

Linguistic-Educational Perspectives of Human Development in Ben Carson's *You Have a Brain*

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Abstract

Development is part and parcel of the dearest gadgetry all humans hotly smoke after – be it individually or collectively. But in our frenzy run for achieving such a dream, people more than often seem blurred with some materialistic sense, gravely paying much less attention to themselves as multi-faceted factors or genius-blessed agents. Building on a trans-disciplinary methodological plinth made up of tools from miscellaneous horizons, chiefly sociolinguistics, psycholinguistics and pragma-linguistics, the current study is meant to reveal the force of education, morality and self-confidence as developmental impetuses as are pinpointed by Ben Carson in *You Have a Brain*. The double-barrelled interest lurking in the study is to typically help African youth to get aware of their own in-built potentials of self-achievement so as to alleviate the depressing burden of joblessness and related sufferings, and to ignite in them as well the requisite courage to venture themselves on entrepreneurship.

Keywords: Human development; education; trans-disciplinary; in-built potentials; entrepreneurship.

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INTRODUCTION

“Nothing venture, nothing have”, so stands a common saying pointing to the vital essence of risk taking in life success building. Moreover, a logical reversal lexical displacement of this contention runs as: “Nothing have, nothing venture.” Thus, the state of fact features some sense of reluctance, mistrust and fright compressing most African youth in a dull lethargy of inaction, impeding them from standing against poverty in actuality. By the way, it commonly proves quite hard for having-nots to risk their hard-gained little havings at trying their neck and head at any potentially better or seemingly more promising activities and get themselves recorded on valuable lists of well-offs. Thence comes in the whole insidious mobile lurking behind the general mind stagnation permeating the field of entrepreneurship all over Africa. This dread of failure often happens to be supported by such pervasive sayings as “A bird in hand is better than two in the bush”, “Don’t be big-eyed” and “Feel proud of what God has blessed you with”; which trend of thoughts definitely keeps most African youth aloof from thinking big and achieving great life success.

By the way, all the truer as it is that overall per capita incomes all over the continent are just weak fruitions of blazing perspirations, most youth prove deeply reluctant to risking themselves at novel work fields. Pervasive but rather putative preference falls to hooking on seemingly known-enough activities, no-longer-so-yielding as they might already have turned. Thus, enshrined in such a routinistic circle, most young’s eyes are blurred away from new experiences potentially laden with silent but quite promising projects. In addition, it is indeed for the goal of hitting youth awake to their self-integrated but overlooked and bypassed assets that came to birth Ben Carson’s mind heating and soul healing novel, *You Have a Brain*.

Accordingly, the current study leans on an eclectic research methodology running through a triplicate plinth involving sociolinguistics, psycholinguistics and pragma-stylistics to carry out a multi-faceted analysis of selected extracts culled from Carson’s psychotherapeutic autobiographical novel of

personal development. In essence, the study is meant to highlight from this book a few prosperity master-keys as are built-up in any human brain, but often kept unused, ever-folded in most youth because overlooked or unseen out of ignorance. For this purpose, the core study revolves around four major steps featured as background of the study and literature review, theoretical framework and methodology of the study, presentation and analysis of corpus data, and finally, overall appraisal and suggestions of the study.

1. Background of the Study and Literature Review

Joblessness is a fierce challenge a wide range of contemporary youth are more and more confronted with worldwide. With mechanization and technologization gaining a momentous size in utility production and manufacturing processes, need for human labour goes fast shrinking or dwindling. Controversially, population size keeps growing incrementally and more and more youth run short of job for their livelihoods. Faced with such pervasive impacts of industrial and technological bloom in the modern world, there arises a blazing need for human folk to mind their own development so as not to droop into depletion. Definitely, contemporary human generations are harshly vied with by our own inventions.

By way of instantiation, the current and most scaring ghost being fabricated and lauded by humanity is dubbed “artificial intelligence” meant for a robotization of roughly all human activities. Promoting any such trend is, matter-of-factly, a deliberate self-negating option that humanity would harbour to her own detriment. Recent confusions and turmoil generated by this human-machine as planned to conduct religious services in the catholic church (Florek & Laki, 2021) are just a few epitomes of such many potential cacophonies in the wait to be sired by the dehumanization of human features. Referring to the devastating socioeconomic impacts of job automation in America, Obama (2017:3) predicts on the occasion of his farewell address what follows: “The next wave of economic dislocations won't come from overseas. It will come from the relentless pace of automation that makes a lot of good, middle-class jobs obsolete.” This claim, as a matter of fact, is a salutary warning given by the president to his population to hit their conscience awake to an insidious in-route danger.

The most preoccupying point about the issue, indeed, is that in opposition to these mushrooming technological inventions, much less attention is paid to human species herself in terms of self-economy, preservation and development. Accordingly, such a central question as “What livelihoods may actually warrant sustainable bliss to humanity?” is worth asking and urges meditating about. In this regard, the current study stands for a substantiation of Richards's and Schmidt's (2002:8) concept of “Action research”, which they define as a “Research that has the primary goal of finding ways of solving problems, bringing about social

change or practical action.” As a matter of fact, in a world where scientific and technological inventions are insidiously kicking youth farther and farther aloof from access to job opportunities to gain their livelihood, insecurity, immorality and insanities of variegated types have all chance to find loamy lands where to thrive and bloom for unprecedentedly regrettable fruitions.

The fact stands typically more sorrowful in African vicinities still groping in the dark for some prosperity. Thence, pretended development attainment would rather turn a coronation of human malaise. The scenario would thus stand a plain epitomization of Achebe's (1988) fiction titled as *Hopes and Impediments*, dealing with stifled dreams of freshly decolonized African nations to see themselves land in some merry land of bliss and honey after they were set free from settlers' yoke. With most livelihood yielding opportunities royally treasured by technological inventions, famine and starvation are potential consequential results sired to chastise youth, more severely in African developing vicinities. And all the more as the common saying goes that “A hungry man is an angry man”, a jobless youth can but be cantankerous and dull-hearted.

As a result, and quite happily, research about human development in recent years has proved pervasive, multifarious and multi-disciplinary as well. From the angle of Applied Linguistics, and more typically in Critical Applied Linguistics (Fowler, 1995; Hymes, 1972) and Experimental Pragmatics (Noveck & Sperber, 2004/2006; Noveck & Reboul, 2008), the matter has been a central concern to many researchers, which trend has proved the field more utilitarian than ever. Thus, Critical Applied Linguistics has developed into so various branches as Critical Stylistics, Sociolinguistics, psycholinguistics, neurolinguistics, environmental linguistics, Pragmatics – with its variegated subfields – and else, with a view to condensing the ever diversified concerns humanity is getting confronted with. Hence, considering the open-ended nature of the problems affecting mankind, Dean (1994:4) argues about Critical Thinking that: “Critical practice is a restless problematization of the given”. Meanwhile, Pennycook (2001:6) also contends that the discipline is marked with “a postmodern-problematizing position.” Talking of the utilitarian functions of human language as can be highlighted by Critical Linguistics Analysis, Alami (2003/2007:1) claims what follows:

Language is a crystal being shaped by the society, one of the mechanisms through which society produces and regulates itself. In fact, language is not simply a tool of communication or a means of passing on information. It is a means of controlling people.

Within this wide-wave coverage of Critical Applied Linguistics logically falls indeed the issue of human development. According to the *Oxford Advanced*

Learner's Dictionary, development is “the gradual growth of something so that it becomes more advanced, stronger, etc.” So said, it is the event of attaining a new stage in a changing situation. When applied to humanity, the term thus calls for some noticeable progress in terms of social, cultural and economic welfare building. According to *Investopedia*, human development is “the process of enlarging people’s freedoms and opportunities and improving their well-being.” For the very source, the concept was premiered by economist Mahbub ul Haq in the 1970s as he deemed that all existing measures such as Gross Domestic Product to assess human progress have failed to improve people’s lives. After co-working with gifted economists on a project commissioned by the *United Nations Development Programme* in 1990, Dr. Haq published his first Human Development Report, proving that the concept of capabilities (such abilities to participate in decisions affecting one’s life, to have control over one’s living environment, to enjoy freedom from violence, to have societal respect, and to relax and have fun) – as what people can do and what they can become ... – are central to the human development approach. For him, human development is about the real freedom ordinary people have to decide who to be, what to do, and how to live.” Thus, he contends that human development includes biological/ physical, socio-emotional, cognitive, moral and linguistic growth or changes. Viewed as such, it involves both growth and development over a period of time. He deems growth to be quantitative and being either positive or negative, showing either increase or decrease. Reversely, development rather, for him, refers to qualitative change and is always value positive; that is, showing an increase or increment in existing condition. In his study, Haq (1990) comes up with the overall conclusion that:

Our capabilities are expanded (or constrained) by our own efforts and by the institutions and conditions of our society. People with extensive, well-developed capabilities have the tools they need to make of their vision of a good life a reality. Those poor in capabilities are less able to chart their own course and to seize opportunities. Without basic abilities, human potential remains unfulfilled.

And for Vivekananda (2009), humans themselves are central architects of their destiny. According to this personality-development-focused researcher, all strength and succor needed to create change in life quality are in-built in ourselves and we just have to open our eyes and mind for good opportunities to be seen and grabbed. Hence, he claims in this regard that: “It is you who put your hands before your eyes and say it is dark. Take your hands away and see the light” (p.57). Other galvanizing contention by this scholar that youth may consider to kick away all inclination to despondency and take on themselves the responsibility of building the life of their own dream reads as: “It is the subjective that rules the objective... Change the subject

and the object is bound to change” (p.52). In essence, all these claims feature an authorial call for youth to stand optimistic and take on their shoulder the whole responsibility for changing their life conditions or living standards.

Now let’s turn to the theoretical basement and research methodology of this study. These pave the way to the subsequent practical analysis with a view to verifying ways how above-mentioned claims are substantiated by our selected corpus data.

2. Theoretical Framework and Methodology of the Study

The theoretical plinth of the present study is conceptually manifold, swinging chiefly through Psycholinguistics, Sociolinguistics, and Pragmatics. On that ground, it eclectically draws working resources from diverse horizons, involving both Pragmatics and the Hallidayan Systemic Functional Grammar (henceforth, SFG). Thus, for the interpretative exploration of selected data, such toolkits as Politeness Principle, Cooperative Principles, Presupposition and inference are taken into account from the first interface. Besides, attention is paid at times to adjunctive functions from the Hallidayan Systemic Functional Linguistics (SFG).

Premiered by such researchers Brown & Levinson (1978) and Leech (1983), Yule (1996) and Stockwell (2007) the Politeness Principle (*PP*) claims that interlocutors should behave politely to each other in conversational trades. Pointing to the centrality of dignity preservation to shaping interpersonal meaning, proponents of this tenet have identified the concept of *Face* (see Leech, 1983; Yule, 1996; Stockwell, 2007, for example). Indeed, the *Face* of a person relates to the image of self-prestige and dignity every person may naturally claim to have a right to. Stockwell (2007: 223) refers to the concept as “What you lose when you are embarrassed or humiliated in public”. The concept encapsulates two polar variants as: *Positive Face* and *Negative Face*. One’s *face* is said to be positive when one maintains and demonstrates membership in a social group. In that sense, it is characteristic of altruist, lovely and sociable people. Contrariwise, a person’s *face* is negative when they show individualism and a sense of seclusion from other social fellows. Regarding how social interactions can bear on people’s *Face*, the authors have differentiated between favourable and unfavourable deeds. This differentiation gives way to such sub-concepts as *face-saving acts* (ie; acts/behaviours preserving or catering for a person’s social image) and *face threatening acts* (acts hurting the social prestige of one’s vis-à-vis, such as rebuking, defaming, denigrating and any other kinds belittling a person’s personality).

In a much further attempt, Leech (1983) breaks his *PP* into such sub-aspects as maxims of agreement, of generosity, approbation, modesty, sympathy, and tact.

They all are geared towards displaying face-saving acts or avoiding to frustrate a speech addressee. Nevertheless, it matters to reckon that the validity of this principle is also to be contextually accommodated. In actuality, the issue of politeness is nothing standardly taken for granted. It is rather a culturally adaptable construct. Overall, all these details falls to the cap of Holmes's and Wilson's (2017:463) concept of "sociolinguistic competence", which they refer to as "The knowledge which underlies people's ability to use language appropriately." Accordingly, they contend that: "Language constructs social reality" (p.467). For them, sociolinguists are concerned with describing and explaining the relationship between language and its social context of use, focusing on such scales as social distance/solidarity, status/power, formality and function – affective and referential (p.469).

As for Psycholinguistics, Bussmann (1996: 966-967) defines it as "an interdisciplinary area of research concerned with the processes of language production, language comprehension, and language acquisition, in which neurolinguistics, discourse analysis, sociolinguistics, cognitive psychology, cognitive science, and artificial intelligence are closely allied." In Richards's and Schmidt's (2002 :83) terms, cognitive linguistics is "An approach to linguistics which stresses the interaction between language and cognition, focusing on language as an instrument for organizing, processing, and conveying information." Talking of sociolinguistics as relating to the depiction of the societal functions of language, Holmes and Wilson (2017: 469) contend that: "Sociolinguists are interested in identifying ways of describing and explaining the relationship between language and the social contexts in which it is used." Thus, communication is actually featured as a

cooperative trade that can work smoothly and cooperatively only when involved actors keep in unison, symphonic with each other.

Regarding Pragma-stylistics, Hickey (1993:578-9) claims that it is a blending of stylistics and pragmatic component. For Davies (2007:106), pragma-stylistics explores the usefulness of pragmatic theories to the interpretation of style in literary texts. According to Znamenskaya (2004: x), Stylistics relates to the branch of linguistics exploring the principles, influence, selection and use of different elements of language. He also claims it to be concerned with ways how meaning is patterned through language in both literary and non-literary discourse. As for Black (2006 :2): "People's world view is at least partially conditioned by their language. A linguistic study would therefore reveal its meaning". This contention insinuates a recognition of some intricate correlations between hman life experiences and the types of language we use to depict them and, as well, a valuation of linguistic stylistics and pragma-stylistics. Both disciplines are ontologically devoted to setting into the fore contributions of stylistic detours or norm deviations and contextual features to ad hoc meaning negotiation in the course of discourse interpretation. An application of the above-explored toolkits to corpus materials maintained from the novel under study would help gauge our initial research hypotheses.

3. Corpus Determination and Practical Perspectives of the Study

3.1 Psycholinguistic Perspective of the Study

3.1.1 Thematic Classificatory Presentation of Corpus Data

Table 1: Data Eulogizing the power of human brain (pp.9-19)

N°	Pages	Sequences & responsible characters	Inherent sub-themes
A1	9-10	Ben: The potential of your mind is literary mindboggling... This is what makes everyone of us who we are. This is what holds all our memories, all our thoughts, all our dreams...	Human brain as an in-built developmental factor
A2	10	<u>Ben</u> : Do you realize that no super computer on earth can come close to the capacity of the average human brain? The most complex organ system in the entire universe is a tremendous gift from God. There are hundreds more neural connections in our brain than there are stars in the Milky Way Galaxy... On top of all that, the brain enables us to imagine, to create, and to solve problems.	
A3	10	<u>Ben</u> : A human brain comes programmed with the ability to extract information from the past, gather information from the present, integrate that data and project into the future – which means we're the only creature on earth with the capacity to analyse, strategize, and prioritize; so we can alter or improve the world around us...	Human brain as a novation factor
A4	10	<u>Ben</u> : Yet, when I was a child, I did not think that brain was capable of doing much of anything. My classmates considered me the class dummy, and I saw no reason to debate their conclusion.	Ignoring in-built self-potential in success building
A5	18	<u>Mother</u> : Do you boys have a brain? Ben and Curtis: Yes, of course. We didn't even have to answer out loud. We might nod or simply lower our chins.	Highlighting the potential of human brain

		Mother: Then you surely have the intelligence to settle this between yourselves.	
A6	18	<u>Ben</u> : Or we'd whining about a bike or something else that was in need of repair before we could use it. She'd just look at us and ask, "Do you have a brain?" (Pause for effect) "then I bet you can figure out what needs to be done to fix it."	Showcasing the supremacist determinacy of brain in human capacity building
A7	18	<u>Ben</u> : It got to the point that we didn't even bother to inform her about a lot of little things – like the fact that an essential piece of a game was lost. We'd just use our head to figure out something we could use as a substitute.	
A8	19	<u>Ben</u> : Yet she was convinced that the greatest resource she, her two sons, and everyone else had been born with was our brains	
A9	19	<u>Ben</u> : More than chastisement or reminder, the question served as a challenge for me. It instilled confidence and hope that if I would only make use of this resource I'd been given, I would be ready to deal with any hardship or challenge life threw at me.	Rising awareness of Ben to the centrality of brain to success achievement in youth
A10	19	<u>Ben</u> : No matter what circumstances I faced, I had the opportunity to get out of bed every morning and think big.	

3.1.2 Data Analysis and Interpretation of the Findings

This chart numbers 10 entries labelled from A1 to A10. They all rotate around psycholinguistic manifestations, with Ben alone being either their reporter or direct author. Aside from eulogizing the primacy of the human brain in life success building, they also highlight the importance of parental education – chiefly, the motherly one – to shaping morality in children. Thus, in sequence (A1), the utterances "...the potential of your brain is literary mindboggling" and "this is what makes everyone of us who we are" feature the determinacy of the brain – and thereby, the mind – to building life quality. The semantically emphatic load infused in the terms "mindboggling" and "literary" functions to labour on the invaluable merits of the human brain. Adding up to this is the leitmotiv use the modifier "all" as is triply repeated in "This is what holds *all* our memories, *all* our thoughts, *all* our dreams." This implies that the brain intervenes in all human projects, all the way from realization and conception through strategization and implementation as well as assessment and retry steps.

As is asserted in (A3): "We're the only creature on earth with the capacity to analyse, strategize, and prioritize; so we can alter or improve the world around us..." The logical inference pending from this is that human brain is the master key to life success building. It can help unlock and levy all potential obstacles on the route of the journey to some positive change land, though not forcibly a merry land. The very trend of thoughts stretches through (A2) and (A4). So, but for the brain, no human achievement is possible. One testimonial evidence to this brain eulogizing claim stands as: "Do you realize that no super computer on earth can come close to the capacity of the average human brain? ...the brain enables us to imagine, to create, and to solve problems" (A2). The comparative perspective shown in the first section of this contention is meant to showcase the supremacist advance of human brain as a God-given attribute over any artificial intelligence set-up. The absolutist negative adverbial "no" operates to oppose the

phrase "super computer on earth" to "the average human brain". It has the computer artificial intelligence of whichever super quality defeated by an "average human brain". The semantic contrast in the adjectival qualifier "super" being overrun by "average" is quite exhibitiv of authorial assertive and hedge-free judgmental stance.

By the way, considering just the potential of the human brain "to imagine", "to create", and "to solve problems", one can sense out its particular supremacy over any computer as artificial intelligence. All responses in the latter are just in-built reactions to predicted situations or stimuli. So, they definitely prove unconversant and ineffective whenever novel situations arise all the more since they are just man-made machines and have no adaptation capabilities. They are unable to imagine solutions to unpredicted situations, while human brain can. Mere ignorance of the tremendous capacities of his brain has caused younger Ben to acquiesce to the claim when some classmates take him for a nincompoop, a cretin: "Yet, when I was a child, I did not think that brain was capable of doing much of anything. My classmates considered me the class dummy, and I saw no reason to debate their conclusion" (A4).

Quite happily, Ben's mother, though not much schooled, has proved quite alert at child education. Her persistent and seemingly humdrum simple question to her children, Ben and Curtis as, "Do you have a brain?" – to be seen here in A5 and A6 but pervasively repeated indeed throughout the early two chapters of the novel – has borne tremendous impacts. On one of such occasions, the assertive reply of the children has caused her consequential reaction as: "Then, you surely have the intelligence to settle this between yourselves" (A5). This is a quite strategic act of children education, having them find by their own ways to settle life difficulties. In fact, young Ben ends up with grabbing the point that brain is the greatest resource he is gifted with for building his life success. Involvements (A7) through (A10) are all supportive of this claim. Now, let's cast a glance to the

sociolinguistic stand of our human development exploration through the selected data.

3.2 Sociolinguistic Perspective of the Study

3.2.1 Thematic Classificatory Presentation of Corpus Data

Table 2: Stakes of seniority guidance to capacity building for success achievement in youth (pp. 13-220)

N°	Pages	Sequences	Inherent sub-themes
B1	13	Ben: My brother, Curtis and I had received a BB gun as a gift, and we were anxious to try it out. After scrounging an empty tin can out of the kitchen trash, we headed out for a little target practice... In no time, we spotted the perfect set up. Instead of simply standing the can on the flat surface, we turned it upside-down over the wire prongs sticking up from the oven wire fence across the alleyway. That way the can might rattle and vibrate, or maybe even spin on impact, without sailing off the fence.	Uncalculated risk taking
B2	14	Ben: I realized that our neighbour was holding a section of screen from his back porch. A screen with lots of little holes in it. BB-sized holes. Clearly, the screen had been in a direct line behind the fence and the tin can we'd been shooting at much of the afternoon.	A drawback of miscalculated or reckless action
B3	15	Ben: No sooner had the man left than Mother turned, looked at us and inquired, "Do you have a brain? You were shooting? You were shooting a gun toward someone's house! Did it not occur to you that you might miss the can sometimes? Did you not realize that those BBs would have to go somewhere? Obviously, they went a lot farther than you intended them to go. They could have hurt someone! But boys, you are both smart: You need to use the brain God gave you and learn to think beyond the can!"	A motherly patronizing mentorship fashion
B4	17	Ben: Then you need to think, Bennie ... If you let others' actions and words determine what you do, there's no real point in having a mind of your own. Use the brain God gave you.	
B5	18	Ben: God had given us our brains. And with those brains came the ability to figure out which way the wind was blowing and maybe even how to harness it for our own benefit.	
B6	27	Ben: It worked! The teacher exclaimed, "Nine! That's wonderful, Bennie. That's real improvement! (There had been thirty questions on the test, so nine right still would have been an F. But it would have been higher than usual.)... Just keep on working those practice problems, Bennie, you're obviously catching on..."	Strategic motivation in education setting
B7	30	Ben: I must have looked defeated, because my mother suddenly said in her gentlest, most lovingly tone, "Bennie, honey, do you see? If you read, you can learn just about anything you want to know. The doors of the world are open to those who can read."	A soft brain-washing child educating strategy of an illiterate mother
B8	30	Ben: I was eleven years old; I didn't care much about the "doors of the world." I was a lot more interested in being outdoors in the world. And there wouldn't be much chance for that if I was stuck inside reading and writing two book reports every week.	
B9	31	Ben: No matter the topic we chose, Mother clearly enjoyed discussing or asking about one of the main points we made. We didn't know until years later that she required us to read the reports out loud because she couldn't read them herself. Her third-grade education only enabled her to pick out a few words here and there... She told us over and over, "If you boys keep reading books, someday people will be watching you on television."	
B10	69	Ben: (Reporting Mr. Doakes, his music instructor) Why don't you learn to play the baritone, Ben? I think you would do well at it...	
B11	69	I never know why he thought I should switch. But he was right; I took to the baritone immediately. I'd sometimes get frustrated when I couldn't play it as well as I had the cornet. But Mr. Doakes would smile and say, "You're going to get it! You are so close. Just keep working. His encouragement and my progress on the new instrument raised my self-confidence as much as it did to my performance level."	

B12	70	Ben (Reporting Mr. Doakes): “What you are going to be is the best high school marching band in Detroit! The best in the state of Michigan! Maybe even the best in the United State.” I can’t explain it, just something about the way he said it made me believe I could be the best, if only I’d listen to him and work hard enough. He then proceeded to prod, push and propel us toward perfection. ...	Stakes of mentoring in capacity building
B13	70	Benc (Reporting a classroom event): “That time we did good enough, didn’t we?” ... Mr. Doakes spun around on his heel and glared right at his questioner. The culprit dropped his eyes and lowered his head so fast that he reminded me of a turtle retreating into his shell. “Good enough isn’t perfect!”, Mr. Doakes announced to the entire band. “Do it again!”	
B14	220	Ben: I tell that story because how we understand and deal with risk can interfere with our ability to think big in two basic ways. Our fear of failure, embarrassment, or the unknown could keep us from taking appropriate risks required to set and reach goals or achieve success. So some people never take risks and never begin to use their potential.	Authorial elucidating mentorship offer to readership as to venturing entrepreneurship
B15	220	Ben: Other people never give serious thought to the pitfalls in any of their decisions and end up taking huge and senseless risks – perhaps ruining their lives and the lives of the people around them. Thinking big requires learning to identify, choose and live with acceptable risk.	Authorial warning as to the necessity of risk appraisal in entrepreneurship engagement

3.2.2 Data Analysis and Interpretation of the Findings

Table2 displays 15 entries numbered from B1 to B15. Randomly selected from page 13 through 220, they all feature contributions of seniority to capability building in youth for life success building. For that sake, as B1 exhibits a case of uncalculated risk taken by Ben and Curtis while trying themselves at BB-gun shooting, B2 highlights the consequential drawback resulted from their reckless initiative. In fact, as they are obsessed with attaining the goal of testing and adjusting their deftness at BB-gun shooting as they have just watched the game on TV shows, they happen to prove short-sighted, failing to display their tin-can target adequately. Thus, after most shot BB-bullets do pierce the tin-can target, they continue their way to perforate the screen porch of a neighbouring house. To this, they have got compelled to pay for claimed repairing compensations. The leading point in the whole scenario is that carefulness is a requisite appendage to all initiative taking.

For correcting this flaw of short-sightedness in both children, their mother, though hardly gifted with school education, has not delved into violent reproach or physical castigation. Rather, she has opted for handling a series of simple but strategically patronizing question-forms to have the boys themselves remorsefully realize the dangerousity inherent in their carefree deed. As such, the chained-up questions as “Do you have a brain?”, “You were shooting?”, “Did it not occur to you that you might miss the can sometimes?” and “Did you not realize that those BBs would have to go somewhere? line up in B3 to display both motherly authority and corrective blame. With the indirect and softened exhibition of their agency in the misdeed, kind mother has enticed the two children to realize their own mistake. This a way to have their inner sensitivity cord vibrate, a perfect substantiation of the *Socratic maieutics* recommending: “Know who you are by yourself” (La Maieutique

Socratique, «Connais-toi toi-même»; English version of my own). This educational fashion proves quite effective all the more as it helps ignite commonsense in the beneficiary to make judgments while pursuing any determined goal. Another inferencial point pending from the trade is that randomized venturing warrants no goal achievement assurance but sires unexpected penalties.

In the case of both children, though they have designed some plan for their goal, they have failed to look beyond, forecasting potential side-facts to leak from their acts. However, though misdeed blaming, their mother’s questions stand *Face*-preserving and suitable to hit the boys awake to their wrongness. The subsequent parts of (A3) come in as conclusive of a strategical soft fashion of motherly education: “Obviously, they – the BBs – went a lot farther than you intended them to go. They could have hurt someone! But boys, you are both smart. You need to use the brain God gave you and learn to think beyond the can!” Altogether, this statement shows no hint of frontal confrontation. It rather functions to elucidate the children about their wrong deed. First of all, the manner-adjunct ‘obviously’ is thematically positioned to soothe the boys’ mind and magnet their attention towards what is about to get said, meanwhile, showing affection to them. Next, the positivizing agentive load in ‘You intended’ proves the mother’s confidence and recognition that her children are not dummies or cretins, though the act committed offers supportive grounds to call them nincompoops.

Rather, she has preferred to state that they are able humans gifted with valuable cognitive capabilities. The trend gets overtly disclose in ‘You both are smart’ and ‘You just need to use the brain God gave you to think beyond the can’. By the way, the phrase ‘You just need to’ offers supporting evidence to the contention that the children have failed at all to use their brain to back up their act and prove smart. However, mother alertly allots

them some valuation, eulogizing some dormant mental potential inherent in them that just needs activating for them to keep safe from trouble. This soft and galvanizing fashion of parental education can be noticed the whole way from B1 through B9.

From B10 to B15, readership is exposed to ways how Mr. Doakes, Ben's band instructor, has prolonged with the soft education job at school. All his contributions from B10 through B13 are motivating, clear of any hint of verbal confrontation and fall in perfect line the motherly trend triggered at home.

Definitely, Mr. Doakes's suggestive question as 'Why don't you learn to play the baritone, Ben?' and statement 'I think you would do well at it' in (B10) sound utterly motivating. They bear the triplicate mission of a call for initiative taking, self-confidence ignition and seniorly mentorship backup. Such supports can but solidify in youth the taste for initiative taking. Thus, it can draw most people out of the dark abyss of failure dreading and poke up their commitment to action for productiveness enhancement. For instance, in telling his learners that "Good enough isn't perfect" (B13), Mr Doakes intends to shoot up their impetus to ever keep trying themselves for the better, to continuously improve their performances. Thus, there is no stopping to go bragging about conquered milestone success points, boasting about their past achievements. The claim is a call for his learners to line up with Vivekananda's (2009) contention that: "Great work requires great and persistent efforts for a long time." The conclusive fruition sired by this educational mode is that Ben has gained an all balanced, strong and lovely personality

(B14 and B15); all good positive gadgets he has benefitted to grow into adult with.

In all regards, data analysis and interpretation under this section reveal once again that the fine-grained analysis required in linguistic study helps to set into the open socially worthy stakes of literature that plain reading cannot afford to reach. In actuality, "it is via the analysis of texts that we are able to increase our understanding of the linguistic system and how it enables speakers and writers to produce and process coherent meaning" (Bloor and Bloor, 2004: 6)

Definitely, our analytical exploration of data collected in Table 2 proves that alert and knowledgeable use of language is a handy factor for effective and efficient education. The scrutiny under this section of the study is revealing of expected essential contributions that seniority has to bring to building positive personality in rising youth. In other words, findings substantiate that both parents and school educators have key partitions to play for eluding disruptive relational climate and building strong and adequate personality in rising generations of all contemporary communities. Results thus testify the utilitarian stakes of sociolinguistic of analysis to communicative competence enhancement. According to Holmes and Wilson (2017: 463) "The knowledge which underlies people's ability to use language appropriately is known as their sociolinguistic competence." At last, exploring data from a pragma-stylistic perspective may also help disclose novel stake-worthy aspects in aid of human development.

3.2 Pragma-stylistic Perspective of the Study

3.3.1 Thematic Classificatory Presentation of Corpus Data

Table 3: Procedural route to making suitable job options (pp. 221-228)

N°	Pages	Sequences	Inherent sub-themes
C1	221-222	Ben: I recall rolling the questions around in my mind, looking back at my decision process from every angle. And it was during the process of deciding whether to do the surgery or not when I came up with four questions for what I call my Best/Worst Analysis (B/WA) formula. What is the best thing that can happen if I do this? What is the worst thing that can happen if I do this? What is the best thing that can happen if I don't do this? What is the worst thing that can happen if I don't do this?	Authorial suggestive index of risk appraisal
C2	222	Ben: I've used the B/WA a thousand times since, whenever I've faced hard decisions. This simple risk analysis approach can be applied to almost any troublesome decision we face individually, corporately in group, even on a national level.	Merits of self-confidence in decision-making as leaking from risk appraisal
C3	222	Ben: Try it on any decisions you're grappling with right now. In most cases, by the time you've answered all four questions, your decision will be much easier right now. In most cases, by the time you've answered all four questions, your decision will be much easier because you'll have identified the most acceptable risk and you'll be able to proceed with confidence rather than feeling paralyzed by uncertainty and fear.	
C4	224	Ben: No matter what the future holds, Candy and I dream of, and hope we live to see, a nationwide network of at least one hundred thousand Cason Scholars all over America maturing into young adults who continue to	Stakes of goal setting to decision-making and fame building

		develop and use their intellectual prowess, while also demonstrating compassion and care for others. What a powerful leadership that could provide for our nation!	
C5	225	Ben: In the spring of 2012, Candy and I travelled to Africa as honorees at the inauguration of the Benjamin S. Carson School of Medicine at Babcock University, a couple hours' drive from Lagos, Nigeria.	A testimony of established fame
C6	227	Ben: Sit down in a quiet spot where you won't be interrupted for a few minutes. Write or type your answers so you'll be able to add to them, study them, and think about them some more. List as many answers to each question as you can	Personal talent assessment
C7	227	Ben: Be honest, but also generous with yourself. To do well at something does not mean you have to do it perfectly. What have I done well so far in life? In what school subjects have I done well? Why did I choose those subjects? What are some reasons I did well in those classes? What do I like to do that caused others to compliment me? What do I do well and think of as fun – that my friends see only as work or as a boring activity? What are ten of my favorite things to do? Do I see a pattern or trend here? Circle similar things or draw lines to show you see connections.	
C8	227	Ben: Analyze yourself and your situation. Look back over your answers and consider any skills, characteristics, personality traits, interests, gifting, etc. referenced there and begin a list of those talent factors you feel you have. Look for patterns, related traits, or complementary abilities.	
C9	228	Ben: Make a list of careers you've given previous thought to or could see yourself considering. Which of your talent factors could be used in those careers?	
C10	228	Ben: Do as much analysis of your own, depending on your personal observations and experience. When you've done all you can on your own, sit down with two or three other people, preferably one at a time, to go through the same list of questions... Write down what they say they see as your strengths. Compare their feedback to the talent lists you've made on your own. What did they see in you that you hadn't seen for yourself? ... When you've finished the exercise, spend a block of time (as much as an hour) every day for the next four to five days re-examining the answers.	

3-3-2 Data Analysis and Interpretation of the Findings

Table3 encompasses 10 selected sequences of discursal involvements. They all are meant to shoot up in youth self-confidence and commitment to life success building. Indeed, to take his own decisive option of majoring in neuro-surgery, the author has happened to stand baffled at an intersection of multiple possibilities. Thence, he has got to meditate hard over each way from various angles through a quite simple analytical index that he calls 'Best/Worst Analysis'. This consists, as can be seen in (C1), of a seemingly humdrum series of four questions juggling about potentially highest assets and worst losses that may fall to him from opting for going to a given vocational direction or the reverse. This alternating and juggling process of pro and cons scrutiny does feature the requisite cautious steps of risk analysis to go through before one may safely venture initiating any business. It is quite symbolical of opportunity cost analysis, a concept quite dear to economists. Collin (2003 :144), refers to opportunity cost or economic cost as "the cost of a scarce factor of production used to

produce a good or service, as opposed to another which could have been used instead of the one adopted." This implies that to engage into any productive activity, we have to beware not to let the glitter of potential benefits blind us away from inherent latent risks to finally find ourselves ensnared and trapped into heavy unpredicted drawbacks.

Accordingly, C2 and C3 function as guiding recipes displaying glaring merits of risk analysis for enhancing self-confidence. For instance, the statement "this simple risk analysis approach can be applied to almost any troublesome decision we face individually, corporately in group, even on a national level" (C2) is an expository presentation style meant to showcase the universal workability the author claims his risk analysis index to hold. Moreover, in (C3) the injunctive tone in "Try it on any decision you're grappling with now" stands for a deliberate call to follow in his own footprints. Furthermore, in the very C3-sequence, the portions 'in most cases', 'by the time you've answered all four questions, your decision will be much easier right

now' adds up to '...because you'll have identified the most acceptable risk and you'll be able to proceed on with confidence rather than feeling paralyzed by uncertainty and fear' to offer motivated support to his claim. They provide further galvanizing certainty to help readers out of baffling or hedging about the effectiveness of his risk analysis mode.

Next, (C4) deals with the importance of goal setting to success building. In their own case, Candy and Ben have planned to generate a powerful social network that could help their names glow and glare all over America and around the world as famous icons at leadership coaching and altruist sense enhancement. By the way, both purposes sound quite essential to peace and bliss consolidation in aid of human communities at large. The consecration of Candy's and Ben's global fame gets epitomized as they came to be invited in 2012 all the way from America to Nigeria as honorees to the inauguration of a medical school named in Ben's honour at Babcock University (C5). Consequently, to oil the way for his positivist impetus to go faring all around the world, Ben has issued helpful recommendations toward his readership, some of which can be seen from (C6) through (C10). They also function to prove the necessity for all humans to take a stock of their actual intrinsic capabilities, to which they should attune their activity projects.

4. Overall Appraisal and Suggestions of the Study

Altogether, this triple-tier study has led to revealing multifarious issues relating to human development, substantiating Ben Carson's attachment to greasing the path to human welfare. The soft education fashion featured through Table1-data is symbolical of the importance of being strategic with child education, namely in the contemporary context marked with a fast growth of new technologies ever likely to corrupt and indoctrinate weak souls. Actually, findings comfort Leech's (1983:x) claim that "Communication is problem-solving". Moreover, Ben and Curtis have proved quite collaborative with their mother at meaning negotiation. As the mother eludes chocking them with frontal blames they, too, swiftly and adequately grab the ad hoc communicational intents in her visibly odd and vague question as "You have a brain?" As a matter of fact, every human being is known to be gifted with a brain before birth. As Akmajian *et al.*, (2001:233) argue in that vein: "The meaning of each expression is the idea (or ideas) associated with that expression in the minds of the speakers."

Overall, building on his own experience which has elevated him from a promised ragamuffin life to a VIP iconic pedestal, the writer addresses variegated warning and motivating messages to his readership. The sharing of his experiences aims to ignite and poke up in all youth the necessary, deliberate and strong will and audacity to keep committed to action for success and prosperity building. Eventually, he overtly argues in

(B14) what follows: "I tell this story because how we understand and deal with risk can interfere with our ability to think big.... Some people never take risk and never begin to use their potential."

As a result, there is a blazing need for attitudinal change in humanity, chiefly in youth. Indeed, no improvement of life quality can be achieved unless it is worked for. And if we do want any change for a happier life, we have to take on our shoulders the best share of our responsibility in thinking, conceiving, planning and building it. By the way, Vivekananda (2009) rightly claims in this vein that "We cannot see outside what we are not inside" (p.54) and "The only remedy for bad habits is counter habits" (p.43). Such contentions imply that lazing can pave no way to any success. If youth do smoke after any life success, the master key for it absolutely lies first in hard work, and in adamancy as well. As a result, there is no getting downcast or drooping into disenchantment when failure occurs. Otherwise, we would always get entrapped into the lethargy of hallucination.

Besides, thinking bigger than we can achieve, expecting higher than our means can afford is mere self-castigation that can but cause its doers wanton suffering to their own chagrin. All the more as despondency for failing out-sized goals would cause them to turn grief-stricken. They may either turn depressive or aggressive, with easy inclinations to any cantankerous act. Once drained on such a slope, they would become social plagues, open to mischiefs of any sort. In prevention to such drooping into evil plight quite likely to grease social insecurity, the author has issued several guiding recommendations. Some of these read in (C8) as: "Analyse yourself and your situation. Look back over your answers and consider your skills, characteristics, personality traits, interest, gifting, etc. referenced there and begin a list of those talent factors you feel you have..." By the way, in so doing, we would not make a job option whose requirements are aloof from our capabilities or so alien to our intrinsic taste. In actuality, a job option may soon happen to turn disgusting to its occupant when revealed to prove over demanding. Thus, this recommendation is a call for respect or observance of some necessary prior match required to be between post description and candidacy profiling for an occupant to feel happy and well-adjusted with their job.

CONCLUSION

In all regards, our triple-tier data explorations have helped disclose diverse socially worthy stakes. Behind-scene intents lying in seemingly simple questions and statements are set into the open. The study does prove right Halliday's (1973: 9) claim that: "Unless we know what lies beneath a question, we cannot hope to answer it in a way which will suit the questioner." And accordingly, readers have to prove focused enough for coaxing out social, political, economic and cultural stakes embedded in literary artefacts. For, as is

highlighted by van Dijk (1998:13): “Ideologies manifest themselves through discourse.”

Overall, the predominance of imperative and declarative forms in the selected sequences prove to be on purpose. They are handled to emphasize the writer’s intimate aim of attitudinal change in his readership. The fact offers supporting credit to Halliday’s (1973:20) claims that “language is as it is because of what it has to do” or that “language changes to outwit change” (Bolinger, 1968/1975:17). Thus, from a linguistic angle, the current study has epitomized the centrality of using language alertly to human development consolidation. Though not much schooled, Ben’s mother has proved ingenious at child education, substantiating the need to prove smartly flexible at the matter. By her mode of education, she has eventually succeeded in infusing in her children the desirable personality of her own choice. Thus, the trade concords with Vivekananda (2009:42) to provide humanity as a whole with the essential tuition that: “Great work requires great and persistent effort for a long time...The men of mighty will the world has produced have all been tremendous workers.” So, day-dreaming for any better quality life while seating oneself in idleness is a plain act of hallucination.

Another point of interest resulting from the study lies in its double-stroke of window-displaying merits of positivism in thinking big and, meanwhile, warning against barren hallucination causing some people to bite more than they can shew, thinking higher than their intrinsic capabilities can afford to achieve. After showcasing how thinking big serves a strong stimulant to our ‘amygdala’, which Richards and Schmidt (2002: 24) define as “a part of the brain believed to be important in directing attention and attaching emotional value to stimuli”, warning is provided against exaggerations. And for Ben Carson himself to solve the whole issue in (B15) as follows: “Thinking big requires learning to identify, choose and live with acceptable risk.”

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