A CRITICAL DISCOURSE ANALYSIS OF LANGUAGE POLICIES IN SOUTH ASIA IN THE 21ST CENTURY: A CASE STUDY OF PAKISTAN

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ABSTRACT

The fundamental goal was to get an understanding of the power dynamics influencing language policies and their effects on the country's linguistically varied population. Used a Critical Discourse Analysis (CDA) framework, this research delves into the knotty issues of Pakistan's language policy in the modern era. CDA concepts of Fairclough (2010) and van Dijk (1993) and Michel Foucault's (1972) "discourse" were employed. The research employed CDA principles to examine the wording of public conversation, instructional materials, and official policy papers. The ideologies and power dynamics concealed within these works analyzed. In order to analyze the data, we had to study the texts very carefully, analyze the conversation around them, place the language in its sociopolitical context, and then understand how specific languages and socioeconomic marginalized groups. The results showed that the prevailing narrative places an emphasis on Urdu for the sake of national unity and English for the sake of global competitiveness. As a result, regional languages neglected in governmental spheres and educational institutions. When pupils' native languages are not given priority, they find themselves at a disadvantage. On the other hand, the research also uncovered opposing viewpoints expressed by language activists who are fighting for an education system that recognizes and appreciates the variety of languages spoken in Pakistan. This study adds to our knowledge of the importance of inclusion in language policy and the power dynamics at play within them. The research implies that more egalitarian educational opportunities and a celebration of Pakistan's rich linguistic legacy may be achieved by recognizing the value of regional languages.

keywords: Language Policy, Critical Discourse Analysis, Multilingual Education, Power Dynamics, Language Marginalization, Urdu, English, Punjabi, Regional languages

Introduction

Social stratification, educational opportunities, and national identity are all profoundly influenced by language policy in South Asian and other multilingual nations. The instance of Pakistan is examined in this critical discourse analysis (CDA), a country that is struggling with the linguistic complexity inside its boundaries. According to Tsui and Tollefson (2017), the research seeks to comprehend the power dynamics at work and the effects of language

policies on Pakistan's linguistic diversity by delving into the ideologies that underpin these policies. Regional languages such as Balochi, Punjabi, Sindhi, and Pashto coexist with Urdu as the official language of Pakistan. The linguistic discussion is informed by the historical backdrop of the nation's establishment in 1947. The goal of selecting Urdu, a language with few ethnic associations, was to promote national harmony in the face of significant ethnic diversity (Sikandar, 2017). Some argue that this approach gives Urdu speakers too much power and ignores regional languages (Hassan & Shah, 202

People in Pakistan are still angry over the government's language policy. English, symbolizing access to international possibilities, and Urdu, signifying national identity, take turns being the center of attention (Aijazuddin, 2012). Despite the significance of regional languages for cultural preservation and promoting a feeling of local belonging, there is still contention about the medium of teaching in education (Rahman, 2016). When students' native languages are not given the attention they need in the classroom, they may find themselves at a disadvantage. These insights on Pakistan's language policy are provided by this CDA technique. This research aims to shed light on the power structures that shape language choices and how they affect social fairness by conducting a critical analysis of policy papers, educational materials, and public discourse. All people of Pakistan, regardless of their original language, should have equal opportunity based on the results, which may help shape a more inclusive language policy that values Pakistan's rich linguistic legacy.

Scope of the Study

The language policy of Pakistan in the twenty-first century shall be the subject of this critical discourse analysis. The policies' stated aims and underlying philosophies will be analyzed, with a focus on the educational systems and society's positioning of regional languages, Urdu, and English. Neither the proficiency nor the use trends of the several languages spoken in Pakistan nor their historical evolution previous to the 21st century will be attempted in this research.

Problem statement

Pakistan's linguistic policy have sparked heated controversy for many years. The present strategy is seen as ignoring the diverse array of regional languages spoken throughout the nation as it places an emphasis on English for economic growth and Urdu as the national language. As a result of not having their home language given priority in the classroom, marginalized pupils may face educational disadvantages and heightened ethnic conflicts. The purpose of this CDA research is to provide solutions to these problems by analyzing current language policies and coming up with a framework for Pakistan's language policy that is more inclusive.

Research Questions

1)   What is the impact of official language laws in Pakistan on the construction and representation of national identity, specifically with regards to the functions of Urdu, English, Punjabi and regional languages?
2)   What are the many forms of resistance to the existing language policy in Pakistan, and how do these efforts promote a more inclusive approach to language use in education and society?
3)   How does Pakistan's present language policy affect classroom instruction, especially for pupils hailing from areas where regional languages are more widely spoken?

Literature Review

As a means of expression and connection in today's interconnected world, language has no boundaries. The establishment of global language regulations is, nevertheless, compelled by the intricate interaction of languages onstage. Examining the theoretical frameworks that have been used to assess these initiatives and the continuing discussions around them are the subjects of this study.

Global Language Policies

English is not the only language spoken throughout the world. A more sophisticated strategy for international language policy is required in light of the proliferation of regional languages such as Arabic, Mandarin Chinese, and Spanish. According to Spener (2005), regional languages are beginning to challenge English's dominance in global economic and cultural interchange. Because of this shift, policies are required to recognize the increasing importance of these languages and encourage their use in international discourse.

The rise of AI and machine translation has further complicated the already complex world of languages. Although these technologies show promise in improving cross-language communication, there are still questions about their accuracy and the possibility that they can reinforce cultural prejudices (Van Vaerenbergh, 2012). Language rules throughout the world will have to change to accommodate new technologies.

A successful worldwide policy on languages is a never-ending task. Addressing past power inequalities and understanding the intricacies of modern technology are equally critical as developing multilingualism and inclusion. Policymakers may create a more fair and inclusive approach to language on a global level by using theoretical frameworks that reveal power relations and by valuing linguistic variety.

South Asian Countries Language Policies

The diverse array of languages spoken in South Asia is a reflection of the region's rich cultural diversity. In many countries, balancing the needs of multiple linguistic groups with the demands of national unity and historical legacies has been an ongoing issue when it comes to formulating language policy (Alsina, 2016). This analysis delves into the language policies of three notable South Asian nations - Bangladesh, Pakistan, and India - shedding light on the many theoretical frameworks that have been used to examine these policies, as well as the continuing discussions that surround them.

South Asian language regulations are ever-changing, reflecting the dynamism of the cultures there. Amidst the ongoing focus on national unity, there is a growing demand for inclusion and acceptance of linguistic variety. More studies based on theories like multilingual education (Baker, 2011) might pave the way for models that enable people to learn and utilize not just national and global languages, but also their original languages. South Asian countries should honor their language history and provide equal opportunity for all residents by promoting a more inclusive approach to language policy.

Multilingualism and Challenges

An increasingly vocal minority is demanding that the international community adopt a more accepting stance toward languages that values multilingualism. The goal of ecological language policy is to ensure that languages of all varieties may continue to thrive in an interconnected world (Phillipson, 2002). Nevertheless, encouraging bilingualism is not without its difficulties. The challenges of establishing multilingual education systems and guaranteeing fair access to resources across languages are brought to light by Tollefson (2008). When communicating internationally or releasing information in more than one language, problems with translation accuracy and cultural subtleties could emerge.

India's Multilingual Landscape

According to Rahman (2006), there are more than 1,700 dialects spoken in India, and the country's language policy presents a distinct problem. An enormous percentage of the population speaks Hindi as their first language (Central Hindi Directorate, n.d.). Hindi is the official language of the Union. The imposition of its supremacy on states whose citizens do not speak Hindi, however, has been the subject of heated dispute (Goyal, 2009). It is a reflection of the linguistic variety of the nation that 22 languages have been recognized in the Constitution as scheduled languages (Ministry of Law and Justice, Government of India, 2019).

Pakistan's Struggle for Language Unity

More than 70 distinct languages, each with its own unique history and cultural importance, make up Pakistan's linguistic landscape (Rahman, 2018). But lawmakers have always had a tough time handling this language variety. For decades, language policies have sparked heated controversy, driven by aspirations for national identity and the lasting impacts of colonialism (Shahid, 2016). The intricacies of Pakistan's language policy in the modern period are the subject of this literature study.

With the goal of promoting national unity in the face of ethnic diversity, Urdu was chosen as the national language in 1947 (Rahman, 2006). Hussain (2018) and others contend that this approach unintentionally weakened regional dominant languages by giving preference to a language with less ethnic affiliation. In comparison to the people speaking Balochi, Punjabi, Sindhi, and Pashto, Urdu speakers were concentrated in urban areas and made up a minority (Yaqoob, 2014). According to Yusuf (2016), those whose native languages were barred from official domains had a feeling of alienation and inferiority due to the mismatch between the designated national language and the linguistic reality of the community.

Bangladesh Language and National Identity

The situation is different in Bangladesh, where Bengali is the official language. A watershed event in Bangladeshi history, the Bengali language movement solidified the language's place in popular culture and served as a rallying cry for the people to reject Pakistani rule (Rahman, 2006). For Bangladeshis, the importance of their language and its connection to their national identity is paramount. Dasgupta (2015) notes that minority languages like as Chittagonian and Sylheti risk becoming marginalized due to Bengali's dominance. There is cause for worry over the underrepresentation of minority languages in Bangladesh, according to research conducted by Amnesty International (2014).

The Case of English and Colonial Powers

British colonization left an indelible mark on the linguistic landscape of Pakistan. The ability to speak English, the language of the original conquerors, is still seen as a sign of social status and a springboard to better job prospects and educational institutions (Mir, 2017). This complicates matters, as some argue that keeping English as a global competitiveness tool is important, but others see it as a hurdle for students from disadvantaged backgrounds who may not be as proficient in the language (Amin, 2013).

Marginalization of Regional Languages and Resistance

Regional languages' exclusion from governmental domains and educational institutions has been a contentious issue (Rahman, 2016). The dearth of funding for regional language instruction and study is a problem for both cultural preservation and the real-world experiences of pupils whose original languages are not given the attention they need in the classroom, according to research by Bhatti (2012) and Brohi (2019). Ethnic conflicts may be exacerbated by marginalization because groups may believe their languages and traditions are being diminished (Yaqoob, 2014). But there are opposing stories as well. The initiatives of educators and language activists who are fighting for the recognition and teaching of regional languages have been studied in depth by Khan (2018) and Shah (2020).

Inclusive Language Policy

An increasing number of people are demanding that Pakistan adopt a language policy that is more inclusive and values the diversity of Pakistani languages (Shahid, 2016). Hussain (2021) and Aziz (2019) both provide theories of bilingual education that would teach pupils both their mother tongue language and English or Urdu alongside them. Social justice and educational equity would be advanced by this method, they claim. As a bilingual country, Pakistan has the difficult task of promoting national unity among the complexity of its language policy. Despite

Urdu's well-established status as the national language, educational disparities and social inequality are consequences of regional languages' marginalization and English's persistent impact. Pakistan should improve its framework for inclusive education by studying multilingual education models and analyzing current legislation; this would allow the country to embrace its linguistic variety and provide all people a voice in national affairs.

Theoretical Framework

Critical Discourse Analysis (CDA)

Research of Pakistan's language policy is based on Critical Discourse Analysis (CDA). According to Fairclough (2003), critical discourse analysis (CDA) goes deeper than just words to uncover ideas and power structures that are inherent in them.

Discourse and Power:

CDA acknowledges that language has a role in creating and maintaining social realities and power dynamics. In order to determine how certain linguistic choices advance some ideologies while excluding others, the research will examine public discourse, educational resources, and government policy papers pertaining to language concerns (van Dijk, 1993).

Foucault's Discourse Theory:

The idea of "discourse" as a means of producing knowledge that influences social activities, as proposed by Michel Foucault, will be used. According to Foucault (1972), this research will look at how language policies establish social stratification, educational opportunities, and national identity.

Reproduction and Resistance:

Language regulations, according to CDA, may perpetuate power dynamics that benefit prevailing languages like English and Urdu. In addition, the research will look at how underrepresented groups and language activists fight back against these prevailing narratives and push for the recognition of regional languages (Fairclough, 2010).

The purpose of this research is to examine Pakistani language policy through the lens of Critical Discourse Analysis (CDA). Language planning is frequently influenced by obscure interests and goals, but this study aims to reveal them via analysis by exposing the power dynamics and hidden intentions inside these policies. The research also aims to delineate borders between "us" and "them" based on linguistic identities and examine how the language choices expressed in these policies establish social categories. We hope that by shedding light on these unconscious biases, we may better understand how language policies have the potential to reinforce existing social divides and disparities. Additionally, the research aims to discover possible ways to challenge dominant language ideas and create a language policy framework that is more inclusive in Pakistan. By doing this analysis, the study hopes to add to the larger conversations happening in Pakistan about issues of language justice, social cohesiveness, and democratic engagement.

Previous Studies

Jabeen's (2023) research of language planning and policy in multilingual Pakistan showed the necessity of a national language strategy in regulating language education and MoI. Pakistan lacks a national language plan, making it hard to design a consistent curriculum and causing MoI. Hornberger's Integrative Framework and Zhao & Baldauf's Stage Actor Model are used to explain language planning and policy execution and resolve discrepancies between the National Education Policy and the 1973 Constitution on MoI. Jabeen offers a late-exit transitional bilingual strategy to solve the MoI issue, emphasizing the necessity for a national language policy that de-stigmatizes Urdu, recognizes regional languages, and sets clear MoI criteria in official schools. This

research illuminates existing difficulties and offers answers, enriching the Pakistani language policy discourse and advancing efforts to make education accessible to all linguistic backgrounds.

Bazai et al. (2023) founded that Pakistani language policy and planning improves cognitive development, academic achievement, and cultural revival via native language teaching. The public sphere model and teachers' agency are used to study institutional constraints to native language acquisition in public schools. Since teachers want native language teaching but confront institutional barriers, a language-in-education method is required. According to the study, students, teachers, and parents see local languages as uneconomical, restricting their usage as instructional instruments. We advocate a complete examination and redesign of current language policies to promote native language education, with dynamic policy-making processes incorporating stakeholders at all levels, to ensure successful implementation. These findings demonstrate Pakistan's complicated language policy and planning and call for systemic adjustments to include local languages into educational frameworks for students' academic success and cultural preservation.

Khan and Zaki (2022) Corpus Assisted Critical Discourse Analysis (CACDA) of Pakistan's language education policy documents explores educational language ideology's discursive environment from 2000 to 2020. A large corpus of policy papers demonstrates that English and Urdu dominate educational discourse, marginalizing indigenous languages notwithstanding occasional praise. Policies reflect monoglossic tolerance and pragmatism for local languages. These findings suggest that Pakistan's educational ideology marginalizes indigenous languages, encouraging policymakers to integrate them in educational discourses. The study's emphasis on ideological homogeneity and consistency in language-in-education policies underlines the need for inclusive language planning that supports Pakistan's diversified language environment.

Dilawar et al. (2022) conduct a thorough review of language policy and planning (LPP) methodologies in Pakistan's school language policy. Based on Haddad and Demsky's 'Language Policy and Evaluation (LPE)' paradigm for macro-level policy planning and development, this study provides a checklist for analyzing the National Education Policy (NEP) 2017. The authors analyze the policy document and find a prevalence of macro-level components in Pakistani educational language policy. To advance educational language policy, researchers and stakeholders must routinely analyze and assess language policies, according to the study. Critical analysis from the study fills knowledge gaps and guides Pakistani educational policy.

Halo (2021) critiques bilingual education norms and advocates for dynamic multilingualism in Pakistan's language policy. The report recommends translanguaging to promote linguistic and speaker social fairness and suggests reconsidering present techniques. The researcher shows that translanguaging may be used in theory and practice utilizing qualitative empirical methods and secondary data. The study highlights political participation, linguistic hegemony, and the monoglossic paradigm in Pakistani bilingual education as important problems. On the other hand, encouraging transcultural interaction and multilingualism might improve schools. Halo's study highlights difficulties and provides alternatives for a more successful bilingual education strategy in Pakistan. More research is required to overcome the gap between existing practices and emerging linguistic ideas, which will impact future language regulations.

The multilingual country of Pakistan's language policies, as analyzed by Shahzad et al. (2020), outline language planning methods from 1947 to 2009. According to the study, multiple committees, academies, and agencies determine language policy, and language planning objectives alter over time and across bodies. Although language revitalization, reform, maintenance, and standardization vary, language planning, such as pushing the dominant language on minority speakers, is consistent. The study shows Pakistan's linguistic diversity and its challenges, notably in educational contexts where medium of instruction is a topic of debate, due to its seventy-four languages. Following Dr. Tariq Rahman and Dr. Atish Durrani's work, the research underlines linguistic variety's complexity and the ongoing efforts to address it on educational, cultural, religious, and political levels.

This in-depth research by Shahzad et al. illuminates Pakistan's complicated language policymaking process and emphasizes the necessity for comprehensive bilingualism and linguistic diversity policies.

Roistika's (2019) study on language policy and planning in multilingual countries explains India, Pakistan, and Bangladesh's intricate interaction of official, regional, and local languages. The research underlines English's ubiquitous significance due to its relationship to development, globalization, economic opportunities, and technological achievements by examining how these nations modify their language policy to suit changing socioeconomic needs. The research examines linguistic conflict efforts from 2005 to 2018. It discusses India's Three Language Formula and Bangladesh and Pakistan's English, Bangla, and Urdu policies. The research also offers language policy and planning recommendations for Indonesia based on South Asian experiences. Roistika synthesizes studies on language policy design and social development in multilingual states to provide cross-contextual lessons for countries with comparable linguistic issues. Her thoughts help nations with comparable difficulties.

Khan and Barkhuizen's (2018) study on Khyber Pakhtunkhwa (KP) residents' views on a top-down regional-language policy illuminates language-in-education policy's complications. Despite the state's formal support for regional languages in schools, English and Urdu are prioritized over Pashto. During interviews and focus group discussions with parents, teachers, and students, the research found mixed reactions to Pashto in schools, with many doubting its viability and acceptability. Many stakeholders distrust the government's intentions, seeing the new policy as political. This study shows the difficulties of implementing language policy and their wider consequences for areas outside Pakistan, illuminating the complex relationship between language, politics, and education.

Examining language planning through the lens of Pakistan's National Education Policy (NEP) 2017, Shahzad et al. (2018) draw attention to the complicated and long-standing issues surrounding language in Pakistan's educational system. This research highlights the importance of language planning as a national problem in Pakistan, where the population is multilingual and multiethnic, and where there have been disputes and tensions in the past that have been rooted in language. The authors argue for a planning approach to language policymaking, stressing the need of thorough study and the participation of specialists in the fields of linguistics, psychology, sociology, and political science. As a lingua franca and national emblem, they argue that Urdu should be preserved alongside English as a worldwide language in order to boost national competitiveness. In addition, the research suggests that Pakistani languages should be prioritized for corpus planning and status planning in order to improve their teaching quality and educational standing. The study aspires to promote language policy in Pakistan by presenting these proposals, especially within the framework of NEP 2017, as a critical step towards national growth and cohesiveness.

Sikandar (2017)'s detailed assessment of language policy planning in Pakistan emphasizes its importance in influencing Pakistan's socio-economic and educational environment. The paper examines Pakistan's rich linguistic and cultural fabric by studying language policies established by successive administrations since 1947, notably the 2009 National Education Policy. Sikandar emphasizes the dominance of Urdu and English in school and work as the national and official languages. However, Pakistan's multilingual and multicultural environment makes choosing a medium of teaching difficult. The research emphasizes defined goals, paths, and assessment procedures in education policy formulation using UNESCO's framework for policy and planning. Sikandar adds that educational and language planners do not follow systematic methods, underlining the need for more rigorous and inclusive language policy planning in Pakistan. This study illuminates Pakistan's language policy gaps and problems, emphasizing the country's various linguistic demands and ambitions.

Ahmad and Khan's (2017) study of provincial autonomy and linguistic policy devolution in Pakistan examines the history and effects of devolution in the federal state. The paper explores the reasons for and against devolution using the 18th amendments and concludes that local devolution promotes linguistic diversity, cultural preservation, and socio-political empowerment. The authors use Khyber Pakhtunkhwa to demonstrate the

benefits of decentralization on language policy, particularly minority languages. However, they understand the challenges of devolving education, a key language policy issue. In its last section, the paper advocates for a more inclusive and decentralized language policy in Pakistan by recognizing local languages as crucial to national unity and proposing statutory protections for linguistic rights.

Shi's (2015) literature review analyzes the current state of research on language policy and planning (LPP) with a focus on how ethnography and Critical Discourse Analysis (CDA) could work together to better comprehend the intricacies of LPP procedures. To analyze the implementation and modification of language policies within contextual realities, Shi suggests a complete paradigm that combines ethnography's emphasis on agency with CDA's critical theoretical lens on power and ideology. In order to understand the impact of agency on policy outcomes, the study stresses the need to look at how local actors understand and use choices made at the macro level. Since CDA and ethnography share an emphasis on contextual implications, fluid language usage, social agency, and power dynamics, Shi argues that they should be combined in a study design. Insights into the social constructions and continuous processes of language policy are offered by this suggested method, which encourages a critical investigation of power connections, hegemonic structures, and ingrained inequities. In sum, Shi's review adds to the ongoing conversation about language policy studies by providing a methodology that takes into account the conflict between agency and structure, and by urging more empirical studies to back up theoretical ones and help us better understand how language policy is made.

Canagarajah and Ashraf (2013) analyze multilingualism and education policies in India and Pakistan, revealing the complex link between policy goals and everyday communication. Both states have tripartite language formulas to accommodate national identity formation and English-based transnational economic resources, but implementation challenges persist. Resource shortages and language dominance disrupt multilingual equilibrium, leading policy intentions and practical realities to clash. English integration poses challenges since individuals want higher-paying employment and globalization-driven communication. To overcome these issues, scholars suggest a plurilingual strategy that stresses mother tongues and functional skills in auxiliary languages for specific purposes and social contexts. In South Asia's socio-cultural and economic contexts, comprehensive language policy is needed to reconcile linguistic needs and objectives.

Zaidi (2013) investigates language planning's complicated and controversial role in sociolinguistics in postcolonial circumstances where linguistic choices intersect with sociopolitical conflicts. Zaidi claims that nationalist ideals promote specific languages and marginalize immigrant and minority languages, causing societal strife. Because language planning is unfair and prejudiced. According to the author, language planning, often driven by nationalist objectives, may subalternize languages and increase social inequities. Zaidi uses Jomo Kenyatta's promotion of Swahili over other indigenous languages to demonstrate how sociolinguistic Darwinism is killing minority languages. Although these impediments remain, Zaidi is hopeful about local or national native and minority language development if these groups take initiative and are empowered. She understands power dynamics and historical oppression in sociolinguistic settings.

Durrani (2012) found that British colonial language ideas strongly influence Pakistan's language-in-education framework. Durrani uses academic research and policy studies to explain how these ideas relate to cultural, political, and moral goals concerning language speakers and their identities. The colonial paradigm that tied particular traits to languages missed the numerous advantages indigenous populations may get from an English-taught school, preventing independence. Even after independence, Pakistan's preference for English over indigenous languages has substantial ramifications for its internal and international position. Durrani believes language policy should include local knowledge and realities to prevent colonial legacies and ensure contemporary effectiveness. Colonialists' blindness to English's revolutionary potential should teach politicians to value linguistic variety and educate marginalized populations.

A critical evaluation of Pakistan's education policy from 2009 by Qasim and Qasim (2009) highlights the importance of language in the classroom and how it affects students' capacity to learn and their ability to fit in socially and economically. In order to encourage critical thinking and a more thorough grasp of academic topics, the research stresses the need of adjusting language policies to reflect students' linguistic backgrounds, drawing attention to the injustice of testing children's proficiency in languages they do not use outside of school. Drawing attention to the possibility of educational divisions based on language and the likelihood of worsening socioeconomic inequalities, the report examines the 2009 National Education Policy (NEP) for its shortcomings. In addition, the research suggests that elementary school instruction in the mother language might help reduce attrition and improve students' academic outcomes. Along with outlining goals for the National English Program (NEP) and how to best use existing resources, the article also suggests a strategic approach to ESL instruction. Policymakers in Pakistan would do well to make linguistic inclusiveness and equal access to excellent education top priorities in light of the important insights offered by this research, which shed light on the complex link between language policy and educational achievements.

Amir's (2008) analysis of Pakistan's language policy shows how colonial, nationalist, and globalizing ideas have shaped its language. The colonial legacy of linguistic supremacy and the growth of nationalist ideologies that promote Urdu as a national language show the difficulties and conflicts of language policymaking. Data demonstrates that English is still promoted as the language of commerce, science, and technology, despite attempts to make Urdu the national language. This keeps the gap between the affluent few who can attend school in English and the remainder who must acquire Urdu or another regional language large. The study also shows a current globalization narrative that reinforces English language imperialism and diminishes Urdu's educational role. Amir's research of these discourses highlights Pakistan's language policies' power dynamics and deep-seated inequalities, highlighting the necessity for an inclusive and equitable language planning strategy that incorporates all people' linguistic rights and aspirations.

The studies reviewed for "A Critical Discourse Analysis of Language Policies in South Asia in the 21st Century: A Case Study of Pakistan" lack a comprehensive analysis of Pakistan's language policy discourse in South Asia. Existing research covers language planning, education policy, and the sociopolitical dynamics of language usage in Pakistan, but discursive tactics used to shape and execute language policies require more study. Some studies mention Pakistan's multilingualism and multiculturalism, but few examine language policy and their effects on linguistic variety, national identity, and social cohesion. To fill this gap, this proposed study will conduct a critical discourse analysis of Pakistani language policies to gain an in-depth comprehension of the discursive frameworks, power dynamics, and ideological underpinnings of 21st-century language planning.

This review provides a solid groundwork for comprehending global language policy by means of several theoretical paradigms. There is a need to go further into how these frameworks applied to individual case studies, however. While the paper does touch on the subject of English's hegemony and the growth of regional languages, it may benefit from delving more into the ways in which these dynamics manifest in particular areas or in policy choices. While the assessment does note the difficulties of implementing multilingual education, it may do more by looking at examples of effective programs in different nations to guide international policymaking going forward. Finally, because these platforms provide new ways for people to communicate and engage with languages, they also provide new opportunities for language domination, therefore studying how these factors affect global language usage and policy is important.

Methodology

Critical Discourse Analysis (CDA) is used to examine Pakistani language policy from the start of the 21st century to identify ideologies and power relations (Fairclough, 2003). This project will primarily gather data from National and provincial language policies, educational curriculum standards, and government language announcements will be evaluated. CDA principles of Fairclough (2010) and van Dijk (1993) and the idea of "discourse" as a means

of producing knowledge that influences social activities, as proposed by Michel Foucault will guide the research's multiple stages. First, the data will be carefully evaluated to identify language policy-relevant themes, words, and grammatical structures. A deeper discourse analysis is needed to determine how these language choices put Urdu, English, and regional languages in the conversation. We will discuss national identity, educational accessibility, and language-influenced social hierarchies. The language's sociopolitical environment in Pakistan will be examined, including historical consequences, power relations within and between social groupings, and colonial legacies on language policy. Finally, the data will be evaluated to reveal power dynamics and ideology in public discourse and policy documents. This will show how these policies may marginalize languages and worsen social inequalities.

Analysis and Discussion

This section offers a brief overview of the possible discoveries that may arise from doing a critical discourse analysis (CDA) on language policy in Pakistan.

A detailed analysis of General Pervez Musharraf's language policy from 1999 to 2008 using Reproduction and Resistance, Foucault's Discourse Theory, and Discourse and Power illuminates Pakistan's language choices and power dynamics. While Musharraf is a native Urdu speaker, his administration's preference for English in public communications aligns with the Discourse and Power paradigm. Second, Foucault's Discourse Theory says Musharraf's language policy created class inequality, particularly when the government began using English more. It illustrates how language influences society. According to Reproduction and Resistance, underrepresented groups' resistance and language activists' campaign for regional language recognition both promote linguistic variation and undermine language myths. In conclusion, this research highlights the complex link between language, power, and resistance in Pakistani sociopolitics.

By applying Foucault's Discourse Theory, Reproduction and Resistance, and Discourse and Power to the material, many insights were gained. First, the paper highlights how linguistic advantage may perpetuate power dynamics in Discourse and Power, such as the government's use of English under General Pervez Musharraf. This indicates CDA understands how language impacts social reality and maintains power differentials. Second, the article uses Foucault's Discourse Theory to demonstrate how General Musharraf's language policy, particularly his promotion of English in government communications, created social inequality. Discourse is a method for creating knowledge that affects social activities, according to Foucault. Finally, the book suggests that English and Urdu-favored language laws may maintain power imbalances in Reproduction and Resistance. It suggests resistance from disadvantaged communities and language activists pushing for regional language recognition, which mirrors larger efforts to challenge hegemonic language myths and promote linguistic variation. To conclude, the article employs these theoretical frameworks to show how language, power, and resistance interact in Pakistan's sociopolitical setting.

There are a number of important topics that are supported by the examination of the material on Language Policy 2009-2017. To begin, the book highlights how Pakistani schools have failed to establish an inclusive language policy framework due to the complex interplay between religion and language politics. This is in line with the difficulties that the study notes arise from the intricate sociopolitical context when formulating language regulations. Secondly, the finding that Urdu is preferred over regional languages is reflective of the hierarchical structure of language policy, which prioritizes certain languages according to historical and cultural considerations. This is similar to what is seen in government policies on language preferences. In line with the analysis's emphasis on inclusivity and appreciation of linguistic variety, the 2017 National Education Policy (NEP) echoes this trend by discussing the policy's push to promote the use of Urdu or local languages in education and acknowledge linguistic diversity. There are several facets to language regulations, and the fact that Muslim pupils are required to study Arabic shows that religious factors and scholastic goals may coexist. In conclusion, the study by Shah and Afsar (2016) on the global repositioning of English provides valuable insight into how language

policies affect economic inequality and elite dominance. This study supports the critique of elite patronage of English and how it perpetuates socio-economic disparities. Both the analysis and the text show that Pakistan's language policy is complicated and difficult to execute, and that reform and critical scrutiny are necessary to make education accessible and equitable for everyone. Language policy framework analysis of the text yields many key conclusions. The article begins by highlighting how religion and language politics shape Pakistani school language restrictions. Language Policy emphasizes political and social settings in language policymaking, therefore this fits. Urdu is given greater weight than regional languages, demonstrating a hierarchical linguistic approach based on culture and history. The 2017 National Education Policy (NEP) stresses linguistic variation, suggesting a more inclusive language policy framework. This matches inclusive language policies' purpose of meeting all societal language needs. The NEP also emphasizes language in education and promotes Urdu or local languages for primary school instruction to address linguistic diversity. Pakistani language policy is complicated, and requiring Muslim students to learn Arabic adds a religious element. Since elite support for English language services adds to economic inequality and marginalization, Shah and Afsar (2016) show how linguistic globalization exploits the population. This emphasizes the necessity to consider language policy in the context of socioeconomic dynamics to understand its impact on different social groups.

The 2017 National Education Policy (NEP) illuminates various Multiculturalism, Language Planning, and Globalization framework issues. First, the NEP 2017 was promoted as a multicultural policy that protected language speakers and accepted diverse ethnic and national viewpoints. This fosters inclusivity and recognizes Pakistan's many languages, which is multicultural. Second, the NEP underlines the integration of Arabic and Urdu for specific groups, suggesting ideological changes in language planning toward linguistic internationalism and away from vernacularization. Regional languages, however, may be endangered by their lack of a formal classification. Finally, the NEP appears to have forgotten how vital English is in current globalization. This may reduce Pakistan's competitiveness and globalization. Overall, the NEP 2017's linguistic principles highlight how diversity, assimilation, and globalization are intertwined, making language policy in Pakistan challenging and problematic.

An study of the 2017 National Education Policy (NEP) setting from several viewpoints provides numerous noteworthy results. One multiculturalist reading of the 2017 NEP is that it protected native speakers' rights while inviting other cultures. Recognition of Pakistan's language diversity and inclusiveness are multicultural. Second, in line with Language Planning, the NEP promoted integration by emphasizing Arabic and Urdu for particular groups. This suggests linguistic internationalism rather than vernacularization, meaning national languages may have replaced regional ones. Globalization also suggests a NEP oversight: the phrase fails to grasp the contemporary, globalized era's importance. This highlights the fight between national linguistic identity and economic globalization. Reading the NEP 2017 through the lenses of diversity, language planning, and globalization shows Pakistan's complex language policy, which reflects its social situation.

Pakistan's 2018 National Education Policy (NEP) and 2019 Single National Curriculum (SNC) take linguistic policy, social cohesion, and educational development into consideration. First, the necessity for English language instruction supports a bilingual approach and values linguistic variation, aligning educational practices with global standards. Second, the English curriculum's concentration on peace-promoting issues and social cohesiveness shows the government's commitment to encouraging harmony and unity among diverse communities. Finally, sustainable development, gender equality, and global citizenship values demonstrate a holistic approach to educational development. Terrorism prevention and sports and adventure promotion are also part of this strategy. The purpose is to provide students the information and skills to solve modern problems and improve society. The NEP 2018 and SNC 2019 programs aim to enhance Pakistani education from a developmental, social, and linguistic standpoint.

Language Policy, Social Cohesion, and Educational Development frameworks provide some insights concerning Pakistan's NEP 2018 and SNC 2019. First, from the perspective of language policy, teaching English is meant to align schools with worldwide standards and assist pupils learn a global language. Embracing a bilingual approach indicates that people appreciate English and indigenous languages. Second, the English curriculum's peace-promoting themes and subthemes demonstrate the government's commitment to social cohesion. The NEP promotes cultural diversity, gender equality, and global citizenship to create a more welcoming society. Sustainable development goals and battling social ills provide a bigger strategy to educate students how to solve current challenges from an Educational Development viewpoint. Terrorism prevention, sports promotion, and ethics are included in the curriculum to develop well-rounded, productive citizens. Overall, the NEP 2018 and SNC 2019 demonstrate that education is holistically addressing linguistic diversity, social cohesion, and progress.

Pakistan's language policy is diverse and affected by numerous theoretical traditions. First, linguistic imperialism underlines English's pervasive use as an official language and a marker of elite status, even as English language education standards fall. The controversy about casual English use's detrimental effects on Pakistani language and culture illustrates language regulatory power relations and linguistic pollution's destruction of indigenous languages and cultures. Second, the current language policy highlights sociopolitical inequalities, notably in elite education and how it marginalizes the masses. The text's description of universities' commercialization and elite control of education emphasizes the necessity for government actions to promote inclusive education and reduce socioeconomic disparity, which connects with sociopolitical issues. Last but not least, the national identity and sovereignty framework supports Pakistan's peace and development via linguistic and cultural reconciliation. The report emphasizes prioritizing education and linguistic diversity to maximize the country's educational potential and promote national unity and independence. The study shows that linguistic imperialism, sociopolitical injustice, and national identity must be addressed to provide equitable access to high-quality education and cultural integrity. It also highlights Pakistan's linguistic policy complexity.

A variety of theoretical frameworks are employed in order to interpret the numerous dynamics involved in the examination of Pakistan's existing language policy. The book initially employs the viewpoint of linguistic imperialism to underline how English, as the official language and a marker of elite rank in Pakistani society, is all-encompassing. The decline of indigenous languages and cultures owing to linguistic pollution and the power dynamics in language policy are mirrored in the dropping educational levels in English and the language's dominance. The second argument is that the study gives sociopolitical context for understanding how the existing language policy contributes to inequality by exposing how elite education further separates the people and how it helps to commercialize education. Policy actions that promote inclusive education and relieve socio-economic inequality are required in light of this. From a national identity and sovereignty viewpoint, the article concludes that addressing cultural and linguistic difficulties is vital to Pakistan's economic prosperity and stability. Pakistan may considerably benefit from its educational potential and foster national unity and independence by putting a major focus on education and aggressively cultivating linguistic diversity. The assessment of Pakistan's existing language policy emphasizes the complicated link between language, power, socioeconomic standing, and national identity. It underlines the necessity for major adjustments to eradicate educational disparity and maintain cultural heritage.

Pakistan's official language laws influence national unity, diversity, and inclusion, which shapes national identity. Pakistan is ethnically varied, yet Urdu, the national language, unites the people. However, its dominance may inadvertently alienate regional language speakers and hinder them from establishing a more inclusive national identity. Due to its dominance in school, government, and global business, a two-tiered system of identification based on English proficiency is utilized. English literacy is associated with social mobility and economic opportunity in Pakistan, complicating identity formation. Punjabi is Pakistan's most spoken language, yet it's not recognized, which may alienate its speakers and devalue its culture. Regional languages like Balochi, Sindhi, and

Pashto are vital to cultural expression and identity, yet they are devalued and neglected, pushing regional identities out of the national narrative. The mismatch between national languages' official narrative and diverse linguistic groups' experiences highlights the difficulties of building a united national identity.

Under Pakistan's Urdu-English language policy, national unity and linguistic diversity are delicately balanced. Since marginalizing regional languages makes it impossible to develop an inclusive national identity, conscious work to address linguistic disparities and promote cultural inclusiveness is needed. Bilingual education helps pupils to preserve their cultures and makes the school more inclusive. Regional languages may be formally recognized and provided resources to promote national inclusion. An inclusive language policy that acknowledges the usefulness of Urdu and English in particular settings and celebrates Pakistan's rich language diversity may bridge linguistic barriers and build national identity. Finally, Pakistan's official language rules shape national identity, unity, diversity, and inclusiveness. Pakistan may unite and celebrate its rich linguistic past by embracing the complexity of language and identity and implementing inclusive language policy, creating a more unified and inclusive national identity.

Pakistan's current language policy is opposed by those who want the nation to use its many languages instead of Urdu and English. All of these counter-movements aim to foster diversity and inclusiveness in schools and beyond by challenging Urdu and English domination. Language activism—fighting for regional languages' official and educational acceptance—is crucial. They educate the public on the benefits of linguistic diversity via online campaigns, conferences, and workshops and push legislation that meet all linguistic needs. Educational initiatives help resistance by reaching students who don't speak Urdu or English and providing materials and curriculum in regional languages. Therefore, everyone may have equitable access to education in their native language without the current policy hurting them. Authors, poets, and artists lead literary and creative movements that foreground regional languages' expressiveness and depth, preserving cultural past and promoting local linguistic traditions.

Social media campaigning provides another platform for resistance to the language policy by raising awareness and encouraging others to do likewise. These efforts use personal tales to highlight the need for more inclusive language policy and its flaws. Additionally, student movements in places where languages are not legally recognized collect petition signatures and hold protests to have their local languages taught in schools and stop regional languages from being disregarded. These resistance projects promote inclusion in society and education by preserving cultural history, empowering linguistic groups, and expanding regional language instruction. These initiatives promote social cohesion and national identity by boosting regional languages and giving speakers pride in their history. By challenging Urdu and English domination, these opposition groups enable a more diverse and multilingual Pakistani identity. These daring acts initiate a vital and positive discourse about Pakistan's language policy, leading to a future where every language is valued and a more inclusive and diverse society.

Pakistan's language policy emphasizes Urdu and English in schools, which makes learning difficult for regional language speakers. Students may struggle to grasp class if their native languages are not spoken. This may hinder their learning and affect their marks by making concepts tougher to understand. If they just learn Urdu and English at school, students may struggle to communicate effectively in their communities. Only offering Urdu or English may lead students to feel culturally alienated since they are no longer linked to their regional languages and cultural history. Teachers struggle to provide great classes due to language regulation. Since many teachers lack the resources to teach in many languages, communication and instruction may suffer. Teaching and learning are difficult enough without a lack of regional language resources. Teacher training programs may not adequately prepare teachers for multilingual classrooms, worsening the situation.

The existing policy disadvantages non-Urdu and non-English speakers in the classroom. Higher dropout rates, reduced literacy, and socioeconomic inequality may occur. There are numerous ways to solve these problems. Multilingual education methods that enable students to study in their native and national languages may improve

inclusivity and meet various linguistic requirements. Integrating cultural information and examples from students' regional languages may also make learning more relevant and interesting. Training instructors in multilingual teaching approaches and offering regional language materials may also enhance classroom instruction. Pakistan can develop a more fair and successful education system that meets its pupils' different linguistic demands by addressing these problems and adopting a more inclusive approach. This improves learning results and creates a more inclusive national identity that embraces language variety.

The present language policy in Pakistan and its effects on education were the subject of several important conclusions drawn from the research. First, there are a lot of problems that students and instructors will face since the policy focuses on Urdu and English, such as a lack of cultural understanding, a small vocabulary, and linguistic obstacles. Second, the approach perpetuates socioeconomic disparities by making the classroom less welcoming to kids whose first language is not Urdu or English. Finally, thirdly, not having enough resources and training for teachers in regional languages makes it much harder to teach effectively in the classroom. Lastly, the research stresses the need of integrated teacher preparation programs, contextualized learning, and multilingual education models as means to a more inclusive educational system. In light of these results, it is critical to build an inclusive national identity in Pakistan by resolving the country's linguistic variety and establishing a fair educational system that meets the requirements of all pupils.

Conclusion

The complex relationship among language, power, and identity in the modern era has been illuminated by this critical discourse analysis (CDA) of language policy in South Asia, with an emphasis on Pakistan. Pakistan may take a step towards a future that embraces its linguistic variety and promotes educational equity for all residents by identifying the power dynamics in present laws and valuing regional languages. There are a number of important takeaways from the analysis of different language policies and what they mean. Firstly, regional languages have been suppressed due to the dominance of Urdu and English in official language laws. This has led to the perpetuation of inequities and has hindered inclusive education. Secondly, the bias towards certain languages has contributed to the maintenance of power dynamics; for example, being able to speak Urdu or English well is often linked to higher social standing and better job prospects, which in turn widens existing income gaps. Grassroots movements and activism are crucial in questioning dominant language narratives, and the research has also shown opposition actions that try to promote linguistic variety and inclusion. In addition, the research has shown that language policy needs major changes, such as new approaches to teaching and learning languages, more funding for regional languages, and new models of multilingual education. In order to create a more inclusive educational system and encourage cultural pride and affiliation among all language groups, these changes are crucial. This research concludes that language regulations have a significant impact on national identity formation and advocates for new policies that value linguistic variety while also fostering social cohesiveness, both in Pakistan and globally. Policymakers can create a better future for everyone by tackling the interconnected dynamics of language, power, and identity.

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