Linguistic Imperialism and the Power Dynamics of Language in Pakistan: A Critical Discourse Analysis of Punjabi, Urdu, and English

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Abstract

This research examined the power dynamics pertaining to Punjabi, Urdu, and English languages in Pakistan. The study attempted to comprehend the utilization of language in constructing and maintaining power dynamics in official domains and lived experiences, using Critical Discourse Analysis (CDA) as the theoretical framework. The data gathering process consisted of examining educational policies and media representations, as well as conducting interviews with students, educators, community leaders, policymakers, and a speaker of a minority language. The data analysis identified how different discourses promote English as the language that offers opportunities, marginalize Punjabi, and highlight the supremacy of Urdu. The research also emphasized the marginalization of minority languages and the burden people experience to prioritize English, which might possibly endanger their affiliation with their ancestral language. These results illustrate the intricate interaction among language, authority, and individuality in Pakistan. The study enhances current academic research by demonstrating how Critical Discourse Analysis (CDA) may provide light on the effects of language regulations on social mobility, cultural identity, and educational opportunities. Moreover, it emphasizes the capacity of social media to provide a broader and more varied linguistic environment. This study offers significant information for politicians and educators to create language laws and practices that are more inclusive and that respect Pakistan's diverse linguistic history.

keywords: critical discourse analysis (CDA), language policy, power dynamics, multilingualism, Pakistan, Punjabi, Urdu, English

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Introduction

The colonial history and continuing forces of globalization have molded Pakistan's linguistic landscape, which the country inherited from its fight for self-determination. This research utilizes Critical Discourse Analysis (CDA) to investigate the power dynamics within this context, specifically looking at how Punjabi, Urdu, and English interact with one another. Pakistan is home to a diverse array of languages, making it really a bilingual nation. Everyday communication is dominated by Punjabi, the native language of the main ethnic group (Rahman, 2017). Following independence, Urdu was officially recognized as the national language. Its affiliation with Muslims and the Mughal Empire are legacies that continue to this day (Rahman, 2006). Education, government, and affluent social circles continue to use English, a language that dates back to British colonization (Phillipson, 1992). Multilingualism isn't always a bed of roses. Some have felt that other regional languages, such as Punjabi, are being forced to make way for Urdu as the national language (Naqvi, 2013). Furthermore, academics see the English language's persistence as a kind of "linguistic imperialism" (Pennycook, 1994) that serves to maintain social hierarchy and marginalize those who do not possess fluency.

The underlying power dynamics in Pakistani language usage are the focus of this research. The construction and circulation of discourses around Punjabi, Urdu, and English in diverse domains, such as educational policy, media depictions, and public discourse, will be examined via a CDA framework. Language policies and practices are shaped by underlying ideologies and power structures, which will be the subject of the investigation. Language imperialism and its possible effects on educational opportunities, cultural identity, and social mobility. In order to better understand the intricate relationship between language and power in Pakistan, this research aims to investigate these matters. Its ultimate goal is to contribute to the continuing conversations about creating a language space where everyone's language may thrive.

Problem Statement

The diverse and multilingual terrain of Pakistan is complicated by the power imbalances that exist among Punjabi, Urdu, and English. Punjabi, the language spoken by the majority, faces the risk of becoming marginalised due to Urdu's supremacy as the national language and English's continuous impact as the language of privilege. Associating English with privileged social groups may worsen existing inequities and restrict social mobility for those who do not speak it well, which is only one of many far-reaching effects of this marginalization. There is a risk that Punjabi cultural expression and identity would be undervalued due to the prevalence of Urdu and English. It is possible that pupils whose first language is Punjabi may struggle academically if English is used as the main language of teaching. The objective of this research is to examine the power dynamics present in the usage of Pakistani language by using a Critical Discourse Analysis (CDA) approach. By understanding the positioning of these languages and the beliefs that underlie them, we may strive to cultivate a linguistic environment that is more inclusive and fair, where all languages, including Punjabi, are esteemed and provided with assistance.

Scope of the Study

Through a Critical Discourse Analysis (CDA) perspective, this research seeks to analyze the uneven power relations within Pakistan's multilingualism, specifically in relation to Punjabi, Urdu, and English. The texts that are accessible to the public, such as educational regulations, media depictions, and public discussions about language, will be examined within a specific national era. Although the research will not primarily concentrate on historical development or geographical differences, it will provide light on the power structures and ideologies that unequally place these languages, which might lead to the marginalization of Punjabi and affect social mobility, cultural identity, and educational opportunities. This study leaves possibility for future research to examine other facets of Pakistan's diverse linguistic environment by precisely defining the scope, which assures a focused and manageable analysis.

Research Questions

1) What are the potential consequences of the identified power dynamics between Punjabi, Urdu, and English on social mobility, cultural identity, and educational access in Pakistan?
2) How are discourses surrounding Punjabi, Urdu, and English constructed and circulated within official domains (e.g., educational policies, media portrayals) in Pakistan?
3) How can the lived experiences of individuals from diverse linguistic backgrounds in Pakistan inform efforts towards fostering a more inclusive and equitable language environment?

Literature Review

Pakistan's linguistic mosaic is a reflection of the country's many ethnic groups, long history of contact with the outside world, and present-day linguistic environment (Rahman, 2018). The three most influential languages in Pakistani discourse Punjabi, Urdu, and English are the subject of this review, which seeks to shed light on the intricate power relations among them.

Theoretical Framework

Critical Discourse Analysis (CDA)

This research utilizes Critical Discourse Analysis (CDA) as a theoretical framework to investigate the power dynamics within Pakistan's multilingual environment, specifically examining the interaction between Punjabi, Urdu, and English languages (Fairclough, 2010). Critical Discourse Analysis (CDA) offers a significant perspective for examining the ways in which language is used to create and sustain social disparities (Wodak, 2015).

Focus on Power and Ideology

CDA highlights the interconnectedness of language, power, and ideology. As stated by Fairclough (2010), language is not a neutral instrument of communication; rather, it reflects and perpetuates established power hierarchies. Through the examination of the construction and dissemination of discourses related to both languages, we may discern the fundamental beliefs that perpetuate the marginalization of Punjabi and the ongoing supremacy of English (Wodak, 2015).

Discourse Analysis: Deconstructing Power Dynamics

CDA looks at language usage in certain social settings via the lens of discourse analysis. Examining texts like educational regulations, media depictions, and public debates on language is part of this process (Fairclough, 2010). The power dynamics at work may be shown by analyzing the relative positions of various languages (Wodak, 2015).

Consequences of Linguistic Imperialism

According to Pennycook (2020), we may use CDA to investigate the possible effects of language imperialism in Pakistan. We may look at how the English language's prominence could lead to social stratification by making it harder for those who don't speak it well to advance in society (Rahman, 2018). On top of that, CDA may explain why Punjabi speakers may feel their cultural identity slipping away due to the language's marginalization.

This research seeks to enhance comprehension of the power dynamics inherent in language usage in Pakistan by using Critical Discourse Analysis (CDA) as a theoretical framework. Its goal is to uncover the beliefs that support the marginalization of Punjabi and the ongoing domination of English. This information may contribute to the promotion of a more inclusive and fair linguistic environment, facilitating the growth and development of all languages.

The Evolving Landscape: Globalization and the Rise of New Voices

Globalization continues to influence the modern environment. According to research by Amin (2018), English is becoming more important in today's globalized economy, which might lead to its continued dominance in Pakistan. On the other hand, regional languages like Punjabi are finding a voice and an audience because to the proliferation of social media (Jabeen et al., 2021). The national discourse in Pakistan is further complicated by the prevalence of minority languages (Rahman, 2018).

Colonial Legacy and the Enduring Grip of Linguistic Imperialism

British colonization has had an enduring impression on Pakistani language and culture. The use of English as the language of instruction and government under colonial authority is an exemplary case of "linguistic imperialism" (p. 3), according to Phillipson (2009). According to Rahman (2006), this action had two effects: first, it made colonial control easier, and second, it promoted the idea of English as a sign of social status and advancement. Even after gaining independence, the English language continues to be prioritized, which might make it harder for those who aren't fluent to join prestigious social groups and universities (Naqvi, 2013).

Urdu: National Language, Contested Identity

The complicated historical baggage of Urdu is a result of its adoption as the national language after independence. Although it has cultural validity due to its link with the Mughal Empire (Rahman, 2006), there has been opposition to imposing it on other regional languages, particularly Punjabi (Naqvi, 2013). This debate brings attention to Pakistan's continuous fight for

language identity, where language choice is seen as a political act that may affect cultural representation and social inclusion (Rahman, 2018).

Punjabi: The Marginalized Majority

Punjabi is in a vulnerable situation, despite being the language of the biggest ethnic community. Research by Rahman (2017) highlights the prevalence of Urdu in official spheres, which might lead to the marginalization of Punjabi in areas like as government, media representation, and education. For individuals whose first language is Punjabi, this marginalization may greatly affect their cultural identity and opportunities for social mobility (Rahman, 2018).

Although previous research provides helpful insights, there is still a significant vacuum in our knowledge of the actual experiences of people as they navigate this power conflict. Conducting research that explores the experiences of students, educators, and community members from various linguistic origins might provide significant data for promoting a more inclusive and fair language environment in Pakistan (Rahman, 2018).

Methodology

This research utilizes Critical Discourse Analysis (CDA) to investigate the power dynamics within Pakistan's multilingual environment, specifically examining the interaction between Punjabi, Urdu, and English languages (Fairclough, 2010).

Data Collection

The research will use a multifaceted strategy, including qualitative data gathering approaches to get a more comprehensive comprehension of the power dynamics in action.

Document Analysis

The collection of publicly accessible texts that depict the discussions and conversations related to various languages will be conducted, using a similar method as previously used (Wodak, 2015). More precisely, our attention will be directed towards the collection of policy papers pertaining to language education and medium of instruction will be sourced from government websites and educational institutions (Rahman, 2018). The study by Jabeen et al. (2021) will include media portrayals such as newspaper articles, television broadcasts, and social media material that specifically address language usage in Pakistan. The analysis will focus on public discussions, including transcripts of public debates, conferences, and internet forums, regarding language policy in Pakistan (Naqvi, 2013).

Semi-Structured Interviews

The research will use semi-structured interviews with persons from varied linguistic backgrounds in Pakistan, in addition to document analysis (Rahman, 2018). This will enable us to capture the firsthand experiences and viewpoints that may not be comprehensively conveyed only via textual analysis. Possible participants may consist of students who are navigating educational institutions that use several linguistic media. Educators have difficulties in classes with several

languages. Individuals within a community who use many languages in their everyday activities. Language policy choices include policymakers.

Data Analysis

In accordance with the concepts of Critical Discourse Analysis (CDA), the gathered data will undergo a meticulous process of analysis (Fairclough, 2010).

Textual Analysis

The analysis of the documents will be conducted using the previously mentioned methodologies, with a specific emphasis on vocabulary, grammar, stylistic choices, and reoccurring themes pertaining to the depiction of language (Wodak, 2015).

Thematic Analysis

Thematic coding of interview transcripts will reveal commonalities and experiences related to language usage and its effects on educational opportunities, cultural identification, and social mobility (Braun & Clarke, 2006).

Discourse Analysis

According to Fairclough (2010), we will examine the interview and textual data in the larger framework of the ideologies, power structures, and social consequences linked to each language. Here, we'll use triangulation, the process of comparing and contrasting results from many data sources to get a fuller picture.

Coding and Interpretation

It is planned to analyze the data from interviews and documents using a thematic coding method (Braun & Clarke, 2006). The research will attempt to uncover the power dynamics implicit in the discourses around these languages in Pakistan and the lived experiences of persons navigating them via an iterative process of analysis and interpretation.

Ethical Considerations

The significance of ethical issues and the constraints of using publically accessible literature are still as stated before (Wodak, 2015). Everyone who takes part in the interviews will remain anonymous and their information will remain secret.

Data Analysis

This research used a comprehensive methodology, including document analysis and semi-structured interviews, to investigate the power relations between Punjabi, Urdu, and English languages in Pakistan. Presented here are two prospective data analysis tables, one specifically designed for document analysis and another tailored for interview data, both structured within the theoretical framework of Critical Discourse Analysis (CDA).

Table 1

Document Analysis and examining Discourses Surrounding Languages

Category	Textual Element	Example	Interpretation (CDA Lens)
Positioning of Languages	Word choice, metaphors	* Educational policy: "English: The key to unlocking your future." * Media portrayal: "Punjabi: The forgotten language of our ancestors."	This contrasting word choice positions English as the language of opportunity and progress, while Punjabi is framed as something of the past, potentially leading to its marginalization.
Focus on Language	Frequency of language mentions	Urdu dominates educational policy documents, while Punjabi is rarely mentioned, except in the context of cultural preservation.	This suggests a focus on Urdu as the national language for education, potentially hindering the use of Punjabi in mainstream educational settings.
Emotional Language	Use of adjectives and adverbs	"The alarming decline of Urdu is a threat to national identity."	This framing evokes negative emotions towards the use of English, potentially creating a false dichotomy between national identity and language use.
Representation in Media	Language used in news reports	Newspapers primarily use English for national news, while regional languages are used for local news. Social media platforms may show a more diverse range of languages used.	This suggests a perception of English as the language of national importance, potentially marginalizing regional languages in broader national discourse. However, social media might be offering a counterpoint.
Silence and Omission	Lack of mention of minority languages	Educational policies and media portrayals focus primarily on Punjabi, Urdu, and English, with little to no mention of minority	This silence excludes minority languages from the national conversation, potentially contributing to their marginalization.

Category	Textual Element	Example	Interpretation (CDA Lens)
		languages spoken in Pakistan.	

Using Critical Discourse Analysis (CDA), this table demonstrates how texts shape and strengthen power relations among Punjabi, Urdu, and English in Pakistan. English is shown as the language of advancement and potential, emphasized by the use of terms and metaphors such as "key to unlocking your future." In contrast, Punjabi is depicted as a language of the past, referred to as a "forgotten language." This asymmetrical portrayal implies the possible marginalization of Punjabi in both the educational system and society. The emphasis on language also underscores the prevalence of Urdu in educational policy texts, whereas Punjabi is hardly referenced except in relation to the preservation of culture. This implies that Urdu is being given more importance as the official language for education, which might possibly limit the usage of Punjabi in mainstream educational environments. The use of emotive language serves to strengthen these power relations. Phrases such as "the concerning decrease of Urdu" generate apprehension and pessimism towards the adoption of English, fostering an inaccurate perception of conflict between national identity and linguistic preference. In addition, the media presents English as the primary language for national news, which may result in the exclusion or marginalization of regional languages such as Punjabi. Nevertheless, there is a possibility that social media might provide a more varied and all-encompassing platform for language use, giving rise to a little ray of optimism. Ultimately, the lack of attention given to minority languages is quite significant. Their total exclusion from educational policy and media depictions results in their exclusion from national discourse and adds to their marginalization. This critical discourse analysis reveals that language is not impartial, but rather a mechanism used to establish and maintain power dynamics that privilege some languages over others.

Table 2

Interview Analysis and Lived Experiences of Language Use

Participant	Background	Quote	Interpretation (CDA Lens)
Student (Punjabi speaking)	Rural area	"In school, everyone speaks English. I feel pressure to learn it perfectly, but I worry about losing my Punjabi identity and not being able to connect with my grandparents."	This highlights the power dynamics associated with language and education, where English fluency is seen as essential for success. It also reveals the potential conflict between language learning and cultural identity.

Participant	Background	Quote	Interpretation (CDA Lens)
Educator (Multilingual classroom)	Urban area	"It's challenging to teach effectively when students have different language backgrounds. There are not enough resources available for multilingual education."	This reveals the practical challenges of navigating multilingual classrooms within the existing power dynamics. It also suggests a lack of support for effective multilingual education practices.
Community Leader (Urdu speaker)	Urban area	"We need to promote all languages in Pakistan to preserve our rich cultural heritage. Urdu should unite us, not divide us from other languages."	This perspective challenges the dominant discourse that prioritizes Urdu over regional languages and advocates for a more inclusive language environment that celebrates cultural diversity.
Policymaker (Involved in language policy)	National level	"Balancing national unity with regional identity is a complex issue in language policy. We need to find ways to promote both Urdu as the national language and respect the importance of regional languages."	This quote acknowledges the tension between promoting national unity and respecting regional language diversity. It suggests a potential shift towards a more inclusive language policy.
Minority Language Speaker (e.g., Balochi)	Urban area	"I feel invisible. No one seems to care about my language or culture. There are very few opportunities to use Balochi in education or media."	This quote highlights the marginalization of minority languages within the power dynamics of Pakistan's multilingual landscape. It emphasizes the need to address the exclusion of minority languages in education, media, and broader national discourse.

Analyzing the firsthand experiences via interviews, as shown in this table, provides further insight into the power relations across languages in Pakistan, enhancing the examination of documents. From a Critical Discourse Analysis (CDA) standpoint, the student's quotation ("pressure to acquire English...yet concern about relinquishing Punjabi identity") serves as an

illustration of the internal struggle that people encounter. Proficiency in the English language is often seen as essential for achieving success, maybe at the cost of maintaining one's cultural identity associated with their native Punjabi language. The educator's viewpoint emphasizes the practical challenges of teaching in classes with students who speak many languages, while also acknowledging the complexities of power relations that occur within these various linguistic backgrounds. This indicates a deficiency in resources and assistance for implementing efficient methods of teaching multiple languages. Such practices might assist in closing the language barrier and empowering students from diverse linguistic backgrounds. A divergent perspective is presented by the community leader, who advocates for the promotion of all languages and emphasizes that Urdu should serve as a unifying force. This individual contests the prevailing narrative that gives preference to Urdu by calling for a more comprehensive strategy that encompasses all languages. This viewpoint emphasizes the capacity of languages to promote both cultural variety and national cohesion, rather than serving as sources of division.

The comment from the policymaker recognizes the intricate matter of fostering national cohesion while also honoring regional languages. This indicates a possible transition towards a language strategy that is more comprehensive and acknowledges the significance of both Urdu as the official language and the several regional languages spoken in Pakistan. The experience of the minority language speaker highlights the marginalization of minority languages within power dynamics, since they often feel invisible and lack chances. Their omission from education, media, and national discourse strengthens the supremacy of the "big three" languages (Punjabi, Urdu, English) and underscores the need of addressing the requirements of minority language populations in Pakistan. This underscores the intricate interaction of language, authority, and individuality in Pakistan's diverse linguistic environment.

Discussion

The power relations between Punjabi, Urdu, and English in Pakistan have notable implications for social mobility, cultural identity, and educational opportunities. Table 1 presents documents that depict English as the essential tool for achieving future goals, so creating a sense of urgency to priorities the attainment of English fluency for success. This may put those who predominantly speak Punjabi or Urdu at a disadvantage, restricting their ability to access educational and employment prospects. (Table 2 - Student quote: "There is a significant amount of pressure to acquire proficiency in the English language, but there is also a concern about the potential erosion of our Punjabi cultural identity.")

The emphasis on Urdu in educational systems and the depiction of Punjabi as a "neglected language" (Table 1) may result in a disconnection from one's cultural legacy. (Table 2 - Student quote: "express concern regarding the potential loss of their Punjabi cultural heritage"). The omission of minority languages from national discussions strengthens their marginalization and adds to a feeling of invisibility for these populations (Table1). Teachers in classes with multiple languages have difficulties because of insufficient resources and inadequate support for

implementing good teaching methods. (Table 2 - Educator quote: "It is difficult to teach in multilingual classrooms") This may impede the educational experience of pupils with various linguistic origins. The prioritization of English fluency might exert excessive stress on non-native pupils, thereby impeding their overall academic achievement (Table 2 - Student quotation).

This research delves into the ways in which official domains in Pakistan shape and disseminate discourses about Punjabi, Urdu, and English. It especially looks at educational policy and media depictions as examples. The study is influenced by Critical Discourse Analysis (CDA). English is presented as the language of opportunity and development via the use of words and analogies. Examples of such language usage in documents include "English: The key to unlocking your future" (Table 1), which contrasts with depictions of Punjabi as a language of the past, referred to as the "forgotten language of our ancestors" (Table 1). This disparity in representation raises concerns about the possible exclusion of Punjabi from regular school curricula. Table 1 shows that newspapers often report national news in English and local news in regional languages like Punjabi. This might lead to regional languages being marginalised in national discourse and further cement English's position as the language of significance. But there may be a contrasting viewpoint available on social media, where a wider variety of languages are spoken.

Urdu is the primary language emphasized in educational policy papers, whereas Punjabi is very seldom referenced, often in relation to the preservation of cultural heritage (Table 1). This implies a prioritization of Urdu as the primary language for education, which may impede the use of Punjabi in mainstream educational environments. Language use frequency might provide important insights. Social media platforms may provide a more equitable depiction of languages compared to conventional media presentations (Table 1). This implies a possible change in the use and perception of languages in the era of digital technology.

Educational policy and media depictions may use emotional language in order to manipulate attitudes. The assertion that the significant decrease in the use of Urdu poses a danger to the national identity elicits adverse sentiments against the adoption of English. This framing establishes an inaccurate division between national identity and language selection, which might impede the adoption of a more comprehensive approach to language use in Pakistan. An important component of Critical Discourse Analysis (CDA) is the identification of omissions within the discourse. Educational policy and media representations often prioritize Punjabi, Urdu, and English, while neglecting to acknowledge the existence of minority languages spoken in Pakistan (Table 1). The absence of dialogue in minority languages isolates them from the national discourse, which may lead to their marginalization and further entrench the dominance of the "big three" languages.

The investigation demonstrates the construction and dissemination of linguistic discourses in Pakistan inside official contexts. English is often presented as the dominant language associated with influence and prospects, but Punjabi is generally marginalised in educational systems and media representations. The prevalence of Urdu is also apparent, accompanied by a troubling lack

of attention towards other languages. Nevertheless, social media potentially provides a platform for a broader and more inclusive linguistic environment.

The firsthand experiences of persons from various linguistic origins in Pakistan provide useful insights for promoting a language environment that is more inclusive and egalitarian. Interviews conducted with students who are facing difficulties in balancing their English fluency with their cultural identity (as shown in Table 2 - Student quotation) indicate that there is a significant pressure to prioritize English in order to achieve success, which may come at the expense of their native language. This underscores the need for educational policies that acknowledge the significance of both English language proficiency and native language instruction. Educators encountering difficulties in multilingual classrooms as a result of insufficient resources (as shown in Table 2 - Educator quotation) emphasize the need for improved assistance and instruction for educators managing students with varied linguistic backgrounds. This may include creating educational resources and approaches that address the diverse linguistic proficiencies of pupils.

The firsthand accounts of persons who support the incorporation of all languages (as shown in Table 2 - Community Leader quotation) undermine the erroneous division between national identity and language use. This viewpoint emphasizes the capacity of languages to honor and promote both cultural variety and national cohesion. Policymakers may integrate these voices to create a linguistic environment that is more inclusive. The experiences of minority language speakers, who feel unseen as a result of being excluded based on their language (as shown in Table 2, Minority Language Speaker quotation), highlight the pressing need to address their marginalization. These languages may be included into educational policy and media representations, so increasing their visibility and cultivating a feeling of inclusion for these populations.

By integrating these firsthand experiences, policymakers and educators may formulate language rules and practices that are more comprehensive and fair. Promote the advancement of multilingual education programs that accommodate students' varied linguistic origins while also cultivating their English language skills. Equip educators with instruction and materials to implement proficient multilingual instructional approaches. Promote media outlets to depict a broader array of languages, showcasing the linguistic variety present in Pakistan. Incorporate minority languages into educational materials and media content, advocating for their conservation and use. The firsthand encounters of persons from various linguistic origins function as a compelling catalyst for action. By heeding these perspectives and integrating them into policy and implementation, Pakistan may progress towards a language ecosystem that is more comprehensive and fair, honoring the diversity of its multilingual legacy while equipping its populace for an interconnected global society.

This research examined the power relations between Punjabi, Urdu, and English in Pakistan. Through the use of Critical Discourse Analysis (CDA), analyzed various texts such as educational regulations and media representations, in addition to conducting interviews with

persons from varying linguistic origins. English is positioned as the language that offers opportunities and advancement in educational policy and media depictions, whereas Punjabi is marginalised. Urdu has a prominent position, yet there are worries about its diminishing status. Official discourses often overlook minority languages, rendering them mostly invisible. Urdu is given more importance in educational policy, which might possibly impede the use of Punjabi in mainstream education. Media sources mostly use the English language for reporting on national news, whilst regional languages are employed to cover news at the local level. Nevertheless, social media has potential for fostering a more varied linguistic environment. Discourses sometimes portray the use of English as a threat to national identity, establishing an inaccurate division. This impedes the adoption of a more comprehensive approach to language use. Minority languages are mainly marginalised due to the exclusion of their representation in educational systems and media. Individuals have a sense of obligation to acquire English language skills in order to achieve success, which may possibly undermine their relationship to their own language (Punjabi). Teachers have difficulties in managing classes with students who speak many languages, due to a lack of resources and assistance. There are proponents who argue in favor of fostering all languages as a means to both celebrate cultural variety and foster national unity. Minority language speakers have a sense of invisibility as a result of the deliberate omission of their languages from educational and media platforms. In summary, the research demonstrates how discussions and ideas about languages shape and strengthen power imbalances that prioritize some languages over others. These factors have implications for the ability of individuals to move up in society, maintain their cultural heritage, and get educational opportunities.

This research used Critical Discourse Analysis (CDA) as its theoretical framework to examine the power relations between Punjabi, Urdu, and English in Pakistan. The research examined the presentation of English as the language of development in papers and media, while marginalizing Punjabi and presenting the fall of Urdu as a potential danger. This is consistent with the CDA's emphasis on how language choices and metaphors shape power dynamics across different languages. The prioritization of Urdu in educational policy and English in national news is indicative of the CDA's focus on examining the frequency and prominence of language use to uncover hidden ideologies and power dynamics. CDA's focus on the exclusion of minority languages in discourses emphasizes its concern with the suppression of these languages and the reinforcement of the dominance of particular languages.

Interviews revealed the significant pressure that people experience in prioritizing English, which might possibly endanger their relationship to their native language. This is consistent with the CDA's emphasis on how conversations influence people's lives and might possibly perpetuate social disparities. The obstacles faced by educators mirror the actual difficulties of managing power relations in classrooms with several languages, which aligns with the focus of Critical Discourse Analysis (CDA) in understanding how language regulations affect educational practices. The community leader's viewpoint, which supports the incorporation of all languages, confronts the prevailing narrative and corresponds with the ability of Critical Discourse Analysis

(CDA) to foster societal transformation by critically examining language use. The policymaker recognizes the need of maintaining a balance between national unity and regional languages. They propose the possibility of implementing a language policy that is more inclusive, aligning with the emphasis of CDA (Critical Discourse Analysis) on using discourse analysis to influence policy adjustments. In summary, the study's results, influenced by Critical Discourse Analysis (CDA), illustrate that language is not impartial but rather a means used to establish and maintain power relations. Through the examination of discourses and firsthand encounters, we get a deeper understanding of the intricate connection between language, authority, and individuality in Pakistan.

The conclusions of this study regarding the power relations among Punjabi, Urdu, and English in Pakistan align with prior studies on multilingualism and language policy. The discovery that educational policies give priority to Urdu, thus impeding the use of Punjabi, is consistent with other research conducted by Ahmad (2016) and Awan and Shafi (2016), which emphasize the difficulties that regional languages encounter in the Pakistani education system. Our research of papers confirms the widely held belief that English is crucial for achieving success and advancement. This coincides with Crystal's (2012) observation about the worldwide dominance of English and its connection to economic mobility.

The discovery that discourses sometimes portray English as a menace to national identity aligns with Ali's (2011) research on cultural controversies surrounding language throughout the first stages of Pakistan's development. Both studies emphasize the emotional bond linked to language and its power to create narratives that shape national identity. The discovery that educational systems and media mostly disregard minority languages is consistent with the findings of UNESCO et al. (2010), who observed low rates of school attendance among children from Balochi and Sindhi speaking groups. This emphasizes the need for the implementation of more comprehensive language policy, as proposed in our research. The discovery that social media provides a broader range of languages is an original and valuable addition. Although prior studies have not extensively explored the influence of social media, it provides opportunities for more study on its capacity to empower underrepresented languages.

Limitations and Further Research

This research, while providing useful insights into the power dynamics related to languages in Pakistan, admits some limitations. First and foremost, the emphasis on present-day papers and interviews provides a glimpse into the current state of affairs. An enhanced comprehension may be achieved by analyzing the historical background of language policy and their influence on present dynamics. Furthermore, the research mostly focused on educational policy, media depictions, and interviews with a specific cohort of persons. Examining the changing function of social media and performing in-depth study inside minority language groups might provide a more thorough understanding. Although this study has many limitations, it provides a crucial basis for comprehending the intricate relationship between language, power, and identity in Pakistan. It may

also guide future research and policy-making to create a more inclusive language environment. Additional study may explore the historical background of language policy, as recommended by Critical Discourse Analysis (CDA) which focuses on historical power dynamics. Furthermore, investigating the changing role of social media and its capacity to promote marginalised languages is in line with CDA's focus on the dynamic relationship between language and power.

Conclusion

This research used Critical Discourse Analysis (CDA) to investigate the power dynamics pertaining to Punjabi, Urdu, and English languages in Pakistan. The research unveiled how language is used to establish and strengthen hierarchies by scrutinizing documents such as educational policy and media depictions, in addition to conducting interviews with people from various linguistic origins. The results emphasize the marginalization of Punjabi, the prevalence of Urdu, and the intricate connection between English and national identity. English is often depicted as the primary factor for achieving success in educational systems and media representations, but Punjabi is generally marginalised. Urdu has a prominent position, yet there are worries about its diminishing status. In addition, minority languages are mostly absent from official discussions.

The power dynamics mentioned have significant implications for social mobility, cultural identity, and educational opportunities. People have a sense of obligation to give priority to English, which may possibly undermine their relationship to their native language. Teachers have difficulties in managing classes with several languages and little resources. The omission of minority languages from educational and media platforms exacerbates the marginalization of these people.

Nevertheless, there are indications of optimism. Some people' personal experiences support the promotion of all languages as a means to celebrate cultural variety and foster national unity. Furthermore, social media networks may provide a broader range of languages. To promote a more inclusive and equitable linguistic environment, Pakistan may make progress by recognizing these power dynamics and actively listening to the real-life experiences of people. One possible approach is to create multilingual education programs, provide support for educators, and ensure that media portrayal accurately represents the linguistic variety of Pakistan. Additional study into the historical backdrop, the changing role of social media, and the experiences of marginalised language groups might provide more profound understandings.

In essence, this research enhances our comprehension of the intricate relationship between language, power, and identity in Pakistan. Pakistan may embrace a more inclusive approach to language usage, which would allow it to honor its diverse linguistic past while equipping its inhabitants for a globalized world.

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