analysis and Interpretation

The text selected for the analysis of the study is the memoir *Educated* by Tara Westover. There are a total of 284 clauses chosen from the text. All the extracted clauses are labeled in the form of tables according to the corresponding processes and participants. The following sub-section is the analysis of different processes and participants.

Material Processes

The analysis of extracted clauses of the memoir *Educated* reveals that there are 284 processes overall and material processes are the most dominant among all. There are a total of 137 material processes in the selected clauses of the text. These material processes are further categorized into three groups. The first group consists of those material processes that only represent material action or everyday happenings such as *found, located, opened, rested, fixed, returned, perched, finish, stood*, etc. The other material processes represent the trauma and sufferings of Tara and these processes are; *teach, caught, try to get, decreased, afford, leave, to quit, lost, lived, and kill*. Apart from these processes of trauma, other material processes represent the post-traumatic growth of Tara throughout her life. These material processes are, *transformed, grew, stay, read, help, wrote, studied, clapped*, etc. Hence, the analysis of these material processes reveals Tara's post-traumatic transformation in the text.

The transitivity analysis of the extracted clauses of the text shows that the main character Tara has undergone traumas in her life. But these traumas have positively transformed her as according to Tedeschi and Moore (2016) trauma can be the mother of strength. Her family including her father and brother Shawn physically and psychologically abused her and she also led a life in isolation from her family. In the memoir, Tara's sufferings become her 'mother of strength' transforming her adversities into positive post-traumatic transformation. Below are some of the instances of material processes that demonstrate Tara's post-traumatic transformation.

Table 1.

My interest	Grew	More accurate	With every hour	In the junkyard
Actor	Process: material	Range	Circumstance: time	Circumstance: place

Table 2.

I	Made	some efforts to keep up	my schooling	In the free time I had between scrapping and helping Mother make tinctures and blend oils
Actor	Process: material	Range	Goal	Circumstance: time

Table 3.

The next day, I	Drove	forty miles to the nearest bookstore	and bought	a glossy ACT study guide
Circumstance: time	Actor	Process: material	Circumstance: distance	Process: material

Table 4.

I'd	earned	A's	in every subject except Western Civ
Actor	Process: material	Range	

Table 5.

I	would get	a scholarship	for half of my tuition.
Actor	Process: material	Range	Circumstance: purpose

In another instance, *I made some effort to keep up my schooling in the free time I had between scrapping and helping Mother make tinctures and blend oils* (Westover, 2018, p. 73), the material process ‘made’ clearly shows her determination to get an education under difficult circumstances. So, it indicates how Tara tries to find strength and meaning in a distressing situation. It is clear from one of the instances of material process from the text such as “Dad won’t like it, but I’m gonna go” (Westover, 2018, p. 140). All her struggle and hard work to get an education show her interest and concern which ultimately became her strength. Tara’s determination and efforts led her to new life paths and possibilities in the form of getting admission to college and having good grades and expecting a scholarship. This personal strength, new life paths and possibilities and appreciation of her life are best portrayed by material processes in the clauses such as, *The letter arrived in a normal envelope, I’d been admitted for the semester beginning January 5. , Grades had been posted. I’d passed. More than passed. I’d earned A’s in every subject except Western Civ. I would get a scholarship for half of my tuition, I had built a new life* (Westover, 2018, p. 173, 200). This is why she started appreciating life because she had achieved so much in her life from teaching herself to pursuing a Ph.D. from Cambridge University. At the end of her book, Tara appreciates her life by using material processes like ‘come’ stating that she has achieved peace *but That peace did not come easily* (Westover, 2018, p. 375). In the text *Educated*, there is a significant shift in material processes, signifying her transformation from a victim of familial oppression to a self-directed and empowered individual. Material processes like caught, decreased, afford, leave, to quit, lost, lived, and kill etc. are used which shows her trauma and the distressing situation at home. But the author has used other material processes later in the text like transformed, grew, stay, read, help, wrote, studied, clapped, which ultimately reflects the transformative nature of Tara in the novel. In short, the author’s frequent use of material processes with the protagonist in the clauses unveils how she has experienced various traumas and how her struggle leads her to accomplish a positive post-traumatic transformation in her life. In short, the shift in the use of material processes signifying abuse and trauma, into material processes that reflect

the post-traumatic transformation of Tara in the text fulfills the research objective.

Verbal process

The verbal process is the second most dominant process of the extract of *Educated*. There are a total of 63 verbal processes used in the extracted clauses of the text. In the selected text, the writer herself is the narrator of the novel for which the pronoun 'I' is used 22 times at the sayer position. Apart from this, other sayers include; 'he, she, Dr. Kerry, Dr. David, Prof. Steinberg, we, Tyler, Dad and mother. These verbal processes are; "said, talk, called, shout, speak and asked". They are used at different points to convey the thoughts and ideas of different characters in the text. Verbal processes are the second most dominant processes in the novel *Educated*. Following are some of the extracted clauses labeled as verbal processes.

Table 6.

I	Said	I was finished with the junkyard, finished for life, and hung up
Sayer	Process: verbal	Verbiage

Table 7.

"It's time to go, Tyler Tara,"	Said
Verbiage	Sayer Process: verbal

Table 8.

I	Told	Them I'd been ignorant
Sayer	Process: verbal	Verbiage

The author's use of verbal processes assists in exploring the post-traumatic transformation of the protagonist. Tara's post-traumatic transformation including support and improved relationships with others and personal strength are indicated by the author's use of verbal processes. In the journey of getting an education, different people have motivated and supported Tara. This motivation and support of others after trauma is

termed as an ‘improved relationship with others’ by Tedeschi which is depicted by verbal processes in clauses like “It’s time to go, Tara,” Tyler said. “I think this is the worst possible place for you.” He’d spoken softly, but it felt as though he’d shouted the words. “Where could I go?” “Go where I went,” Tyler said. “Go to college.” (Westover, 2018, p. 140).

Another aspect of post-traumatic growth according to Tedeschi is ‘personal strength’ which is depicted through the use of verbal processes and verbiage used by the writer. This example is seen in clauses like. *I said I was finished with the junkyard, finished for life, and hung up. I told them I’d been poor, I told them I’d been ignorant, and in telling them this I felt not the slightest prick of shame* (Westover, 2018, p. 201, 315). These instances of verbal processes show how she speaks for herself and how she struggles in the face of adversity which ultimately makes her life successful, happier and at peace. In short, the verbal processes indicate the positive transformation of Tara by showing her ability to express herself and engage and connect with others after experiencing different life adversities. Thus, this interpretation complies with the research objective of examining the role of transitivity processes in unveiling the protagonist’s post-traumatic transformation in the novel.

Mental Process

The mental process is the 3rd dominant process in *Educated* and there are 43 mental processes out of 284 processes. The writer used these processes in the text to show the psychological state of the characters. The writer of the memoir *Educated* uses mental processes like ‘hated, want, thought, understood, felt, and dream, etc. which depict the mental state of the protagonist regarding her trauma and post-traumatic growth. The participant in mental processes is known as a senser. Tara in this text is the senser of the mental process and as it is a memoir the pronoun ‘I’ is used 31 times as senser for Tara. Another senser used in the extracted clauses of the text *Educated* is ‘he, dad, you, and it’. The writer has employed mental processes in the text mostly with Tara as the senser. Mental processes like ‘want, thought, known, understood, felt, and hated’ etc. play an important role in exploring post-traumatic transformation. Some of these material processes help in exploring the post-traumatic transformation of the protagonist of the novel. As she was not allowed to go to school but she knew that her life would be different from her brothers. She struggled from a very young age to go to school and get an education. Her psychological trauma leads her to explore her strength and explore new life paths and possibilities. Following are the instances of mental processes in the form of tables.

Table 9.

I	Think	this is the worst possible place for you
Senser	Process: mental	Projected clause

Table 10.

but it	Felt	as though he'd shouted the words
Sayer	Process: mental	Projected clause

Table 11.

I	don't understand	why I wasn't allowed to get a decent education as a child
Senser	Process: mental	Projected clause

Table 12.

I	Knew	I would leave
Senser	Process: mental	Projected clause

Table 13.

I	Didn't think	I was dreaming	but only because my imagination had never produced anything so grand.
Senser	Process: mental	Projected clause	Circumstance: reason

One aspect of post-traumatic growth which is ‘an improved relationship with others’ is seen when Tara’s brother Tyler advised and supported her

to leave this place. This aspect of transformation is seen in the text, for instance, *I think this is the worst possible place for you. He'd spoken softly, but it felt as though he'd shouted the words* (Westover, 2018, p.140). This instance reveals how her brother has convinced and supported her to leave this place and go to a place where her capabilities are appreciated. Moreover, she had experienced post-traumatic transformation by believing in her own strength and new life paths and possibilities. The mental process in another clause explores her transformation after her trauma such as *"I knew I would leave"* (Westover, 2018, p. 173). It means that she was aware of her potential capabilities which would make her escape an environment in which she was physically and psychologically abused. Therefore these mental processes demonstrate Tara's belief in her strength and the support of her brother. This belief and assistance lead her to achieve peace and make her life better and different from others thus reflecting her journey of post-traumatic transformation.

Behavioral Process

There are 41 behavioral processes used in the extracted clauses of the memoir *Educated*. The writer uses this process to show the physiological and psychological state of the participants. Some of these behavioral processes are; tried, see, learn, smiled, brighten, accept, watch, etc. The pronoun 'I' is used as behavior 20 times for the protagonist of the memoir. Other behaviors include 'he, she, it, and you'. The writer has employed behavioral processes in the text to portray the physiological and psychological state of the participants. Although, behavioral processes are fewer in number as compared to material, mental and verbal processes but some of these processes depict the post-traumatic growth of the main character Tara. Some aspects like improved relations, personal strength, and new life paths and possibilities lead her to appreciate her life. Below are some of the instances of behavioral processes from the text in the form of tables.

Table 14.

I	tried imagine	to School	But	Couldn't
Behaver	Process: Behavioral	Range		

Table 15.

Women in floral prints	Smiled and clasped	My hand
Behaver	Process: behavioral	Beneficiary

Table 16.

I	Brightened
Behaver	Process: behavioral

Table 17.

The first time	I	Saw	King's College, Cambridge
Circumstance:	Behaver	Process: behavioral	Circumstance: place

Tara had accepted the help and support of others in her life. Throughout the novel, she is supported by those who know her talent and her strength which leads her to have an “improved relationship with others” which according to Tedeschi and Moore (2016) is one of the dimensions of post-traumatic growth. Tara’s strength and capability are revealed when she starts thinking about school for instance in a clause where she tried to imagine school but she was unable to imagine it i.e. *I tried to imagine school but couldn't* (Westover, 2018, p.10). Tara’s physical and psychological trauma makes her appreciate life more as according to Tedeschi change occurs after experiencing a major loss, or the threat of a major loss. Similarly, Tara’s isolation, her experience of abuse at home and her strength let her appreciate her life which is depicted in clauses such as *The first time I saw King's College, Cambridge, I didn't think I was dreaming. I awoke one morning to find my picture plastered on BYU's home page. I was the third BYU student ever to win a Gates scholarship* (Westover, 2018, p. 271, 288). Hence, all these instances of behavioral processes reflect Tara’s physical and emotional transformation in the memoir *Educated*.

Table 18. Transitivity Analysis of the novel *Educated*.

Process type	Frequency
Material	137
Verbal	63

Mental	43
Behavioral	41
Total no of processes	284

Conclusion

A detailed transitivity analysis of the extracted clauses of the memoir *Educated* by Tara Westover revealed that she has utilized almost all the transitivity processes except the relational and existential processes in the memoir. These processes collectively portray the sufferings, self-discovery, personal growth and resilience of Tara in the form of post-traumatic transformation. The analysis of the extracted clause indicates that the writer has employed material processes more than other transitivity processes. The material processes of Tara's journey from victim to empowered woman reflect a linguistic and psychological shift, supporting Tedeschi and Calhoun's framework of growth in the text, hence, fulfills the research objective. So, this structured and layered linguistic pattern of different transitivity processes demonstrates Tara's journey as not just a sequence of events but rather as a structured, multidimensional growth, reinforcing the memoir's deeper message of post-traumatic transformation. The existing research expands the understanding of examining and analyzing a text under systemic function grammar, particularly the experiential function of language by employing Halliday's transitivity analysis.

This study not only highlights how transitivity shifts in Westover's memoir linguistically encode post-traumatic transformation but also opens opportunities for future research. So a comparative research study of how transitivity choices regarding post-traumatic transformation differ across different cultural contexts can also be conducted in the future. It may involve different factors such as gender, society, religion, language and environment, etc. This study will shed light on how different cultures conceptualize and comprehend distress, trauma, resilience and growth.

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