



ADVANCE SOCIAL SCIENCE ARCHIVE JOURNAL

Available Online: <https://assajournal.com>

Vol. 04 No. 02. Oct-Dec 2025. Page#.1660-1669

Print ISSN: [3006-2497](#) Online ISSN: [3006-2500](#)Platform & Workflow by: [Open Journal Systems](#)<https://doi.org/10.5281/zenodo.17617496>**Language, Identity, and Power: Sociolinguistic Patterns in Urban Pakistan****Ayesha Khalid**

Lecturer, Government Girls Degree College, Neloar Saidan, Abbottabad

ayeshak.hallian@gmail.com**Dr. Kiran Nazir**

Visiting Lecturer, Department of English, College of Home Economics, University of Peshawar

kirantariq082@gmail.com**Gulnaz Jehanzeb**

Research Associate, Department of English Hazara University Manehara

ayan83870@gmail.com**ABSTRACT**

This article investigates the complex relationship between language, identity, and power within the stratified sociolinguistic landscape of urban Pakistan. Drawing on an interdisciplinary body of scholarship spanning sociolinguistics, sociology, and critical discourse studies, the analysis demonstrates that linguistic choices, whether intentional or habitual, function as powerful indicators of class position, social prestige, and symbolic authority. The discussion is grounded in Bourdieu's theory of linguistic capital and Norton's Identity and Investment framework, both of which illuminate the persistent dominance of English as a gatekeeping resource across educational, professional, and bureaucratic spaces. Empirical evidence drawn from studies in universities, workplaces, and media environments reveals deeply rooted linguistic inequalities that stem from unequal access to proficient English instruction, particularly within the public and private school divide. The findings identify recurrent patterns of diglossia, classed forms of code switching, and the psychological consequences of linguistic marginalization. The article argues that language remains a central mechanism through which socioeconomic hierarchies are reproduced, contested, and occasionally transformed. It concludes by outlining the implications for equitable language policy and by recommending future research that examines rural and urban contrasts, multimodal communication practices, and emerging forms of linguistic agency.

Keywords: Language, Identity, Power, Sociolinguistics, Linguistic Capital, Symbolic Authority.

INTRODUCTION

Language in Pakistan represents far more than a medium of everyday communication. It operates as a deeply embedded social institution that shapes identity, regulates access to opportunity, and organizes the symbolic economy of status and power. As a multilingual postcolonial nation, Pakistan contains a rich yet contested linguistic environment. English, Urdu, and a wide range of regional languages such as Punjabi, Sindhi, Pashto, and Balochi coexist within a socially stratified landscape. This complexity becomes particularly visible in the major urban centers of Karachi, Lahore, and Islamabad, where linguistic practices are used to negotiate social belonging, professional legitimacy, and aspirations for mobility (Rahman, 2002).

The roots of contemporary linguistic inequality lie in the colonial administrative framework that elevated English to a position of institutional authority. Even after independence, English

continues to dominate the domains of governance, higher education, the military, the judiciary, and the corporate sector. Speakers of indigenous languages often find themselves systematically marginalized within these structures (Mahboob, 2014). Educational institutions act as the most influential sites of this stratification. The divide between English medium private schools and Urdu medium public schools creates unequal access to cultural and linguistic capital, and this inequality contributes to long term academic and economic disparities (Haidar, 2019). As a result, English has evolved into a scarce and highly valued symbolic resource. It plays a decisive role in determining academic recognition, employment opportunities, and patterns of social mobility.

This persistent hierarchization demands a critical examination of how language functions within everyday conversation, institutional communication, and digital interaction. Linguistic form becomes a tool that can either affirm authority or expose vulnerability. The present article synthesizes findings from research conducted in university classrooms, professional workplaces, and digital media spaces. Through the theoretical perspectives provided by Bourdieu and Norton, it explores how linguistic practices consolidate or destabilize existing social hierarchies. The analysis also extends earlier scholarship by highlighting issues of agency, resistance, and hybrid identity formation, and by situating these processes within larger debates on inequality in postcolonial societies.

OBJECTIVES AND RESEARCH QUESTIONS

The central aim of this study is to examine the complex relationship between language, identity formation, and the operation of power within the sociolinguistic environment of urban Pakistan. This broader purpose generates several interconnected lines of inquiry. These questions are grounded in existing research and in theoretical perspectives that highlight how linguistic practices both reflect and reproduce larger social structures.

The specific objectives of this study are outlined below.

1. To analyze the linguistic features that differentiate social groups within urban contexts, with particular attention to the speech patterns associated with elite, middle class, and working class communities.
2. To examine the ways in which language, especially English, shapes social identity, determines access to professional and academic opportunities, and contributes to the reproduction of socioeconomic disparities.
3. To explore discursive practices such as code switching, dialect selection, and multimodal communication that individuals employ to negotiate identities within multilingual urban environments and within digital media spaces.
4. To identify the psychological and social implications for individuals who attempt to navigate this hierarchical linguistic system, and to investigate the spaces in which resistance and alternative identity construction are possible.
5. To extend the analysis beyond educational institutions and to consider how linguistic capital operates within workplaces and other urban institutions.

These objectives lead to the following research questions.

1. What linguistic markers of prestige and authority distinguish the discourse of different socioeconomic classes in face to face interaction and in digital communication within urban Pakistan.
2. How does the possession or absence of linguistic capital influence identity negotiation, classroom participation, career progression, and perceptions of academic and professional success.

3. How are gendered, cultural, and class based identities represented, constructed, or challenged within digital media and popular culture in Pakistan.

4. To what extent does the existing linguistic hierarchy reinforce or weaken social stratification in urban Pakistan, and what forms of resistance or agency do individuals employ within this system.

THEORETICAL FRAMEWORK

The examination of language, identity, and power within urban Pakistan requires an analytical framework that brings together sociological, linguistic, and psychological perspectives. This study draws primarily on Bourdieu's sociological theory of linguistic capital, Norton's Identity and Investment Model, and selected principles from Critical Discourse Analysis. Together, these perspectives illuminate both the structural forces that shape linguistic hierarchies and the individual strategies through which learners navigate those hierarchies.

Bourdieu's Linguistic Capital and Symbolic Power

Pierre Bourdieu's theorization of language provides a foundational lens for understanding how linguistic practices contribute to the reproduction of social inequalities. Bourdieu conceptualizes language as a form of symbolic capital that derives its value from the social fields in which it circulates. Within each field, certain linguistic styles and codes acquire legitimacy and authority, while others are devalued or marginalized. Individuals who possess the dominant linguistic variety are able to convert this capital into social, cultural, and economic advantages (Bourdieu, 1991).

In Pakistan, English proficiency has become a principal source of this symbolic capital. It functions as a marker of sophistication, competence, and professional credibility. English also operates as an institutional standard within the judiciary, the civil service, higher education, and the corporate sector. The value attached to English is often misrecognized as natural ability rather than as a socially constructed advantage. This process, which Bourdieu terms symbolic violence, enables inequalities to persist because marginalized speakers may internalize their linguistic disadvantages as personal failings rather than structural barriers (Bourdieu, 1977). Educational systems then become powerful sites where these advantages are reproduced through unequal access to high quality English instruction (Khan et al., 2024).

Identity and Investment

To complement structural analysis, the study incorporates Norton's Identity and Investment Model, which highlights the agency of language learners. Norton argues that language learning is shaped by an individual's evolving sense of identity and by their understanding of the social value associated with the target language. A learner's investment reflects both their aspirations and their social positioning within various hierarchies (Norton, 2013).

Darvin and Norton's expanded model recognizes that investment is shaped by ideologies of capital and by the shifting dynamics of power in contemporary societies. Learners in Pakistan engage with English not only to master a linguistic system but also to construct future-oriented identities within imagined global or national communities, such as the civil service, international academia, or multinational corporations (Umrani, 2015). Their investment is influenced by confidence, belonging, and the desire to access networks of opportunity that remain closely linked to English proficiency.

Critical Discourse Analysis

Critical Discourse Analysis provides the methodological basis for examining how language produces and reflects social inequality. CDA views language as a form of social practice that shapes and is shaped by institutional norms and ideological structures. Through attention to lexical choices, narrative structures, politeness strategies, and multimodal representations,

CDA reveals how power and identity are embedded in everyday communication (Fairclough, 1992, as cited in Baig et al., 2019).

In the Pakistani context, CDA is particularly useful for analyzing media representations, gendered discourse, and the linguistic portrayal of class and ethnicity in both digital and traditional platforms. It also enables the examination of classroom and workplace interactions where subtle linguistic cues reinforce or challenge existing hierarchies.

The integration of these three theoretical perspectives makes it possible to explore both structural inequality and individual agency within Pakistan's multilingual landscape.

METHODOLOGY

This study synthesizes the methodological approaches of multiple research investigations that examine the relationship between language, identity, and power in urban Pakistan. The studies reviewed employ qualitative and mixed methods designs that align with an interpretivist epistemology. This perspective recognizes that meanings, identities, and social realities are constructed through interaction. It also emphasizes the importance of understanding the lived experiences of individuals who participate in multilingual and hierarchical linguistic environments.

Research Designs and Contexts

The studies incorporated into this synthesis employ diverse research designs that collectively provide a comprehensive understanding of sociolinguistic life in urban contexts.

Instrumental Case Studies and Ethnographic Approaches

Several studies focus on specific institutions such as universities located in Karachi, Islamabad, or Sindh. These studies explore how English Language Learner Identity is negotiated within constrained academic settings (Amin, 2015; Umrani, 2015). Ethnographic elements such as prolonged observation, informal conversations, and immersion within the natural setting allow researchers to capture subtle features of daily linguistic practice, including turn taking patterns, self-presentation strategies, and the affective responses associated with linguistic pressure.

Mixed Methods Designs

Other studies rely on a combination of quantitative and qualitative tools. Surveys provide numerical data on students' attitudes toward English, Urdu, and regional languages. These surveys often measure self-reported proficiency, frequency of participation, and the perceived relationship between language and academic success. In addition to surveys, qualitative interviews and group discussions generate detailed accounts of linguistic challenges and identity struggles. These mixed methods designs allow for triangulation and strengthen the credibility and depth of the findings (Rahu et al., 2024; Tariq and Siddiq, 2024).

Critical Discourse Analysis in Media Studies

A number of studies utilize Critical Discourse Analysis to examine language in media and digital communication platforms. By analyzing television drama scripts, news reporting, social media posts, and visual representations, these studies reveal how class, gender, ethnicity, and power relations are encoded in both textual and multimodal structures (Iqbal et al., 2025; Baig et al., 2019). CDA based designs are particularly effective for uncovering ideological patterns that are not explicitly stated but are repeated across popular cultural products.

Although universities serve as the primary research sites, the synthesis also draws on studies that examine linguistic behavior in professional workplaces and digital environments. These additional contexts provide a more complete picture of how language operates across different urban institutions.

Data Collection and Analysis Techniques

The studies reviewed employ a variety of data collection methods, often in combination, to capture the full complexity of linguistic practice.

Interviews and Focus Groups

Semi structured interviews are frequently used to gather personal narratives about identity negotiation, barriers to participation, and aspirations linked to English proficiency. Focus groups allow participants to interact with peers, making it possible to observe collective assumptions, shared frustrations, and group based identity performances. These interactive settings often reveal more candid insights than individual interviews, particularly when discussing sensitive issues such as linguistic shame or perceived inferiority (Amin, 2015; Umrani, 2015).

Surveys and Direct Observation

Surveys measure linguistic attitudes and self assessments, while classroom observations provide empirical evidence of how students actually perform in real time learning environments. Observational data captures unfiltered patterns such as hesitation in speech, avoidance of participation, teacher bias, and the differential treatment of students based on accent or fluency. These observations help move beyond the limitations of self reported accounts (Khan and Qadir, 2018).

Discursive and Multimodal Data Sources

Studies on digital and traditional media collect a wide range of written and visual data. Social media posts, comments, hashtags, and online conversations are analyzed to understand how individuals construct identity in digital spaces. Visual cues such as clothing, setting, and framing in television dramas are also examined to assess how class and gender identities are constructed at a symbolic level (Baig et al., 2019).

Thematic analysis, following the procedures outlined by Braun and Clarke (2006), forms the principal method for qualitative interpretation. It is applied at both descriptive and interpretive levels. Quantitative data from surveys typically employ correlations and group comparisons to understand differences across socioeconomic backgrounds.

This combination of qualitative depth and quantitative support enables a rich and balanced understanding of the sociolinguistic dynamics within urban Pakistan.

FINDINGS

The synthesis of empirical research conducted across academic institutions, professional workplaces, and media environments in urban Pakistan reveals consistent sociolinguistic patterns that reflect deeply rooted forms of inequality. These patterns demonstrate how language functions as both a symbolic marker of class and a mechanism through which individuals negotiate identity and belonging.

Linguistic Hierarchy and Diglossia

The sociolinguistic order in Pakistan is characterized by a pronounced hierarchy in which English occupies the highest position as the preferred language of prestige, modernity, rationality, and professional advancement (Raza et al., 2025). Urdu, although widely used and symbolically linked to national identity, remains situated in an uncertain position. It holds official status and cultural significance, yet it is often perceived as less desirable or less authoritative in elite academic, administrative, and corporate spaces (Rahman, 2002). Regional languages such as Punjabi, Sindhi, Pashto, and Balochi occupy the lowest position in this hierarchy. They are frequently confined to the private or informal domains of family, community, and rural life, and their use in urban institutions is often stigmatized (Mahboob, 2014).

Studies that examine the perceptions of teachers and university students reveal that English proficiency is closely associated with intelligence, competence, and social refinement. This perception influences student assessment, teacher expectations, and opportunities for advancement. Much of this influence operates implicitly. Teachers often favor students who display confidence in English, even when such confidence does not reflect actual academic ability (Tariq and Siddiq, 2024). The result is an informal but powerful hierarchy that determines who is seen as capable, articulate, and worthy of professional opportunities.

Class-Based Linguistic Markers and Code Switching

Clear distinctions between social classes are reflected in the discourse practices documented in academic, professional, and media settings.

Elite and Middle Class Discourse

Members of the urban elite typically employ a refined linguistic style that includes a marked English accent, a specialized vocabulary, and an elevated level of syntactic complexity. Their communication practices tend to rely on indirectness, hedging, and the strategic use of honorifics. Media studies show that elite characters in television dramas and movies are often portrayed using formal registers and English insertions as symbols of education and authority (Ashraf et al., 2024). Middle class speakers often emulate these patterns. They may engage in hyper correction or adopt politeness strategies to signal respectability and upward social aspiration.

Working Class Discourse

Working class individuals are generally depicted or perceived as using colloquial Urdu or regional dialects. Their speech is often described as direct, emotionally expressive, or lacking the linguistic restraint associated with elite politeness conventions. Media representations frequently reinforce these patterns. For example, working class characters are shown using simple syntax, limited English vocabulary, and less mitigated expressions, which become symbolic markers of their socioeconomic position (Iqbal et al., 2025).

Code Switching as Social Performance

Code switching is pervasive in urban speech. This practice involves alternating between English and Urdu or between English and regional languages. Research indicates that code switching is not random but socially meaningful. The insertion of English nouns, verbs, and discourse markers into Urdu sentences is often used to project education, modernity, and professional competence (Latif et al., 2025). In many contexts, the ability to move fluidly between codes becomes a form of cultural capital that identifies speakers as adaptable, socially aware, and capable of navigating diverse institutional environments.

The Gatekeeping Role of Education

The divide between English medium private schools and Urdu medium public schools remains the most significant mechanism through which linguistic and social inequalities are reproduced. Students from private schools enter higher education with prior exposure to English based textbooks, spoken interaction in English, and structured language instruction. They are therefore better prepared for university level communication, which is heavily dependent on English. Their proficiency gives them greater confidence and a sense of legitimacy within academic settings (Haidar, 2019).

In contrast, students from public schools often struggle with this linguistic transition. They may possess strong subject knowledge but lack the English proficiency required to participate fully in classroom discussions, assignments, or presentations (Khan et al., 2024). This disadvantage creates what several studies describe as a confidence deficit. Students report feeling marginalized, hesitant, or invisible in classrooms dominated by fluent English speakers (Amin,

2015). Their silence is often misinterpreted as a lack of interest or ability, which further reinforces the cycle of disadvantage.

Digital Media and Identity Formation

Digital platforms have emerged as important spaces in which individuals construct and express identity. These platforms also reproduce social and linguistic hierarchies.

Gender and Class in Media Discourse

Television dramas play a central role in shaping public perceptions of gender and class identities. Studies reveal that male characters dominate dialogue and are commonly referred to by professional or formal titles such as sir or sahib. Female characters, however, are more often identified through relational terms such as baji, beti, or amma. These linguistic choices reinforce traditional expectations regarding gender roles and authority (Iqbal et al., 2025).

Digital Identity Practices

Social media platforms such as Facebook, Twitter, and Instagram serve as arenas for identity performance. The selective use of English in posts, profiles, and comments often signals cultural capital and connects users to global networks of belonging. At the same time, creative uses of Romanized Urdu and hybrid linguistic forms foster new identities that blend local and global influences (Baig et al., 2019). These hybrid practices suggest that digital spaces can function as both sites of conformity and sites of resistance.

DISCUSSION

The findings of this synthesis confirm that language in urban Pakistan is inseparable from the structures of social identity and the dynamics of power. English, in particular, emerges as a central organizing force that shapes access to educational, professional, and social opportunities. This discussion analyzes these patterns through the conceptual lenses provided by Bourdieu and Norton, while also examining how linguistic hierarchies are reproduced or challenged within different institutional settings.

The Symbolic Struggle for Linguistic Capital

The persistent privileging of English reflects a broader symbolic struggle for linguistic capital. The value attached to English proficiency is neither natural nor inevitable. Instead, it is the product of social and historical processes that have elevated English to a position of institutional authority. Individuals who possess the dominant linguistic repertoire are able to convert it into academic recognition, employment opportunities, and enhanced social prestige (Bourdieu, 1991).

In this context, the efforts of students and young professionals to acquire English proficiency represent an investment not only in communicative skills but also in aspirations for upward mobility. This investment aligns with Norton's view that language learning is closely tied to the construction of desired future identities (Norton, 2000). Many learners in Pakistan seek access to imagined professional communities, including the civil service, international academic networks, and multinational corporations. English becomes a pathway to these communities, and proficiency becomes a marker of potential membership.

This symbolic struggle also highlights the close relationship between linguistic capital and broader socioeconomic structures. Those with greater economic capital are more likely to secure access to elite, English medium education. This advantage then translates into linguistic capital, which can be reconverted into further economic and social opportunities. In this way, language functions as a mechanism through which privilege is reproduced across generations.

Reproduction of Social Hierarchy through Exclusion

The disparities revealed between private and public school students illustrate the mechanisms of social reproduction. While education is often assumed to function as a great equalizer, the

evidence indicates that it frequently reinforces existing inequalities. Students from English medium schools are more likely to enter university with confidence and with the linguistic tools necessary to succeed. Students from public schools, despite possessing intellectual potential, face barriers that hinder participation and limit academic engagement (Khan et al., 2024).

These barriers produce forms of symbolic exclusion. Students who lack fluency in English may remain silent in classrooms, avoid interaction with teachers, or hesitate to participate in group discussions. Their silence is sometimes interpreted as a lack of ability rather than as the result of structural disadvantage. This interpretation reinforces the hierarchy of linguistic competence and contributes to further marginalization.

The concept of legitimate peripheral participation, introduced by Lave and Wenger (1991), is useful here. Public school students often remain at the margins of academic communities. They are physically present but are unable to fully participate in the discursive practices that define membership. Their linguistic disadvantage creates both psychological and institutional barriers that limit their opportunities for advancement.

Identity Negotiation, Hybridity, and Agency

Despite the powerful structures that shape linguistic inequality, individuals exhibit agency in navigating and responding to these hierarchies. The negotiation of identity in multilingual contexts is complex and dynamic. Learners must balance the symbolic value of English with their emotional attachment to local languages and to cultural authenticity.

Several studies describe the emergence of hybrid identities among English language learners. These hybrid forms are neither fully assimilated into dominant anglophone norms nor strictly aligned with local linguistic traditions. Instead, they represent an adaptive identity that draws selectively on both sets of resources (Amin, 2015; Umrani, 2015). Through this process, learners maintain cultural belonging while also acquiring the linguistic capital necessary for professional advancement.

Agency also manifests in subtle forms of resistance. Some individuals critically engage with the dominance of English and challenge its implicit authority. Others use code switching, transliteration, or hybrid linguistic practices to express multilayered identities that resist simple classification. These practices suggest that linguistic power is not absolute. Instead, it is constantly negotiated within everyday interactions.

The Role of Digital Spaces in Reshaping Linguistic Practices

Digital spaces introduce new complexities to these dynamics. Social media platforms provide opportunities for self presentation and identity construction that differ from traditional institutional settings. Individuals who lack confidence in English in academic or professional contexts may nevertheless develop a strong online presence through creative uses of Romanized Urdu or mixed linguistic forms.

Digital communication also exposes users to global audiences and global norms of expression. This exposure can strengthen the symbolic authority of English. However, it also creates opportunities for new forms of cultural expression. The use of memes, visual narratives, and hybrid language practices reflects a growing sense of agency and experimentation among young Pakistanis.

These digital practices complicate traditional hierarchies. They demonstrate that linguistic identity is not solely shaped by formal institutions. Instead, it evolves through continuous interaction across multiple social spaces.

CONCLUSION

This article has systematically analyzed the sociolinguistic patterns of language, identity, and power in urban Pakistan. The synthesized evidence overwhelmingly establishes that the English

language operates as a powerful form of symbolic capital and a critical gatekeeper, reinforcing deep-seated socioeconomic stratification across academic, professional, and social spheres. The urban landscape is characterized by a high-prestige, class-marked form of English, perpetuated primarily through an inequitable dual-track education system. This stratification leads to profound consequences for individuals from less-privileged backgrounds, manifesting as reduced confidence, diminished participation, and a persistent feeling of linguistic and social exclusion. The study reinforces the critical importance of using theories, such as those formulated by Bourdieu and Norton, to expose how linguistic practices actively contribute to the reproduction of social inequality in postcolonial contexts. Meanwhile, the emergence of fluid and hybrid identities among learners demonstrates an ongoing, agential process of negotiation between local cultural preservation and global pragmatic investment.

REFERENCES

- Amin, R. U. (2015). *Situating the self: Identity and power relationships in a Pakistani ESL classroom* (Doctoral dissertation). The University of Memphis.
- Aslam, M. Z., Noor, S. N. F. B. M., & Jaes, L. B. (2019). Transitivity analysis of election coverage in online newspapers of Malaysia & Pakistan: a study with critical discourse analysis & systematic functional linguistics' perspective. *Amazonia Investiga*, 8(21), 168–176.
- Ashraf, R., Rashid, A., & Naz, M. (2024). Linguistic reflexes of elite and middle-class ethics in Pakistan: A sociolinguistic analysis of prestige, politeness, and power in social interactions. *Social Science Review Archives*, 1(2), 153-159.
- Baig, F. Z., Yousaf, W., Aazam, F., Shamshad, S., Fida, I., & Aslam, M. Z. (2019). Power, ideology and identity in digital literacy: A sociolinguistic study. *International Journal of English Linguistics*, 9(4), 252–260. <https://doi.org/10.5539/ijel.v9n4p252>
- Bourdieu, P. (1977). Cultural reproduction and social reproduction. In J. Karabel & A. H. Halsey (Eds.), *Power and ideology in education* (pp. 487–511). Oxford University Press.
- Bourdieu, P. (1991). *Language and symbolic power*. Harvard University Press.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Darvin, R., & Norton, B. (2015). Identity and a model of investment in applied linguistics. *Annual Review of Applied Linguistics*, 35, 36–56. <https://doi.org/10.1017/S0267190514000191>
- Haidar, S. (2019). Access to English in Pakistan: Inculcating prestige and leadership through instruction in elite schools. *International Journal of Bilingual Education and Bilingualism*, 22(6), 165-176. <https://doi.org/10.1080/13670050.2017.1320352>
- Iqbal, T., Shaheen, F., & Mir, B. A. (2025). Linguistic portrayals of gender, ethnicity, and social class in Pakistani television. *Policy Journal of Social Science Review*, 3(10), 308–321.
- Jan, A., Batool, H., & Noor, A. (2022). USE OF 'EYE' METAPHOR IN IDIOMS: COMPARATIVE ANALYSIS OF ENGLISH AND URDU. *Pakistan Journal of Society, Education & Language*, 9(1), 86-105.
- Khan, H., Ullah, F., & Nauman, M. (2024). Language and power dynamics in Pakistani society. *Journal of Asian Development Studies*, 13(4), 957–966. <https://doi.org/10.62345/jads.2024.13.4.77>
- Khan, U., & Qadir, S. A. (2018). Language, cognition and social class: A correlational study of social class and syntactic development of Pakistani EFL learners. *International Journal of English Linguistics*, 8(5), 153-159. <https://doi.org/10.5539/ijel.v8n5p153>
- Latif, A., Anjum, N., Afzal, A., & Farid, S. (2025). Language and identity in multilingual societies. **AL-AASAR Journal Quarterly Research Journal*, 2*(1), 228–234.

- Lavé, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.
- Mahboob, A. (2014). Linguistic inequality and social stratification in Pakistan: The role of language in education and employment. *International Journal of Multilingualism*, 11(3), 310–328. <https://doi.org/10.1080/14790718.2014.942658>
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Pearson Education.
- Norton, B. (2013). *Identity and language learning: Extending the conversation* (2nd ed.). Multilingual Matters.
- Rahu, M. I., Hussain, R., & Channa, S. (2024). An analysis of social class effects on individual's response to linguistic processes. *Pakistan Languages and Humanities Review*, 8(1), 153–159. [https://doi.org/10.47205/plhr.2024\(8-I\)13](https://doi.org/10.47205/plhr.2024(8-I)13)
- Rahman, T. (2002). *Language, ideology and power*. Oxford University Press.
- Raza, A., Imran, A., Abid, M. A., & Nadeem, M. (2025). The prestige of English vs. Urdu: A sociolinguistic analysis of diglossia and social class in Pakistan. *Journal of Applied Linguistics and TESOL*, 8(2), 2702–2714.
- Tariq, Z., & Siddiq, S. (2024). Language attitudes and identity among Pakistani university teachers: A thematic study. *International Research Journal of Arts, Humanities and Social Sciences (IRJAHSS)*, 2(1), 13–19.
- Tamim, T. (2014). The politics of languages in education: Issues of access, social participation and inequality in the multilingual context of Pakistan. *British Educational Research Journal*, 40(2), 280–299. <https://doi.org/10.1002/berj.3087>
- Umrani, S. (2015). *Constructing, negotiating and reconstructing English language learner identity: A case study of a public sector university in postcolonial Pakistan* (Doctoral dissertation). The University of Edinburgh.