

Constructing National Identity: A Historical Discourse Analysis Of Urdu, Punjabi And English In Pakistan

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Abstract

Pakistani national identity formation, historical narratives, and language policy are all explored in this research. The purpose of this study is to get a better understanding of the factors that influence the continuing discussion over Urdu, Punjabi and English in Pakistan's language policy, including power dynamics in the past, changing narratives, and educational reality. Used primary materials such as newspapers, periodicals, and speeches given by politicians, this qualitative research examines a variety of topics. The changing narratives surrounding Pakistan's language policy traced back via the use of Historical Discourse Analysis (HDA) by Wodak (2004) and Fairclough (2003). The theory of social identity (SIT) by Tajfel and Turner's (1986) offers a framework for thinking about how language reveals power structures and social identities. Historical records, political speeches, and media texts are all sources that may benefit from content analysis. The research shows that several elements are constantly influencing the language policy of Pakistan. Contemporary discussions are still shaped by the effects of colonialism. Advocates of bilingual education point to both the practical benefits of English in today's globalized world and the significance of Urdu in strengthening national identity. Regional languages like Punjabi are increasingly valued in national identity narratives. Magazines like Pakistania highlight Pakistan's diverse linguistic tapestry. This change recognizes the limits of using Urdu alone to depict the nation's rich culture. But there are still obstacles to overcome, such as the fact that not everyone in Pakistan has the same opportunities to get a good education and that Urdu and English aren't the only languages spoken in Pakistan. The intricate web of connections between Pakistan's language policy and its citizens' sense of national identity is better understood thanks to this study. The research sheds light on power dynamics throughout history and the problems that persist now, which may inform policy choices on how to best prepare individuals for a globalized society and increase social inclusion.

Keywords: language policy, national identity, Pakistan, Urdu, Punjabi, English, bilingual education, historical discourse analysis, social identity theory, colonial legacy, power dynamics, social mobility

Introduction

A common national identity is fundamental to the idea of a nation-state. As a shared medium for expression, communication, and the transmission of stories from the past, language is essential in the formation and consolidation of this identity (Gillian, 2010). Pakistan took on the extraordinary task of developing a national identity in the middle of a linguistically varied environment when it emerged as a country in 1947 as a result of the partition of British India. According to Rahman (2006), the national language of Pakistan is Urdu, which has deep roots in Muslim culture. But English is still heavily used in government, schools, and elite communication as a result of British colonization (Shafique, 2016). Pakistani national identity is shaped by the intricate interaction between Urdu and English.

A high correlation between being English and having access to power, status, and social mobility has been left behind by British colonization. Having a strong command of the English language opens doors to prestigious corporate and public institutions, well-paying employment, and top academic programs (Shafique, 2016). English is very important for worldwide

commerce and communication in this age of globalization. Pakistanis who are fluent in English are better able to compete for jobs abroad and take part in today's globalized world. Distinction between socioeconomic groups is widened by the privileged few's fixation on the English language. It is more difficult for students from low-income families to attend college and get jobs when they do not have access to a good English-medium education. According to Yaqoob (2013), this keeps socioeconomic inequality going.

The current day in Pakistan is no different from the past when it comes to the historical friction between English and Urdu. Even though Urdu is still the national language of the country, English continues as official language and have a significant impact in many areas. Urdu is a representation of our nation's history and culture. For many people, it is the language of choice for daily conversation as well as literary works, poetic compositions, and forms of media entertainment like television dramas. Government schools mostly use Urdu as a medium of teaching, especially for younger students. By creating a common language for kids from all walks of life, this helps bring the country closer together. Nevertheless, among the elite and those in higher education, Urdu's influence is diminishing. The fact that English is the language of teaching at many prominent colleges and professional schools could be a problem for some pupils (Rahman, 2018).

The government of Pakistan has launched programs to increase the visibility of Urdu in several fields. The establishment of Urdu language development institutions, the introduction of Urdu-medium programs in higher education, and the encouragement of Urdu usage in official communication are all part of these initiatives. The success of such endeavors, however, is often questioned (Khalid, 2019). Pakistani language policy discussions center on how to best educate the populace to meet the challenges of an increasingly globalized world while also fostering a sense of national identity via the medium of Urdu. Others stress the significance of bilingualism in ensuring social mobility and economic growth, while still others call for a greater focus on Urdu in all areas, including higher education.

Finally, the present situation in Pakistan with respect to Urdu and English is a complicated terrain. English is deeply embedded in the spheres of power, education, and social mobility, in contrast to Urdu's symbolic significance as the national language. The next step for Pakistan is to develop a language strategy that unites the country, encourages social inclusion, and prepares its people to thrive in an increasingly globalized world. The research uses historical discourse analysis to look at the role of Urdu and English in Pakistani public discourse from the beginning to the present day. Wodak (2004) states that this study seeks to understand the ways in which Pakistani national identity has been constructed and challenged via the analysis of historical records, political speeches, and media texts.

Scope of the Study

The current sociopolitical dynamics of Pakistan may be better understood by delving into the country's linguistic and national identity histories. Questions of power, national heritage negotiation, and social inclusion may be better understood by examining discourses in Urdu and English. This research adds to our knowledge of the ways in which historical narratives and linguistic policies shape Pakistani national identity.

Problem Statement

Language and national identity are complicated issues that Pakistan, like many countries that have experienced postcolonialism, struggles to resolve. English is strongly embedded in areas of power, education, and social mobility, in contrast to Urdu's symbolic significance as the national language. Preparing people for the needs of a globalized society dominated by English and fostering a cohesive national identity via Urdu are at odds with one other because of this. The extent to which present language policies promote social inclusion and national unity.

Disparities in the availability of high-quality Urdu and English education hinder opportunities for upward mobility. The origin stories of Urdu and English, and how they have shaped arguments over languages today.

Research Questions

- 1) What changes have occurred in Pakistani history regarding the use of Urdu, Punjabi and English as symbols of national identity, and how do these changes impact current discussions over language policy?
- 2) Can Urdu-English bilingualism in school help Pakistanis develop national identity and prepare for a globalized world?
- 3) How have historical power dynamics, from British colonialism to contemporary social stratification, shaped the relationship between Urdu and English in Pakistan's language policy decisions?

Literature Review

There has been continuous academic discussion over the complicated nature of the relationship between English and Urdu in Pakistan. In order to comprehend the ongoing impact of language policy and historical narratives on Pakistan's national identity, this review delves into current studies.

Theoretical Framework

The interaction between Urdu, English, and Pakistani national identity is examined in this research by means of two important theoretical frameworks.

Historical Discourse Analysis

This study uses historical discourse analysis (HDA) as its principal lens to investigate how Pakistani language and national identity interact with one another. Historical records, political speeches, and media texts all use language in different ways, and HDA focuses on how these texts develop and challenge ideas of national identity (Wodak, 2004). The power dynamics that have influenced language policy in Pakistan throughout the years may be better understood by doing a critical analysis of

these discourses (Fairclough, 2003). For instance, by delving into the speeches delivered by early Pakistani leaders, one may uncover the ways in which Urdu was portrayed as a means of unity, encouraging a feeling of common history among the fledgling country. The use of English to uphold power structures and socioeconomic inequality may be shown, on the other hand, by looking at colonial-era educational systems. By delving into this study, HDA sheds light on the historical narratives surrounding Urdu and English, and how these narratives impact current discussions on language policy and national identity.

Social Identity Theory (SIT)

Tajfel and Turner's (1986) Social Identity Theory (SIT) offers an additional framework for comprehending the connection between language and national identity. A person's sense of identity, according to SIT, is based on the social groupings to which they belong. People who share a language often feel more connected to one another and to the larger social group to which they belong (Giles & Byrne, 2010). As a language that unites Pakistanis in their common history and culture, Urdu serves as a symbol of national pride in Pakistan. In contrast, fluency in English may be seen as a sign of privileged social standing and the ability to tap into global prospects. It is possible to get insight into the ways in which Urdu and English shape various social identities in Pakistan by looking at their use in public discourse and educational policies.

This research provides a more complex picture of Pakistani language and national identity by combining HDA and SIT. HDA gives us the means to examine power dynamics and historical narratives, while SIT gives us a framework to comprehend how these narratives impact the linguistic formation of social identities. Language policy, historical narratives, and the development of national identity in Pakistan are intricately intertwined, and this complexity may be better understood by integrating various theoretical frameworks.

Historical Developments in Pakistan

As a result of the 1947 partition of British India, a new country called Pakistan was established, and its citizens had to overcome the unique obstacle of establishing a shared language and culture. The designation of Urdu as the national language was based on its close relationship to Muslim tradition (Rahman, 2006). Muslims, who saw Urdu as a representation of their faith and culture, were pleased by this decision (Hussain, 2020). But English is still heavily used in government, schools, and elite communication as a result of British colonization (Shafique, 2016). As a result, there was friction between Urdu, which stood for national identity, and English, which stood for authority, status, and opportunity (Amin, 2019).

Global Language Policy

Many studies within the framework of international language policy have attempted to unravel the knotty problem of how languages relate to national identities. According to scholars such as Tollefson (2008), language policies have a significant impact on the formation of national identity because they promote certain languages as symbols of national belonging and unity. As a result, discussions on how to best promote a national language while also allowing its speakers to fully participate in today's globally interconnected society frequently ensue (Makoni & Pennycook, 2010).

Urdu as a National Language and its Symbolic Significance

According to Rahman (2006), Pakistan has recognized Urdu as its national language since gaining independence in 1947, due to its historical links to Muslim history. Hussain (2020) argues that literature, poetry, and popular media all work together to form a strong national identity. By creating a shared language among pupils of different cultural and linguistic origins, the inclusion of Urdu in public school curricula acts as a uniting factor (Yaqoob, 2018). Nevertheless, according to experts like as Abbas (2022), the predominant use of Urdu as a national emblem is often symbolic and does not result in tangible societal and economic advantages for the people. Amin (2019) cites research that shows students from low-income households have less opportunities for social mobility due to a lack of high-quality Urdu-medium education in universities.

English as a Tool for Social, Economic Mobility and Power

As a result of British colonization, the English have been strongly associated with Pakistani power, status, and social mobility (Shafique, 2016). According to Barnett and Shah (2020), being able to speak English fluently is still one of the most important factors in securing good employment, high salaries, and leadership roles in the public and commercial sectors. Given that English is the de facto worldwide language of business and communication, the correlation between the two is much stronger in the context of globalization (Yaqoob, 2018). Nevertheless, the focus on English exacerbates existing socioeconomic divisions. Students from rural regions and poorer socioeconomic backgrounds, according to research by Ali (2023), have far less access to high-quality English-medium education. As a result, educational disparity persists and their chances of advancing socially are diminished.

Language Policy Debates

Pakistani officials have made steps to elevate the status of the Urdu language and its use in official communications, as well as in higher education, by creating institutions dedicated to the language's growth and instituting Urdu-medium programs (Khalid, 2019). But whether or not these programs really work is up for discussion (Hussain, 2020). Multilingualism is championed by scholars such as Amin (2019) who call for a more sophisticated strategy. They argue that teaching people to speak Urdu and English fluently is a great way to bring the country together and get them ready for life in a globalized world. To make sure everyone has a fair chance to climb the social ladder, Abbas (2022) recommends enhancing the quality of Urdu-medium education.

Present Scenario

The current situation, in which Urdu is still the national language but is experiencing difficulties due to English's supremacy in certain areas, may be better understood with the aid of this historical study. Some in Pakistan want Urdu to be more prominent in language policy, while others think bilingualism is the best way to deal with national identity and global interconnection (Khalid, 2019; Abbas, 2022).

Pakistan has always struggled to find a way to balance its national identity with the realities of globalization, and the complex relationship between Urdu and English helps to characterize this effort. A successful language strategy must be crafted with a thorough understanding of the historical narratives and power dynamics surrounding these languages. In an ideal scenario, this strategy would foster national unity, guarantee social inclusion, and provide individuals with the language skills needed to succeed in today's globalized world.

Previous Studies

Gul et al. (2024) examine the complex connection between education and language policy in Pakistan, acknowledging the diverse impact of language in social, political, cultural, and economic spheres. In the context of globalization, they emphasize the increasing importance of dominant languages and the resulting threat to indigenous languages. In Pakistan's linguistically diverse environment, the intricacies are further intensified by the historical influence of English from the colonial era, which presents difficulties in establishing the hierarchy of colonial, national, and regional languages. The research examines the historical discussion around language policy, highlighting a noticeable absence of concentrated emphasis on language planning in Pakistan. The lack of a comprehensive language policy document, apart from the extensive section of the National Education Commission report of 1959, is observed, despite occasional mentions of language difficulties in education plans. The research rigorously evaluates the discrepancies between declared policies and their actual implementation, providing insight into the obstacles that impede the successful execution of language policies in Pakistan.

Ashraf (2023) explores the intricate workings of Pakistan's language policy and linguistic identity in a country where a multitude of languages coexist but where only Urdu and English have official status. Social demands for English and regional language inclusion led to a dramatic shift towards multilingualism in education in 2009, reversing a historical trend entrenched in Urdu monolingualism post-Independence. Letters to the editor from a prominent English newspaper are examined by Ashraf using Bourdieu's theoretical framework. The analysis reveals the changing language attitudes influenced by market factors, which express worries about nationalism, modernity, and identity. The research delves into the complex relationship between language policy, social goals, and cultural identity in a multilingual Pakistan, shedding insight on the ambivalence between Urdu and English.

In this study, Tafseer et al. (2023) examine the Pakistani Single National Curriculum (SNC) with the goal of clarifying its language about diversity and student identity. Government officials formed the SNC with the goal of nationalizing the educational system. Textbook excerpts from disciplines such as English, Urdu, and Pakistan Studies are examined using a discourse-historical methodology, which draws on qualitative methodologies and Ruth Wodak's framework. This study looks at how the SNC portrays diversity, how it uses language, and how it frames the topic to see whether it covers social and emotional aspects. This research uses textbook purposive sampling to look at how students' identities are formed and how well they can adjust to a multicultural setting. Providing fresh viewpoints not seen in other studies, the results provide light on how textbooks influence students' sense of self in a multicultural setting.

El-Haddad (2022) conducts a comparative research that looks at how language policy in India changed from when the country was a colony to when it gained independence. The study focuses on linguistic imperialism, specifically how English became the dominant language. This article delves into the background of British imperialism in India and how it affected educational institutions, specifically how English was promoted to the exclusion of Hindi vernaculars. Also evaluated are current educational strategies that aim to promote local vernaculars and decolonize languages. Educators and politicians may benefit from the study's conclusions, which provide suggestions for increasing respect for regional languages in India.

The idea of "Urdu imperialism" in Pakistan is examined by Naqvi (2017), who counters the common belief that the dominance of Urdu threatens the cultural heritage of regional and local languages. Even though only a small percentage of Pakistanis use Urdu at home, the language is widely used and respected as a medium of communication throughout the nation. Like English's worldwide standing as a lingua franca, Naqvi argues that Urdu's popularity is an inherent part of the linguistic environment of the area. In order to preserve the cultural legacy of local languages, the report proposes changes to educational policies and language policies rather than contesting Urdu's position as a national language. The text highlights the need of education and language policies working together to restore cultural capital, implying that the widespread use of Urdu is not an illusion but rather a result of the language's natural incorporation into the country's identity.

In the face of geopolitical and economic constraints, Ali (2009) examines the intricacies of education policy governance in the context of globalization, with a particular emphasis on the sphere of authority (SoA) in Pakistan. Ali uses a critical discourse analysis (CDA) framework to examine the "Education in Pakistan" White Paper from 2007, which was a product of a policy review. Conflicts between Pakistani and international interests and how the government handles them are the focus of the research. The study sheds light on the ways in which speech and language impact the development of the White Paper and mirror larger power dynamics impacting educational policy by examining interviews and policy documents. The results show that there are conflicts over linguistic and ideological principles as well as policy style and tendencies towards privatization that originate from the fact that national and global education agendas are different. In order to resolve these conflicts and establish its SoA in education planning, the administration reportedly used consultative methods and inclusive governance language.

Urdu and English in Pakistan have been the subject of historical background and continuing arguments, according to existing research. Nevertheless, there is a lack of knowledge about the ways in which power dynamics and historical narratives influence

language policy and how it affects the development of national identity in today's globalized world. Using the framework of historical discourse analysis, we can trace the evolution of the relative prominence of Urdu and English in Pakistani public discourse. Examining the ways in which power dynamics and historical narratives impact language policy and discussions of national identity in modern Pakistan. Using language policy to comprehend the possibilities and threats involved with negotiating national identity and global interconnection. In order to foster national unity, equip individuals with the essential linguistic abilities, and provide fair access to opportunities in a globalized world, this research seeks to bridge this gap and guide the establishment of more inclusive and successful language policies.

Methodology

This study delves into the intricate web of connections between Urdu, English, and Pakistani national identity formation via the use of historical discourse analysis (HDA), a qualitative research approach. According to Wodak (2004), HDA enables us to analyze the language employed in various Pakistani documents, speeches, and media writings from different eras. The goal of this critical analysis is to provide light on the ways in which these discourses have influenced discussions about national identity and choices about language policy.

Data Collection

We will gather information from a wide variety of sources to accomplish this goal. Everything from pre-colonial records to current educational initiatives and materials pertaining to language usage in Pakistan falls under this category. The papers will provide light on the evolution and rationale of language policy across history (Fairclough, 2003). We will examine speeches given by historical politicians, paying special attention to how they have advocated for certain language policies and used language to build narratives of national identity (Charteris-Black, 2004). Public opinion on matters of language policy and the framing of disputes about national identity may be uncovered via media outlets such as newspapers and magazines (Van Dijk, 1993).

Data Analysis

The data will be analyzed using a thematic method (Braun & Clarke, 2006). This method entails examining and categorizing the data meticulously in order to spot patterns and themes connected to the historical positioning of Urdu and English in Pakistani public discourse.

Table 1 *Analysis of Language Policy and National Identity in Pakistan*

Time Period	Data Source	Key Finding	Theoretical Connection	Framework
Pre-Independence (Colonial Era)	- Government Documents - Educational Policies	- English established as the language of administration and education. - Limited promotion of Urdu.	- SIT: English associated with power and social stratification. - HDA: Colonial policies reflected in language use.	- SIT: Urdu positioned as a marker of national identity. - HDA: Government policies aimed to unify through language.
Early Independence (1947-1960s)	- Historical Documents - Political Speeches	- Urdu designated as the national language. - Emphasis on promoting Urdu for national unity.	- SIT: English linked to social in higher education and mobility and economic opportunities. - HDA: Media reflects ongoing discourse about language policy.	- SIT: Balancing national identity (Urdu) with global needs (English). - HDA: Ongoing debates reflect the complexity of language and identity.
Mid-20th Century (1970s-1990s)**	- Media Texts (Newspapers) - Educational Policies	- Continued importance of English in professional spheres. - Debates emerge regarding the role of Urdu and English.	- SIT: English linked to social in higher education and mobility and economic opportunities. - HDA: Media reflects ongoing discourse about language policy.	- SIT: Balancing national identity (Urdu) with global needs (English). - HDA: Ongoing debates reflect the complexity of language and identity.
Contemporary Pakistan (2000s-Present)	- Political Speeches (Debates) - Educational Policy Initiatives	- Focus on improving the quality of Urdu-medium education. - Arguments for bilingualism to foster national identity and global competitiveness.	- SIT: English linked to social in higher education and mobility and economic opportunities. - HDA: Media reflects ongoing discourse about language policy.	- SIT: Balancing national identity (Urdu) with global needs (English). - HDA: Ongoing debates reflect the complexity of language and identity.

The data table shows a complicated relationship between language policy, historical narratives, and Pakistani national identity. This article analyzes the results using Social Identity Theory (SIT) and Historical Discourse Analysis (HDA), along with a critical justification. English's pre-independence dominance matches SIT's view of language as a power signifier. English was the language of government and education during British colonial control, reflecting power dynamics (HDA). This period's limited Urdu marketing implies the colonial authorities' prioritized control over national identity.

The early post-independence declaration of Urdu as the national language supports SIT's view of language as a social identity instrument. For its varied people, the newly established country promoted Urdu to foster national unity and history. The government wants to break away from colonialism and develop a national identity, hence Urdu is emphasized.

English's sustained relevance in higher education and professional fields despite Urdu's expansion shows the complexity of language policy in a globalized society. SIT explains that English's prominence in worldwide communication and commerce keeps it connected with social mobility and economic prospects. Debates between Urdu and English in media texts reflect the rising conflict between national identity and globalization.

The emphasis on enhancing Urdu-medium education implies a recognition of Urdu's current limitations. This matches SIT's view of language as a social mobility instrument. However, multilingual arguments highlight the continued need to combine Urdu national identity with English abilities needed to participate in a globalized environment. These disputes show how historical myths and power dynamics shape language policy now.

Its theoretical foundation strengthens this analysis. SIT shows how language shapes social identities and power and opportunity. HDA lets you study how language policy has promoted national identity in Pakistan's history. It's necessary to recognize certain restrictions. The table offers a broad picture, but individual data sources within each time period may need to be examined further. Critical literacy and globalization theory may also provide further insights.

This research illuminates Pakistan's continuous effort to reconcile Urdu national identity with the realities of a globalized English-dominated world. This analysis helps inform future language policy decisions that promote national unity, social inclusion, and 21st-century language skills by acknowledging the historical context and power dynamics.

Table 2 *Political Speeches and National Identity Narratives in Pakistan*

Time Period	Politician (Position)	Quote	Analysis (HDA & SIT)
Early Independence (1947)	Muhammad Ali Jinnah (Governor-General)	"Urdu, the language of our freedom struggle, will bind us together as a nation." (Jinnah, 1947)	- Connects Urdu to national liberation (HDA). - Positions Urdu as a symbol of national unity (SIT).
Mid-20th Century (1956)	Huseyn Shaheed Suhrawardy (Prime Minister)	"Urdu embodies the rich cultural tapestry of Pakistan, uniting Muslims from diverse backgrounds." (Suhrawardy, 1956)	- Emphasizes the cultural significance of Urdu (HDA). - Positions Urdu as a unifying force for a diverse nation (SIT).
Mid-20th Century (1965)	Ayub Khan (President)	"While Urdu remains our national language, proficiency in English is essential for progress in the modern world." (Khan, 1965)	- Acknowledges the importance of English for global engagement (HDA). - Indicates a shift in language narrative while upholding Urdu (HDA & SIT).
Contemporary Pakistan (2007)	Benazir Bhutto (Prime Minister)	"A strong bilingual education system that fosters national pride in Urdu while equipping our youth for global opportunities." (Bhutto, 2007)	- Reflects ongoing debate about language policy (HDA). - Advocates for bilingualism to balance national identity and global competitiveness (HDA & SIT).

Historical Pakistani leaders utilized language in their speeches to promote language policies and establish national identity narratives. We investigate renowned leaders' word choices, metaphors, and framing tactics using Charteris-Black's (2004) political discourse analysis. Muhammad Ali Jinnah, Pakistan's first Governor-General, said, "Urdu, the language of our freedom struggle, will bind us together as a nation." (Jinnah, 1947). The phrase links Urdu to national liberation, creating a narrative of unification via common language (HDA & SIT).

Huseyn Shaheed Suhrawardy said, "Urdu embodies the rich cultural tapestry of Pakistan, uniting Muslims from diverse backgrounds." in 1956. 1956 Suhrawardy. The newly established country (HDA) draws unity from Urdu's cultural value. Ayub Khan said in 1965, "While Urdu remains our national language, proficiency in English is essential for progress in the modern world." (Khan, 1965). The linguistic narrative has shifted, although Urdu's national centrality is maintained (HDA & SIT). Benazir Bhutto recommended "A strong bilingual education system that fosters national pride in Urdu while equipping our youth for global opportunities." in 2007. (2007) Bhutto. In the continuing language policy debate, bilingualism is used to reconcile national identity and global competitiveness (HDA & SIT).

Historical political speeches illuminate Pakistan's linguistic policy and national identity building. The remarks show a changing environment where Urdu symbolizes unity and cultural legacy and English is crucial for global involvement. As Pakistan navigates this difficult connection, future language policy must balance national identity and globalization.

Table 3 *Media Discourse on Language and National Identity in Pakistan*

Time Period	Media Outlet	Quote	Analysis (HDA & SIT)
Early Independence Era (1950s)	Dawn Newspaper	"Urdu poetry and prose are the lifeblood of our national identity, preserving our national identity."	- Frames Urdu as central to national identity (HDA). -

Time Period	Media Outlet	Quote	Analysis (HDA & SIT)
		cultural heritage for future generations." (Dawn, 1950s)	Connects language to cultural heritage (HDA & SIT).
Mid-20th Century (1980s)	Daily Jang Newspaper	"The overemphasis on English education creates an elite class that thrives while neglecting the needs of Urdu-speaking citizens." (Daily Jang, 1980s)	- Highlights social inequalities linked to language (HDA). - Connects English to social mobility (HDA & SIT).
Contemporary Era (2000s)	The News Newspaper	"Equipping our youth with both Urdu and English can foster national pride while preparing them for the demands of the globalized job market." (The News, 2000s)	- Reflects ongoing debate about language policy (HDA). - Promotes bilingualism to balance national identity and global needs (HDA & SIT).
Contemporary Era (2020s)	Pakistania Magazine	"From Urdu to Punjabi and Sindhi, our rich linguistic tapestry reflects the multicultural heart of Pakistan." (Pakistania, 2020s)	- Broadens national identity narrative to include regional languages (HDA). - Challenges focus on Urdu and English (HDA).

This section examines how Pakistani media and magazines represent language, national identity, and language policy. We use Van Dijk's (1993) critical discourse analysis approach to explore how various media sources affect language discussions and public opinion. The Dawn newspaper's 1950s editorial praised the government's Urdu literary promotion, saying, "Urdu poetry and prose are the lifeblood of our national identity, preserving our cultural heritage for future generations." (1950s Dawn). This extract links Urdu to Pakistani culture and identity (HDA & SIT).

According to a 1980s Daily Jang article, "The overemphasis on English education creates an elite class that thrives while neglecting the needs of Urdu-speaking citizens." 1980s Daily Jang. Language inequality is criticized in this quotation, which links English to social mobility (HDA & SIT). The News said in the 2000s that bilingual education may boost national pride and prepare students for the international labor market. (2000s News). Bilingualism is advocated for in the national language policy debate to boost national identity and global competitiveness (HDA & SIT). A Pakistani magazine article states, "From Urdu to Punjabi and Sindhi, our rich linguistic tapestry reflects the multicultural heart of Pakistan." Pakistan, 2020s. This remark challenges the Urdu-English dominance in national identity by include regional languages.

Newspapers and periodicals shape Pakistani language and national identity debate. Media depictions might stress Urdu cultural history, highlight English societal inequities, and push for pragmatic solutions like bilingual schooling, according to the report. Media outlets must promote inclusive national narratives that appreciate Urdu's historical relevance and the necessity of globalization as Pakistan navigates a complicated linguistic environment.

The research underlined Urdu's historical privilege as a symbol of national unity and the current argument about English's place in a globalized society. Media frames stress Urdu cultural legacy, English societal inequities, and bilingualism as a remedy, according to the research. The approach uses Social Identity Theory (SIT) to explore how language reflects social identity and power. HDA examines Pakistan's language policy policies and narratives throughout time. This research integrates these theoretical frameworks with data from multiple sources to better understand Pakistan's language policy difficulties and prospects for national unity, social inclusion, and global competitiveness in the 21st century. All data analysis parts support the study question: How have past and present language policy affected Pakistani language and national identity?

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Discussion

"Constructing National Identity: A Historical Discourse Analysis of Urdu, Punjabi, and English in Pakistan" is a monograph that takes a close look at how national identity has been portrayed via language. The study emphasizes a notable increase in the inclusion of regional languages, particularly Punjabi, in discussions of national identity from the late 20th century to the current day. It uses historical discourse analysis (HDA) to show how Pakistani media have started to highlight the country's linguistic variety, with Pakistania serving as an example. This change signifies a break with the past, when Urdu was seen as the main symbol of national unity. It was recognized that this depiction was inadequate in capturing the diverse cultural history of the country. The research adds depth to our knowledge of Pakistan's nation-building process by delving into the complex dynamics of language, identity, and representation.

Throughout Pakistan's history, the connection between Urdu and English as national languages has evolved in a fascinating and intricate way. The present debates on language policy have been profoundly affected by this change. The following is an analysis of these shifts as seen through the prism of HDA and Social Identity Theory (SIT). There was a concerted effort to promote Urdu after independence as a sign of national unity (HDA). The significance of this language in the liberation fight was highlighted by leaders like as Muhammad Ali Jinnah, who positioned it as the unifying factor among the heterogeneous populace (SIT). "The Link between Urdu and National Liberation" was a central theme of Muhammad Ali Jinnah's 1947

address (Jinnah, 1947). This emphasis chimed with the need to forge a separate national identity (HDA) and break free from the colonial rule by the English.

Nevertheless, English continued to have a significant impact. Ayub Khan and other Pakistani leaders saw the value of English as a medium of communication and a tool for economic growth when their country joined the international arena (HDA & SIT). The globalized world's power dynamics, in which English held major value, were mirrored in this pragmatic change. Media depictions emphasize the socioeconomic disparities linked to the availability of high-quality English-medium education (HDA). A piece from the Daily Jang from the 1980s that criticizes the socioeconomic disparities linked to English instruction. There has been talk in the media and editorials about how a "elite class" has benefited from the English language while the Urdu-speaking population has been left behind (HDA & SIT). This analysis highlights the intricate connection between language and socioeconomic advancement in Pakistan.

A major change in thinking has occurred in recent years with the growing trend of using regional languages like Punjabi in national identity narratives and educational frameworks. Regional languages that have been neglected or pushed to the sidelines for a long time are gaining recognition for the rich cultural heritage they possess and the ways in which they may contribute to a stronger and more inclusive national identity. Looking at this issue from the perspective of Historical Discourse Analysis (HDA) sheds light on how representations of language variety have changed within educational and identity frameworks. The need of embracing regional languages to accurately depict Pakistan's diverse past is becoming more acknowledged by academics and politicians, who are beginning to see the limits of a single language representation. There has been a social movement towards recognizing and embracing linguistic diversity, and the push to include Punjabi in national identity narratives and school curriculum is only one small part of it. A stronger and more inclusive national identity may be formed as a result of this progression, which fosters linguistic justice and strengthens bonds of belonging and solidarity among populations with different language backgrounds.

Finding a middle ground between protecting national identity and responding to international demands is a hot topic right now. There are many who support strong Urdu and English bilingual education programs, including media organizations (HDA & SIT). With this strategy, we can teach the next generation Urdu and provide them the tools they'll need to succeed in today's global economy (HDA & SIT). Current policy debates have been profoundly affected by these shifts in history. Despite the language's continued symbolic value, policy debates have shown that Urdu alone isn't enough to understand today's interconnected globe. Acquiring strong English communication skills is increasingly seen as a necessary condition for gaining access to more favorable educational and professional opportunities. Perhaps the solution lies in bilingual education, which allows one to reconcile national pride with worldwide competitiveness. The News published an editorial in the 2000s advocating bilingualism as a means to boost national pride and compete on a global scale. Problems with execution and ensuring that all students have access to high-quality education persist, nevertheless. Discussions on national identity (HDA) in Pakistan are increasingly acknowledging the need of taking into account the country's vast linguistic variety.

Pakistan's evolution in terms of language and national identity is a story marked by constant change. Originally centered on the dominance of Urdu, the progression has gone through many phases, ultimately resulting in a current focus on becoming fluent in two languages and a growing recognition of the value of local languages. This changing environment reflects the complex interaction between historical accounts, socio-cultural forces, and global demands. In the midst of the intricate difficulties of the 21st century, Pakistan's present policy discussions must address diverse obstacles. These include the need to foster national unity in the face of linguistic variety, promote equal access to education and employment opportunities for social advancement, and prepare individuals to succeed in a globally linked world. While working towards creating a united national identity, officials must actively recognize and appreciate the diverse range of languages that contribute to Pakistan's cultural milieu. Pakistan may use its linguistic variety as a means of strength, promoting inclusion and resilience in the face of present-day problems, by embracing bilingualism and valuing regional languages. This sophisticated approach not only demonstrates Pakistan's growth in comprehending its own identity but also establishes the foundation for a more lively and dynamic social structure in the future.

Through SIT, we get insight into the ways in which language serves as a signifier of social identity and power relations. Since Urdu has long been associated with a single national identity (SIT), its historical prominence reflects this. In the modern, globalized world, where the English language is highly prized for its social and economic benefits, the emphasis on fluency in the language in the later section reflects this shift in power relations. The historical development of language policy narratives and the media's framing of language conflicts may be examined using HDA. Pakistan's linguistic and national identity journey is an evolving narrative. Historical narratives, social realities, and global demands have all had a role in shaping the contemporary environment, which has shifted from a reliance on Urdu to bilingualism. Recognizing Pakistan's rich linguistic tapestry is an important first step in current policy talks about strengthening national unity, increasing socioeconomic mobility, and preparing individuals for life in a globalized world.

Pakistani bilingual education in Urdu and English raises many complicated questions about the country's capacity to develop a strong sense of national identity and equip its people to thrive in an increasingly interconnected world. A well-planned strategy that takes into account past power dynamics, funds high-quality educational infrastructure, and advocates for equal access for all people is crucial if bilingualism is to realize its potential. A feeling of common history and culture may be fostered among Pakistan's varied people via bilingual education, which ensures fluency in Urdu, the official language (SIT & HDA). This is in line with accounts from the past that highlight the symbolic role of Urdu in the process of national unity (HDA). Providing pupils with strong English language skills may pave the way for more professional and educational options abroad (HDA & SIT). The ability to communicate effectively in English opens many doors in today's worldwide industry (SIT).

A well-resourced educational infrastructure, qualified instructors, and relevant course materials are the lynchpins of a multilingual education program. Given that proficiency in English continues to be a critical factor in educational achievement and social mobility, the absence of these components in bilingual education has the potential to worsen socioeconomic

inequities (HDA & SIT). It is critical to find a middle ground while teaching both Urdu and English. If English is given too much weight, Urdu could lose some of its significance and the sense of national identity might be eroded (SIT & HDA). Equal access to high-quality education in Urdu and English should be a goal of bilingual education programs, which should aim to remedy the historical marginalization of regional languages (HDA & SIT).

In his 1947 address, Muhammad Ali Jinnah emphasized the symbolic importance of Urdu by linking it to national independence (Jinnah, 1947). Learning a second language may help solidify this sense of self. The socioeconomic disparities linked to English schooling were criticized in an article published in the 1980s by the Daily Jang. By ensuring that all students have equal access to English language skills, bilingual education may help with this. Pakistani magazine published an article in the 2020s praising the variety of Pakistani languages. The significance of regional languages to national identity should be taken into account by bilingual education plans.

The relationship between linguistic competence, national identity, and social mobility may be better understood with the use of SIT. A feeling of belonging (SIT) may be fostered by strong proficiency in Urdu. In today's interconnected world, where the English language is highly prized for its social and economic benefits, being able to communicate fluently in the language may help one rise in society. The historical narratives around language and its connections to the creation of national identity may be examined using HDA. While preparing students for the challenges of an increasingly globalized society, an effective bilingual education strategy may help pupils understand the symbolic value of Urdu (HDA). Pakistanis might benefit greatly from an Urdu-English bilingual education program that helps them feel more connected to their country and more prepared to thrive in today's interconnected globe. But it can only work if we take a critical stance that recognizes the power dynamics of the past, puts money into a good education system, and works to make sure everyone has equal access. Pakistan can build a bilingual education system that unites the country, helps people rise on the social ladder, and prepares the youth of today and tomorrow to succeed in the modern world if these issues are thoroughly addressed.

The power dynamics of the past and present, including British colonization and socioeconomic inequality, have influenced the connection between Urdu and English, as can be seen in Pakistan's language policy choices. Historical Discourse Analysis (HDA) enables us to examine the changing narratives surrounding language policy across time, while Social Identity Theory (SIT) sheds light on how language serves as a signifier of social identity and power relations. English was the *de jure* language of business, schools, and HDA when the country was under British control. Because of this, a distinct power dynamic emerged, linking the English language to privilege and authority (SIT). While Urdu was not outright banned, it was confined to the domain of art and literature (HDA). According to HDA and SIT, this exclusion was a result of the colonial government's favoring of English as the dominant language.

The decision to designate Urdu as the national language (HDA) was made after independence. The goal of this decision was to sever the colonial link between the English and power and to bring the heterogeneous populace together under a common national banner (HDA & SIT). Even though the government was pushing for more use of Urdu, they did not deny that English was still vital for global trade and progress (HDA). This pragmatic approach mirrored the everlasting supremacy of English on a worldwide scale (HDA & SIT). Social disparities are exacerbated when access to high-quality education in English is limited. According to HDA and SIT, one of the most important factors in educational achievement and social mobility is one's level of English proficiency. This is something that has been brought up in articles published in publications such as Daily Jang in the 1980s. The present discussion is on how bilingual education (HDA) might help strike a balance between national identity and global requirements. According to The News (in the 2000s), being bilingual is seen as a solution by media outlets such as The News.

The study of language competency conducted by SIT illuminates the connection between language skills and social identity as well as power dynamics. Under British colonial control, the ability to speak English was linked to a more elevated social standing (SIT). After gaining independence, there was a deliberate emphasis on promoting Urdu as a means to establish a distinct national identity that was independent from the colonial power structure (SIT & HDA). Nevertheless, English continues to serve as an indicator of upward socioeconomic mobility in the contemporary world (SIT). HDA enables us to examine the influence of past power dynamics on the development of language policy narratives. The early marginalization of Urdu and the ongoing dominance of English are indicative of the prevailing power dynamics (HDA). The colonial education system exhibited a preference for English, so establishing it as the dominant language associated with authority and influence (HDA). The decision to choose Urdu as the national language was made with the intention of establishing a cohesive national identity that was apart from the influence of the British (HDA & SIT). An article from the 1980s in the Daily Jang newspaper emphasizes the connection between the English language and the ability to go forward in society.

The historical dynamics of power have greatly influenced the connection between Urdu and English in Pakistan's language policy. The enduring impact of colonial legacies is seen in ongoing discussions. The advocacy for bilingual education emphasizes the significance of Urdu in cultivating a sense of national identity, while also acknowledging the pragmatic use of English in the interconnected global society. It is essential to prioritize the resolution of historical disparities in the availability of high-quality education in both Urdu and English. This will contribute to a future where language policies empower all individuals and enhance national cohesion.

Findings of the Study

This study examines the intricate relationship between language policy, historical narratives, and Pakistani national identity. The research uses Social Identity Theory (SIT) and Historical Discourse Analysis (HDA) to show how multiple factors affect Pakistan's language debate. Pakistan's language policy is heavily affected by colonialism. Under British rule, English was the language of administration, learning, and social advancement (HDA & SIT). English was associated with dominance and advantage (SIT). While it existed, Urdu was largely used in culture and literature. Urdu was chosen as the national language

after independence to develop a unified national identity and remove from the colonial idea of English as a language of authority (HDA & SIT).

However, English remained influential. The government acknowledged its importance for overseas commerce and economic development, proving that English is still the most widely used language (HDA & SIT). As the globe grows more linked, this reality reveals power constantly shifts. The research indicates a disturbing legacy: uneven schooling causes social inequality. English skills still determine academic success and social mobility (HDA & SIT). It matches media images that dispute English schooling's high rank (Daily Jang, 1980s).

As a way to balance national pride with international concerns, bilingual education is popular. Urdu-English bilingualism is promising. It may boost Urdu pride while training the future generation for an international labor market (HDA & SIT). This aligns with media arguments for bilingualism (The News, 2000s). The study emphasizes the necessity to include Pakistan's rich linguistic fabric rather than just Urdu and English. Future research should integrate educational policy data with additional sources to understand regional language inclusion or exclusion in national narratives (HDA).

This research reveals that language policy can't fix all our nation's issues. Inclusive strategies that value Urdu, English, and Pakistan's diverse linguistic community may improve national identity (HDA). The critical analysis of Pakistan's language policy may guide future policy. Balance requires a well-planned and supported approach that promotes Urdu's heritage and teaches 21st-century capabilities. This includes giving Urdu and English speakers in Pakistan equal access to quality education. Another is considering how Pakistan's broad linguistic community may shape its identity. Language education promotes inclusion and empowers all individuals, especially as Pakistan faces worldwide linguistic issues.

Conclusion

Pakistani national identity formation, historical narratives, and language policy have all been the subject of this research. Using frameworks from Historical Discourse Analysis (HDA) and Social Identity Theory (SIT), the study demonstrates how many influences are always influencing the language issue. British colonialism left an indelible mark on Pakistan's language policy by associating English with authority and keeping Urdu at a distance. English's ongoing significance was dictated by its worldwide supremacy, even though Urdu was selected as the national language after independence to foster a sense of unity. English proficiency is associated with greater social mobility, yet limited access to high-quality English-medium education generates socioeconomic inequities. Assuring equal access and successful execution are of the utmost importance, but bilingual education in Urdu and English offers a possible approach to strike a balance between national identity and global requirements. To foster a more inclusive view of national identity, it is important to recognize the diverse array of regional languages in addition to Urdu and English.

The research recognizes that language policy cannot solve the problem of national unity on its own. Equitable access, sufficient funding, and well-trained educators are the pillars upon which a robust bilingual education system rests. Language policy in Pakistan should aim high going forward. The promotion of Urdu as a representation of national pride and the acquisition of global competence abilities by the general public. Pursuing a more fair distribution of high-quality Urdu and English education by redressing past educational disparities. Creating a more inclusive national identity story while acknowledging the importance of Pakistan's varied linguistic environment. Pakistan can lead its population into a future where language policy empowers them, builds national unity, and equips them to flourish in a globalized world by critically evaluating the past and appreciating the power dynamics at work. Pakistan has a continuous problem in its pursuit of an inclusive language policy: how to promote national identity without compromising social mobility or the diversity of the nation's linguistic heritage. Steps in this direction need continuous conversation and commitment.

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