



INVESTIGATING POWER IN ENGLISH EDUCATIONAL LANGUAGE POLICY AND ITS IMPLEMENTATION: A CRITICAL DISCOURSE ANALYSIS

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Abstract

The objective of the study is to evaluate the implementation of ELPP theoretically and of curriculum framework (CF) according to ELPP, in addition to this, strived to fulfill the purpose by checking the power representation in textbook basing CF and ELPP. This study is a multi-modal study and used mixed method approach in order to answer three research questions. This study used the multi-layer model of Ricento and Hornberger (1996) comprising three levels: macro, meso and micro, as the main model of the study along with other models and collected the data through triangulation data source technique at interpretation level from the online sources focusing all the research questions of the present research and all layers of the main model of research. At first, the researcher evaluated the National Education Policy (NEP) document (2017) by using the proposed checklist made by researcher in collaboration with Hassan (2021) based on the model framework presented by Haddad and Demsky (1995) focusing the macro-level. Secondly, the researcher evaluated the National Curriculum Framework (NCF, 2017) document by using the proposed checklist made by researcher in collaboration with Hassan (2021) based on the model framework presented by Stabback (2007) focusing the standards of UNESCO concerning the meso level. Lastly, the current study investigated the power representation at micro level through the textual analysis of English textbook, Book 1 of Intermediate Level Part 1. The findings of the study showed that policy planners in NEP (2017) and curriculum designers in NCF (2017) have followed the necessary guidelines to a great extent mentioned in the proposed checklists; and investigation indicated that textual analysis of English textbook exhibited power representation in the text through modality expressions. The results and discussion of the study showed the extent of evaluation and power representation through the quantitative representation by showing the percentages and frequencies of the findings; and suggested some future implications by emphasizing the significance of the study.

Keywords: language policy and planning, language across educational documentation, power representation, critical discourse analysis, English textbooks

Introduction

According to Cooper and Cooper (1989), Schiffman (1998), Kaplan and Baldauf (2003), these are two different notions: language policy and language planning; language policy deals with decision-making and objective-setting; while, language planning deals with the implementation of these policies to obtain the outcomes. Therefore, language policy has political and social outcomes in constructing and re-constructing the national identity, promoting and delimiting the linguistic human rights, directing the education of linguistic minorities, encouraging the language revitalization as well as authorizing the linguistic conventions and cultures of specific groups while ruling others. Among language policies, the current study has focused on the Educational Language Policy and Planning (ELPP), as its use deals with the provision of solutions about the language reforms, its standardization, exploration, unification, and other related issues (Kaplan & Baldauf, 1997) via non-documentational and documentational practices. On this account, this study focuses on the documentational practices, by using the proposed term “language across the educational documentation (LED)”, concerning the ELPP reflecting representation of power. Some past researches discussed the language policy and planning (LPP) at different levels i.e. macro, micro and meso. At macro level, it covered the perspectives of globalization, standardization, nationalization, and officialization (Ferguson, 1996; Baldauf, 2012), and at micro level; multilingualism, policy of medium of instruction language shift, language endangering, etc., (Ricento & Hornberger, 1996; McCarty, 2002; Tollefson, 2002). At meso level, some most recent studies link the former two levels by providing the testimonial association with Ricento and Hornberger’s (1996) concept regarding language policy (LP) as a three layered

phenomenon. Therefore, these three levels considered as main concern in the present research to assess the policy, its making, planning, and hence, power representation in language across documentation.

The purpose of present research is to investigate the power representation in ELPP of Pakistan that how power is represented in the English textbook based on Punjab Curriculum and Textbook Board, Pakistan.

The present research uses the mixed-method approach to fulfill the research purpose for which subsequent research questions are devised:

1. To what extent Educational Language Policy (ELP) in the context of Pakistan has been designed theoretically?
2. To what extent the National Curriculum Framework (NCF) is implemented according the ELP in Pakistani context?
3. How is power represented in the text of English textbook of grade-11 (intermediate) of education in Pakistan?

Literature Review

The overview of the previous studies, covering the aforementioned characteristics in both Pakistani and other than Pakistani contexts considering both CDA-based and non-CDA based studies, is presented below independently.

In case of other than Pakistani CDA based studies following features or characteristics are considered by researchers such as the critical analysis of policy comprising textual, political and discourses analyses, ethnographical studies, highlighting the role of English in educational policy (EP), and analyzing the documentation of language policy with different perspectives in different contexts (Lawton, 2008; Abdelhay, Makoni&Makoni, 2011; Silver, 2005) on language ideologies supported by multidimensional model at institutional level (Fitzsimmons-Doolan, 2019; Lo Bianco, 2008) documentational analysis of LP (Elyas&Badawood, 2016; Castells &Mestre-Mestre, 2015; Evans &Hornberger, 2005), ethnography of language policy (Johnson, 2009; Da Costa Cabral, 2021) concerning the role of English language particularly focusing multilingualism, bilingualism, and globalization (Freedman, 2010). In case of other than Pakistani and non-CDA based studies, following characteristics are taken into considerations as: rendering the educational, political and historical impacts on language policy (Lo Bianco & Slaughter, 2016; Scarino, 2014; Rahman& Pandian, 2018; Kaplan &Baldauf, 2003; Johnson & Johnson, 2015; Tollefson, 2013) supporting role of English language (Dharmaputra, 2018) highlighting second language acquisition perspectives in LPP (De Costa & Cui, 2019; Pérez-Milans&Tollefson, 2018; Pennycook, 2016; Bilotta, 2017; Bradley, 2019; Carruthers & Nandi, 2021) policy implementation and assessment (Gorter&Cenoz, 2017; Lundberg, 2018), and focusing corpus planning in the evaluation of LPP (Vogel, 2020).

Nonetheless, in Pakistani context CDA-based studies, following features are focused: investigated the educational policies focusing the chronicles of English language as source for instruction (Amir, 2008), and in non-CDA based studies, certain characteristics are taken into consideration by researchers such as: language policy and its localization (Rahman, 2004), critical analysis of trends and issues in language education policies of Pakistan (Shamim, 2008), colonial and post-colonial LPP focusing the element of ideology (Durrani, 2012), imperialistic convictions in linguistic elements using historical discourse analysis (Nasir, Qazilbash& Islam, 2019), investigation of language, education and agency interconnection (Tamim& Tariq, 2013), English-medium EP in non-public schools (Manan, David &Dumanig, 2015; Ammar, Naveen, Fawad&Qasim, 2015), micro-level approach

towards language management and implementation mechanism in institutions (Manan, David & Dumanig, 2016), significance of language policy awareness in teacher training (Ahmad & Khan, 2011), role of teachers in curriculum development (Kausar & Akhtar, 2012; Hamid & Nguyen, 2016), globalization of English language (Rafique, Sultan, Ahmad & Imran, 2018; Haidar & Fang, 2019), evolution of LPP (Channa, 2015), language planning analysis (Shahzad, Shahzad, Ahmed & Jabeen, 2018).

Research Methodology

This research concerns on the different layers of policy designing, implementation and the power representation through its implementation as identified in macro, meso, and micro levels of Ricento and Hornberger’s (1996) model. As per need of the recent research, this research used the mixed-method type for the analysis: for former research questions (first and second) qualitative and quantitative analysis is utilized for evaluation of NEP and NCF (2017) of Pakistan respectively, however, for last research question (third) quantitative analysis is used to investigate the representation of power in textbook at micro-level of LPP.

In this part, the research models used by the present research are presented in a hierarchy (see figure 1), that describes the complete organization to cover research niche, such as: Ricento and Hornberger’s model (1996) of LPP focusing three levels, Haddad and Demsky’s model (1995) and Stabback’s model (2007) for evaluation of NEP at macro-level and NCF at meso-level, respectively, and Fairclough’s model (1995) at micro-level to examine the representation of power through English textbook. Although, Fairclough’s 3-D model (1995) is delimited by the researcher to the textual level specifying modality to reveal power by considering micro layer through modality.

Figure 1

Model Based Study Framework

Main Model	Layers	Functions at	Other Models
Ricento & Hornberger’s (1996) Model	Macro	National	Haddad & Demsky (1995) Model
	Meso	Institutional	Stabback (2007) IBE UNESCO
	Micro	Interpersonal	Fairclough (1995) model [textual layer only]
			Modality

Data Collection

This present study used the documentational data gathered from two distinct web-based sources (see chapter 3) by utilizing the subsequent method: 1) educational policy document and curriculum framework document were explored on ‘Google’ (online electronic media source) using the watchwords for national EP 2017 and national curriculum 2017, and booted up in PDF-file type; though, 2) the amalgamation of English textbook’s data was quite lengthier and difficult thing as at first the textbook was probed on web search engine through some watchwords ‘intermediate English textbook’ and ‘1st year English textbook of Punjab Curriculum Textbook Board (PCTB)’, and was converted into the corpus, right after

downloading in the PDF-file type, to give it access into a computer readable form considering the given directions: 1) PDF-file type was firstly scanned and afterward transferred into ‘Google-Docs’ where one by one all pages were converted and after this text was copy-pasted in a TXT. File type. Finally, data filtration was done by deleting the extra information present in the textbook such as: prefatory pages, content list, about the author, headers and footers of the book pages, and in-text redundant information.

Procedure of Data Analysis

The procedure of data analysis presents the multi-layers processed with data through research questions. For the first research question in order to analyze the National Education Policy of Pakistan (2017), the researcher has used the checklist based on Haddad and Demsky (1995) model of language policy and planning covering the macro level of onion-model by Ricento and Hornberger (1996). For the second research question to analyze NCF (2017), the researcher used the framework of Stabback (2007) as a checklist to evaluate the NCF (2017) that to what extent the policy designers followed the requirements needed for curriculum development at meso layer of onion model. For the last question to examine power representation, the researcher used the Book-1 of English subject of Intermediate Part-1, and has used the textual level of Fairclough’s (1995) three dimensional model by focusing modality of the text and covering the micro level of main model of study (i.e. Ricento & Hornberger’s (1996) model). For this purpose, a corpus of English textbook is generated and processed using the software ‘AntConc. 3.5.7’ to examine the representation of power by modality expressions present in the designed corpus for this study.

Formation of Checklists

The present research has proposed the said checklists in collaboration with Hassan (forthcoming) by following the framework models of Haddad and Demsky (1995) and Stabback (2007) on policy framework and curriculum framework, respectively.

Table 1

Proposed checklist for NEP: Policy Making and Planning

Framework for Policy Analysis		Checklist	
		No.	List of Questions
Existing Situation			
Policy Making	Country Background	1	Do existing situation of country has been discussed with respect to location, geography, population, culture or social patterns?
	Political Context	2	Do elites have prioritized educational development in current national political situation of country?
	Economic Context	3	Do the economic condition have been focused by the planners in respect to the following:
		3.1	_Income distribution
		3.2	_Employment rate
		3.3	_Inflation rate
	3.4	_Demographic shifts	
	3.5	_Urbanization	

Education Sector	3.6	_Migration	
	3.7	_Educational expenditures	
	4	Do current issues, related to the educational sector, have been outlined by planners in regards to the following:	
	4.1	_Making sure the access of educational opportunities	
	4.2	_Making sure equity in the distribution of educational services	
	4.3	_Improving structure of the education system (enrolment and retention rate, etc.)	
	4.4	_Improving internal and external efficiency	
	4.5	_Improving the institutional arrangements (infrastructure, etc.)	
	Dynamics of Change	5	Is there any potential for reforms in policy and planning by the interest groups
		6	Do interest groups have shown any policy dynamics? i.e., interest groups:
		6.1	_Parents
6.2		_Learners	
6.3		_Teachers	
6.4		_Educational Professionals	
6.5		_Officials (Bureaucrats)	
6.6	_Other Consumers		
The Generation of Policy Options			
Systemic Mode Incremental Mode Ad hoc Mode Importation Mode	7	Do systemic option of policy generation was applied by the planners?	
	8	Do Incremental option of policy generation was applied by the planners?	
	9	Do ad hoc option of policy generation was applied by the planners?	
	10	Do Importation option of policy generation was applied by the planners?	
Evaluation of Policy Options			
Desirability	11	Do selected policy option considered the desirability factor?	
	12	Under the desirability factors, do the impact of policy option on different stakeholder and interest groups have been considered?	
	13	Do the compatibility with the dominant ideology and targets of economic growth articulated in national development plans	
	14	Do the impact of a policy option on political development and the stability have been considered?	
Affordability	15	Do the affordability factors have been defined under the particular policy option?	
Feasibility	16	Do the feasibility factors have been mentioned by the policy planners?	
Making the Policy Decision			
Policy Planning	17	How was the decision made - did it go through all the stages of policy analysis?	
	18	How radical a departure is the decision from current policy?	
	19	How consistent is this decision with policies of other sectors?	
	20	Is the policy diffusely articulated or is it stated in a manner which is easily measurable?	
	21	Does the policy seem operational or is its implementation implausible?	
Planning of Policy Implementation			
Policy Planning	22	Did circumstances related to implementation constraints cause policy modifications to take place?	
	23	Did feedback obtained during implementation causes reassessment of aspects of the policy decision and subsequent modifications by policymakers?	
	24	Did the mere translation of abstract policy intentions into concrete implementation causes re-assessment and re-design?	

Table 2

Checklist for Curriculum Framework Evaluation

No.	Questions
Socio-economic Condition	
1	Do the framework describe socio-economic context of proposed education policy?
2	Do the framework describe socio-economic context in which teaching and learning occur?
Policy Statement	
3	Do the framework discuss the goal of Government for education
4	Do the framework discuss the goal of development of skills needed for economic prosperity
5	Do the framework discuss the goal of creation of a stable and tolerant society
Statement of Conduct Regarding Policy	
6	Does the framework describe what students should know and be able to do when they complete their school education? In following domains:
7	Knowledge
8	Understanding
9	Skills
10	Competencies
11	Values
12	Attitudes
Objectives and the Outcomes	
13	Does the framework discuss the school system within which the curriculum framework is to be applied? It should specify:
14	Number of years of schooling, including compulsory schooling
15	Stages (or cycles) of schooling and their durations
16	Number of weeks in the school years, hours / teaching periods in the school week
Strategic description of Educational Structure	
17	Does the framework discuss the organization of content within the framework and the extent to which schools and students can make choices? It might describe:
18	The pattern of Subjects or Learning Areas to be studied in each stage or cycle (such as core, elective and optional subjects)

- 19 A brief description of each Subject or Learning Area outlining the rationale for its inclusion in the curriculum and the contribution it makes to the achievement of the Learning Outcomes defined in Section 3.
- 20 The number of hours to be assigned to each subject or Learning Area in each stage or cycle

Content Structure

Do the framework discusses standards as they apply to:

- 21 Teachers – qualifications, teaching load (number of classes per week)
- 22 Students – number per class in each subject
- 23 Materials – textbooks, computers, other equipment; facilities – classrooms, furniture, fittings.

Instructor’s role

- 24 Do the framework discuss the range of teaching approaches that might be employed in the implementation of the framework

Assessment and Evaluation

Do the framework discusses:

- 25 the importance of assessing the extent to which students achieve the outcomes of each subject, and recommends or prescribes types of assessment strategies
- 26 how achievement will be certified

Analysis of the Study

By focusing the data analysis, the present research classified the framework in the subsequent components such as: research instruments, expressions for power representation and procedure of data analysis.

The present research has classified research instruments into two divisions such as model-based and software-based research instruments specifically concerning the main model of the study. The current research used checklists for macro- and meso-layer/levels obtained from the models put forwarded by Haddad and Demsky (1995) and Stabback (2007) for LPP and CF evaluation. Though, at the micro-layer/level, the software “AntConc.3.5.7” was used to examine the representation of power from the textbook using textual analysis.

For the micro-level analysis of the English textbook, the current research reviewed the expressions for every feature regarding modality and processed through the “AntConc. 3.5.7” to show the results numerically. These expressions assisted the recent study for the innovation in disclosing the modality in text by using software and saved the time of researcher and detailed description in the results and discussion sections. The subsequent table exhibited those expressions in the tabular form.

Results

The current study is using a mixed-method approach, thus, the results are interpreted by using both type of analyses (qualitative and quantitative). The present research has an aim to evaluate the level of extent followed by NEP (2017) and NCF (2017) as per guidelines and

to investigate the “power representation” through the text of English textbook by considering the three layers (i.e. macro, meso and micro, respectively).

Macro-Level of ELPP (NEP) Evaluation

Table 3

Tabular and Statistical Representation of NEP of Pakistan’s Evaluation: Overall Results

Que.	Marks					Percentages				
	NP	LP	MP	HP	E-	NP	LP	MP	HP	E-
Existing Situation										
1			✓							
2				✓						
3										
3.1				✓						
3.2					✓					
3.3		✓								
3.4		✓								
3.5		✓								
3.6		✓								
3.7					✓					
4										
4.1					✓	0%	28.57%	9.52%	23.80%	38.10%
4.2				✓						
4.3				✓						
4.4				✓						
4.5				✓						
5				✓						
6										
6.1		✓								
6.2				✓						
6.3				✓						
6.4				✓						
6.5			✓							
6.6		✓								
The Generation of Policy Options										
7					✓					
8				✓		50%	0%	0%	25%	25%
9	✓									
10	✓									
Evaluation of Policy Options										
11				✓		0%	0%	33.33%	66.67%	0%

12	✓					
13	✓					
14	✓					
15	✓					
16	✓					
Making the Policy Decision						
17	✓					
18	✓					
19	✓	0%	0%	0%	100%	0%
20	✓					
21	✓					
Planning of Policy Implementation						
22	✓					
23	✓	0%	0%	33.33%	66.67%	0%
24	✓					

A complete and whole view of the results of NEP (2017) through the critical evaluation by researcher presented in Table 3 which included the marking and percentage representation of the questions of the proposed checklist by researcher with collaboration of Hassan (2021) based on the model presented by Haddad and Demsky (1995). The researcher has delimited the proposed checklist on first two main elements out of three (i.e. policy making and policy planning and its implementation) and the results of the findings of the study showed that policy planners or designers have followed consciously the rules and guidelines required for policy making and implementation in the national education policy (NEP, 2017) of Pakistan.

Meso-Level of ELPP Evaluation

Table 4

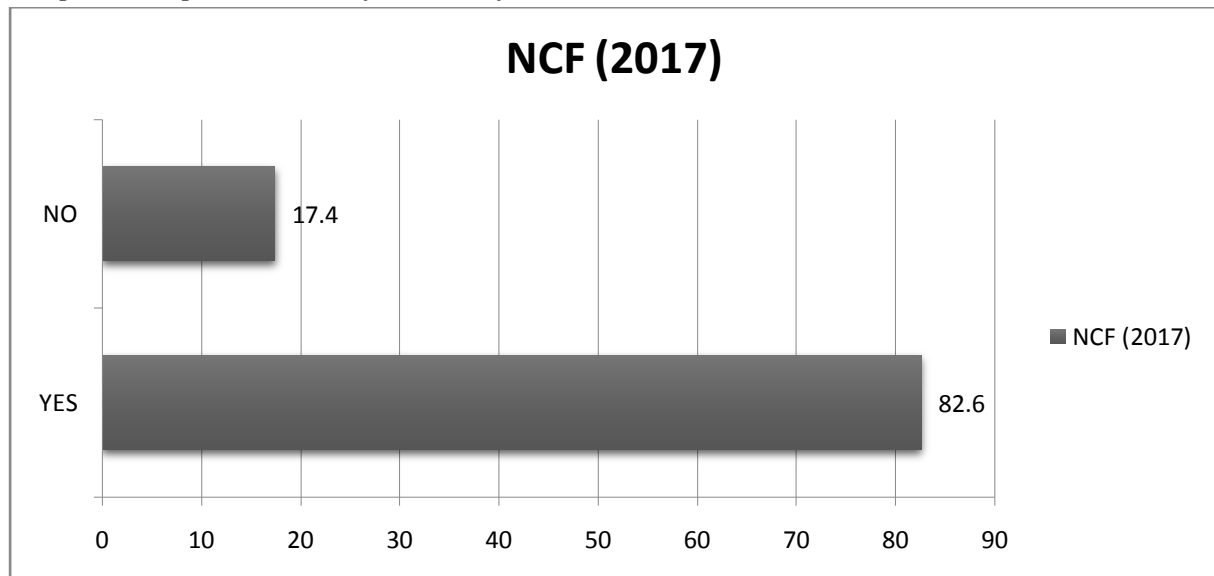
A Complete View of NCF Evaluation

Question No.	Yes	No
1	✓	
2	✓	
3	✓	
4	✓	
5	✓	
6-6.1	✓	
6.2	✓	
6.3	✓	
6.4	✓	
6.5	✓	
6.6	✓	
7-7.1	✓	

7.2	✓	
7.3	✓	
8-8.1		✓
8.2		✓
8.3		✓
9-9.1	✓	
9.2		✓
9.3	✓	
10	✓	
11-11.1	✓	
11.2	✓	

Figure 2

Graphical Representation of Results of NCF Evaluation



All the results of evaluation of NCF (2017) Pakistan presented individually and collectively in both graphical (Figure 2) and tabular form (4) that revealed the pattern of NCF (2017) evaluation according to the standards. The detailed discussion of each question of the proposed checklist for the evaluation of NCF (2017) is presented in the next section of discussion.

Micro-Level Textual Analysis

Table 5

Grammatical and Lexical Features: Modal Auxiliaries and Modals

Modality	List of Words & Tags	Frequencies
Deontic modality	have to (have_* to_*)	8
	is_vbz *_vvn that	3
	is_vbz *_vvn to	2
	is_vbz *_jj to	1
Epistemic modality	know_vv; know_vvp	12

possible_jj	1
think_vv	12

The aforementioned table 5 presented the results of the findings regarding the investigation of power representation through English textbook of PCTB’s syllabus as a document by using the proposed list of modality features scheme provided by Siddiqui (2019) to obtain the frequency list of both lexical and grammatical features used in the text for the representation of power.

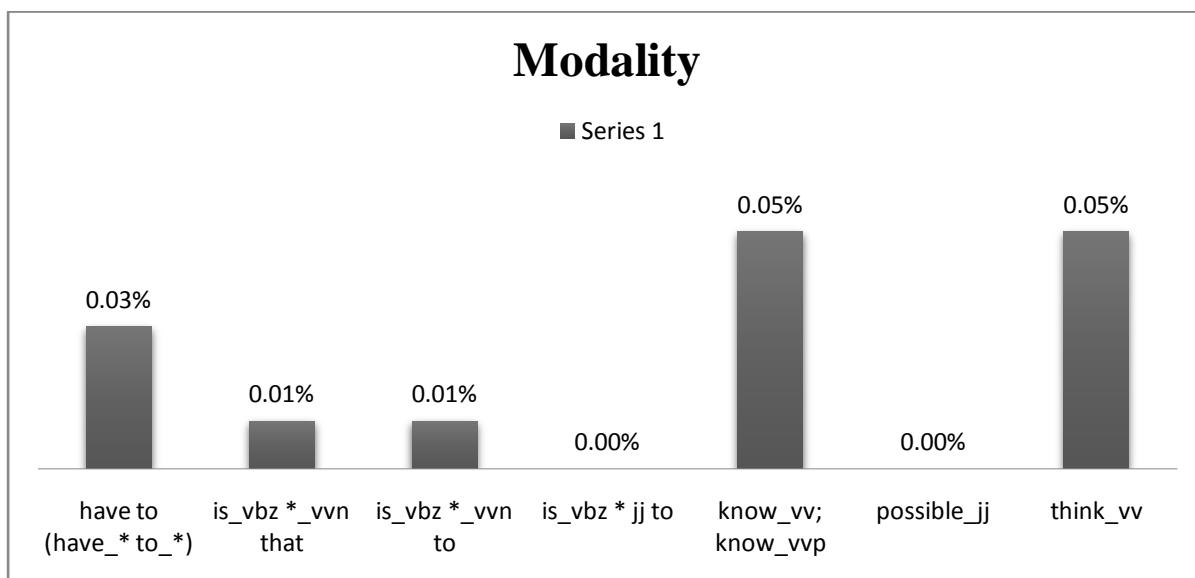
Table 6

Presence of Lexical and Grammatical Features Modality in the Form of Percentages within the English Textbook

List of Words & Tags	Frequencies	Percentages
have to (have_* to_*)	8	0.03%
is_vbz *_vvn that	3	0.01%
is_vbz *_vvn to	2	0.01%
is_vbz *_jj to	1	0.00%
know_vv; know_vvp	12	0.05%
possible_jj	1	0.00%
think_vv	12	0.05%

The all-inclusive results of the current study shown in Table 6 has given the in-depth insights of the findings of recent study that represented the complete percentages along with frequencies which clearly depicted that English textbook has included the grammatical and lexical modality features which served to represent the power. The results of the findings supported the research hypothesis and purpose of the current study that power is represented in English textbook focusing the textual level through modality features. In prior studies, some researchers endeavored to explore the power exposition, its representation in the text by using expressions for modality (Winter & Gärdenfors, 1995; Surjowati, 2016; Risdianto& Malihah, 2018; Ekawati, 2019). In a research, Frawley (1992) asserted that modality plays a significant role in the power manifestation and representation through the text. Focusing the findings of the prior studies, the current study worked on the modality features representing power through the text of English textbook and the sum of the overall percentages of grammatical modal auxiliaries (deontic modality) and lexical modals (epistemic modality) represented 0.15% comprehensively.

Figure 3
Modality



The overall results, foregrounding the grammatical modal auxiliaries (deontic modality) and lexical modals (epistemic modality) in English textbook of PCTB's syllabus as a document, examined the power representation and are graphically presented in figure 3 depicting the pattern of modality features representing power. The detailed analysis of the results findings is provided in the next chapter of discussion regarding the micro-level textual analysis of English textbook focusing modality (deontic and epistemic) features in order to investigate the power representation.

Discussion

Macro-Level of ELPP (NEP) Evaluation

In first research question, the researcher analyzed the National Education Policy (2017) of Pakistan as language policy at macro layer of Ricento and Hornbergers (1996) model by using the proposed checklist made by researcher in collaboration with Hassan (forthcoming) as research instrument which is based on the conceptual model of Haddad and Demsky (1995) for process analysis of language policy and planning including five-point Likert scale (NP= not a priority, LP= low priority, MP= medium priority, HP= high priority, and E= Essential).

Policy Making

The first step is policy making comprising some sub-divisions taken into consideration for National Education Policy (2017) analysis in this study, and each point is discussed comprehensively with the provision of relevant examples. The sub-points are: analysis of existing situation, generation of policy options, evaluation of policy options and making of policy decision, and are discussed below one by one.

Existing Situation

A. Country Background

1. Pakistan has a history of developingrepeatedly set goalsgood plans have to be implemented It is urgent to break the layers of inertia (p. 9)

The aforementioned example's paragraph 1 represented that NEP has discussed the background of country, Pakistan by critically following the process required in policy making and elaborated the background information from 1947 (i.e. after partition of Pakistan) until present. The background information also portrayed the consistent practices of authorities in the matter of improvisation of national education policy document.

B. Political Context

2. provincial and federating units education departments and civil society representatives. civil society. (p. 5)

The above example clearly showed the political involvement in the policy making and decision making processes in NEP (2017) that policy designers along with the background of country also focused on the information related to political collaboration to foster the development of the country in education sector in the educational language policy (NEP, 2017).

C. Economic Context

3.socio-economic. multidimensional poverty, and 22.3% less than \$1.25 per day.....service sector growth is 53.1, manufacturing 21.6agricultural in 25.3. (p. 68)

The above example from NEP (2017) extracted which exemplified the policy and discussed the economic context of Pakistan. The researcher portrayed the past economic condition and the improvement made till 2016 in the policy considering the economic situation for economic prosperity of the country.

D. Education Sector

4. Early childhood education..... increasing the *access/enrolment*; improving the *quality* through providing separate ECE trained teachers.... (p. 5)

The above mentioned examples in this section cover the factors affecting the advancement in the education sector and the examples revealed through analysis results (NEP, 2017) that policy makers have considered these factors. The italicized phrases proven the evidences that policy designers have considered all the factors of education sector affecting development such as: access, education structure, efficiency, equity, and institutional management.

E. Dynamics of Change

5. Policy makers, planners, managers/ administrators, teachers, parents and other concerned education, care, and development. (p.31)

The results of policy analysis represented that policy dynamics were practiced by the educational professionals, administrators, and teachers; though, other interest groups had not

actively participated in the policy making process as it seems through NEP (2017) analysis that policy planners did not pay heed to them except officials, teachers, learners and parents (with less importance).

To put into nutshell the point of “policy making”, the abovementioned examples including the sub-points of this broad term provided the evidences regarding the existing situation of Pakistan which was not considered earlier in the previous policies, as criticized by Sikandar (2017). While formulating the NEP (2017) particularly, policy planners considerably taken into account the socio-economic background of the country since independence, political situation of the country that affected the economic condition of country due to political instability, and martial laws. Policy makers in NEP (2017) modified the education sector by keeping in view the access, educational expenditure, equity, efficiency, employment, enrolment, and infrastructure related factors at all school levels (public and private) in order to improve the literacy and economic development of the country. Elyas and Badawood (2016) evaluated the policy document of Kingdom Saudia Arabia (KSA) through ELT policy document of pre-21st century and focused on the economic, educational, and situational factors of the country affecting the policy through the textual analysis. Abdelhay, Makoni and Makoni (2011) discussed the policy document at micro and macro factors and the existing situation of the country emphasizing the need of language for medium of instruction to foster economic development of the country. Therefore, the current study considering all the factors related, required and affecting the development of country socio-economically and socio-politically revealed through results analysis that policy planners have focused all the factors needed for policy making (NEP, 2017) for country’s advancement.

The Generation of Policy Options

6. Situation analysis (facts and figures, data, latest research) (p. 23)

The aforementioned examples showed that policy makers have performed situational analysis considering the educational sector along with public, research and development sector. It has been mentioned in the NEP (2017) policy that Advisory Committee of Ministry of Federal Education and Professional Training (MFE&PT) established the committee for policy designing and selected the officials, professionals, educationalists and civil representatives to design the policy according to the guidelines. The policy makers belonging to different provinces of Pakistan evaluated the country’s current situation through situational analysis which include the discussion on problems of country and generated the chapters on the selected tasks as discussed in the example. The results of the policy analysis showed 25% of systemic policy generation option, 25 % incremental option considered as priority and other options were not considered as priority.

Evaluation of Policy Options

7. *Vision 2025: Recognizing the catalytic role of education and literacy, Vision 2025, approved by the Federal Government and supported by all provincial governments.....* (p. 36)

The aforementioned examples supported the stance taken by the researcher that evaluation options can be assessed and applied on the basis of feasibility factor. The italicized

phrase highlighted that human resources about teacher's education, development, and training, etc., fiscal resources regarding financial management were considered by the policy planners. Detailed chapters are given in NEP (2017) document concerning "Teachers Education" (p. 61) and "Financing of Education" (p. 160). The final element of time management was discussed in NEP (2017) reflecting the time span (2017-2025) in which the development and economic advancement in the educational sector will benefit the country, Pakistan.

Making the Policy Decision

This stage of the policy framework focused on some questions to identify that whether the decision is made by following the procedures or not. The analysis of the current study showed that National Education Policy (2017) followed completely the processes involved in the policy making by considering the existing situation of country while making policy, generation of policy options, and evaluation of policy options. The results of the study revealed that policy planners designed NEP (2017) sharp according to the guidelines in a controlled and systematic manner. The above discussion on each point individually represented and justified the findings of the study that NEP (2017) has followed the guidelines presented in Haddad and Demsky (1995) framework model for Language policy to a considerable extent. The results of policy analysis and evaluation revealed that NEP (2017) seems operationally active and authentic as it has taken into account the possible factors affecting the education policy and economic development of the country.

Policy Planning

Policy Planning: Implementation

8. National Commission for Human Development (NCHD) will play its *role of lead agency for literacy. piloting and replication of innovative literacy programmes.*

The findings of the study on the desired section of "Policy Planning" showed that NEP (2017) document has discussed the implementation related issues as the example rendered the evidence that policy draft was reviewed by the committee and modifications were made in the secondary draft. Therefore, the sub-questions in the proposed checklist were marked as "Not a priority" due to lack of evaluation of any concrete situation in the piloting of the policy, only the piloting technique is mentioned to conduct in NEP (2017) in all education sectors including early childhood education, higher education, and vocational or technical education, to provide literacy and development of the country.

To conclude the macro level education policy evaluation, the current study through the findings discussed the results in depth representing the NEP (2017) evaluation according to proposed checklist made by researcher in collaboration with Hassan (forthcoming) based on the framework model presented by Haddad and Demsky (1995). The discussion of the findings showed the factors, affecting the development of country through educational policy in the domain of education, political context, and economic context, and considered essential, high priority ranging to low priority and not a priority.

Meso-Level ELPP (NCF) Evaluation

Introduction: Current Context

1. *History of Curriculum Development in Pakistan (p. 3)*

The findings of the study shown that NCF (2017) of Pakistan has discussed the current context in relation to socio-economic condition of the country, pertaining the information regarding both pre and post curriculum situations as italicized in the above example.

Policy Statement

2. *The NCF.....achieving national vision, mission, goals and objectives of education. NCF aims to evolve effectivepolicies and strategies for curriculum development, implementation and evaluation. (P. 11)*

The results of the current study through the questions of proposed checklist revealed that policy statement in terms of literacy, basic skills and socio-economic development based educational goals are discussed by the curriculum managers or planners. For the sake of evidence, some text is retrieved from the NCF document, presented in the above examples representing the socio-economic advancement through curriculum of educational policy (NCF, 2017). The italicized phrases highlighted the basic aims and objectives in regards to the NCF.

Objectives and the Outcomes

3. *To equip children, youth, and adults with abilities of critical thinking, problem solving skills,aptitude for scientific inquiry, leading to creation of new learning and knowledge. (p.19)*

The present study examined through analyzing the answers of proposed checklist questions comprising the section “Objectives and the Outcomes”, that the curriculum designers have considered and discussed in the NCF draft about the post-study effects of education during the school life and the development of the socio-cognitive competence of the learners through knowledge, skills, comprehension, understanding social norms and values. The above mentioned example provided the reference in order to justify the results of the study regarding objectives and the outcomes.

Structure of Educational System

4. *Review of existing scheme of studies: i. Levels of education with time line..... ii. compulsory core subjects.....? iii. the elective.....? iv.optional subjects v. examinable and non-examinable? vi. Time allocation vii. start and duration of the academic year.*

The consequences of the evaluation of the NCF (2017) represented that NCF document included the description about the structural scheme of educational schooling years [compulsory, and non- compulsory], stages of the schooling, and learning credit hours as a whole not indicating with each subject and for each grade or level of students. The statement justified through the above quoted example clearly depicted that NCF documents included the structural depiction of educational structure. The line at the bottom of the examples

highlighted the continual of the existing schemes that is why the researcher considered it as the evidence to support the results of study and justify the findings.

Curriculum Content, Learning Areas and Subjects

5. Criteria for selection of content..... *Organization of Contents* (p. 25)

The results of the current study showed that NCF (2017) document have considered the content structure as the above mentioned examples discussed about the content, subject patterns, providing rationale about the inclusion of certain subjects and the areas of the study, and time distribution for subjects.

Standards of Resources Required for Implementation

6. Standards for *Teachers*..... (p. 44)

In this section, the results showed that standards were discussed for all the interest groups including teachers, educationists, learners, professionals, officials and the materials. The findings of the analysis revealed that NCF (2017) document discussed the standards for teachers in depth regarding their qualification, specialization, teaching strategies and their role in curriculum and syllabus designing. NCF (2017) document included the standards of assessment for learners' learning outcomes. Curriculum planners also discussed the standards for textbook materials needed by students. The above mentioned example points, are the main headings which included a detailed discussion and explanation, supported the results and discussion of the present study.

Teaching Methodology

7. *Teachers....innovative instructional strategies....intellectually engage the students....* learning styles: interactive lecture, discussions, cooperative learning, and inquiry method. (p. 41)

The above mentioned evidential example extracted from NCF (2017) document of Pakistan in order to support the findings of the results in the discussion section. NCF (2017) vividly explained the role of teachers including teaching methodologies and strategies, and emphasized that curriculum planners have consciously paid attention towards teaching methodology in the practical implementation of NCF (2017) to foster better education which in result promote the socio-economic development of the country.

5.2.8 Assessing and Reporting Student Achievement

8. The importance of assessment includes: provision of judgement to highlight learning and certification at local, national and international level. (p. 71)

This last element of the proposed checklist based on Stabback (2007) model for curriculum evaluation included the questions regarding importance of assessment and reporting of students' achievement. The findings of the study supporting results revealed that NCF (2017) included the detailed discussion given under a chapter "Assessment and Evaluation" which contained the importance of assessment and reporting of students'

achievement. The proposed checklist include the questions concerning the importance of assessment and its achievement. Final section, according to the results of the study, have discussed all the important elements for assessment and evaluation of the learners in regards to each subject, appraisal techniques, and the certification upon achievements.

To conclude the meso level of education policy evaluation, the current study through the findings discussed the results in depth representing the NCF (2017) evaluation according to proposed checklist made by researcher in collaboration with Hassan (forthcoming) based on the framework model presented by Stabback (2007). The discussion of the findings showed that NCF (2017) has followed to a great extent the basic guidelines needed for curriculum framework development comprising different chapters related to basic element in order to promote the better education in the educational sector (public and private) of Pakistan including the assessment, evaluation and feedback of interest groups (i.e. students, teachers and parents).

Micro-Level Evaluation of ELPP (English Textbook)

Textual Analysis: Modality Expressions for Power Representations

Following the research purpose of the study the last research question deals with the investigation of power representation through the text. Following the notion about power relation and its representation through modality at textual level by Frawley (1992), the research analysis of the study investigated power representation in order to fulfill the purpose of the study through the English textbook of intermediate. Following the prior studies of Halliday (1970), Palmer (1986), Alwi (1992) and Simpson (1993) which presented and focused on the types of modalities, the current study focused on the two types of modalities at both grammatical and lexical level: *Deontic and Epistemic modality*. The following comprehensive deliberation has provided the examples with functional interpretations of both types (deontic and epistemic) including the sub-points retrieved from the generated corpus of English textbook at textual level focusing modality which reflect the power representation.

Deontic Modality

A.Obligation

"If you don't do what the doctor says **you'll have to** go to the hospital", the mother admonished her severely." (p. 45)

The word "**will have to**" in the above example served the role of obligation of deontic modality (Palmer, 1990; Simpson, 2003) by emphasizing that concerned audience is obliged to the things as per directions or demands. Moreover, the modal "have to" focused on the external, existent obligation (Ekwati, 2019) that can be perceived independently of the speaker and it is used to express the necessity of action required to perform. In this regard, this expression of deontic modality represented the lexical and grammatical choice and power emphasizing the obligation of action. Modal verb "will have to" is used with the pronoun "you" that is concerned to convey the meaning with audience mainly not with the author as it's not directly involved by the use of pronoun (you) and thus showed the external obligation. The use of modals obligation is one indicator of power as van Dijk (2008, p. 37) stated that power holder has a direct control of actions which can be obtained through pragmatic discourse that functions as directives such as orders, instructions, commands,

recommendations and suggestions (also mentioned in Ekwati, 2019). Thus, it is vivid that obligation and necessity expressions using deontic linguistic modality support the power in discourse produced by policy makers and textbook designers in the English textbook.

B. Request

The finder **is requested to** return the same to the mayor's office or to Mr. James, the caretaker of this public hall. (p. 32)

The linguistic pattern “Be+ VBN+ to” is used to grant request in the above example serving the role of a grant or request of deontic modality to the concerned audience to do the things as per orders. The pattern “is requested to” shows the necessity to perform actions revealing the objectivity by giving the orders (Siddiqui et al., 2019) and this reflected the power representation by the author in the textbook in which author tried to engage the audience with the agent “the finder” who is being requested or ordered to perform the required action.

C. Be+ Adjective+ to

It **is interesting to** note that English scholars used Sa'di's translated parablesan English translation of a Latin version of Persian origin. (p. 51)

In the above mentioned example “is interesting to”, the following linguistic pattern “be+ adjective+ to” has the deontic modality (Palmer, 1990; Simpson, 2003) which functions as the component of strong objectivity. The author in the above example, tried to control and grab the attention of readers by mainly using the linguistic pattern “is interesting to note” that represent the direct use of power in the discourse of the provided text lexico-semantically (lexically).

D. BE+ Participle+ that

It **is related that** while a deer was being roasted for Nushirvan, a king of Persia, famous for his justice, no salt **could** be found. (p. 51)

In the aforementioned example “is related that”, the following linguistic pattern “be+ participle+ that” reflect the deontic modality (Palmer, 1990; Simpson, 2003; Siddiqui, et al., 2019) which fulfill the function of objectivity. The author tried to represent a relation (more lexically) with this mentioned linguistic pattern to show the logical connectivity in the text to emphasize the saying by implied use of power both lexically and grammatically and the use of modal auxiliary “could” in this example represents the possibility that also reflects the epistemic modality (Ekwati, 2019).

Epistemic Modality

A. Possibility

If it were **possible** to get the necessities of life from the heavens through prayers,, the youngest in the family. (p. 79)

In the above example, the word “possible” is serving the function of epistemic modality through possibility clear by showing the lack of confirmation of authority (Ekwati, 2019) and projecting the prediction in real discourse of the text. The epistemic modality deals with the projection of possibility of state of affairs thus representing power in the discourse or utterance (Ekwati, 2019).

B. Certainty

I **know** how to expose a throat for inspection. (p. 45)

In the above example, the word “know” is serving the function of epistemic modality representing the factive certainty (Palmer, 1990; Simpson, 2003) with strong objectivity (Siddiqui, et al., 2019). The author is representing the certainty of a matter through fact to show power exertion (Ekwati, 2019) in the discourse of textual analysis of the documentational data (English textbook).

Conclusion

The purpose of the current study is to investigate the power representation in English Educational Language Policy of Pakistan (particularly focusing the English textbook at micro level). The prime objective of the study is to discuss ELPP at three layers: macro, meso and micro, thus fulfilling the purpose of the study and to evaluate NEP at macro, NCF at meso level and English textbook for power representation at micro level of the main research model of language policy and planning presented by Ricento and Hornberger’s (1996) model. There are three main research questions of the present study considering the layers to fulfill the prime purpose and objective of the study. The first research question of the study answered that NEP (2017) has followed the guidelines represented in the framework model presented by Haddad and Demsky (1995) foregrounded on UNESCO standards. The researcher used the proposed checklist, based on this model, made in cooperation with Dawood (2021) containing five-point priority levels of Likert-Scale (Vagias, 2006), comprising 24 questions covering three main elements with respective sub-elements. The findings of the study showed the results through successful evaluation of NEP (2017) that policy planners in NEP (2017) followed the guidelines to a greater extent; though, some sub-elements were not considered by the policy planners which are fundamental to keep in view while drafting the educational language policy. Chapter 4 and chapter 5 provided the detailed discussion and quantitative representation of the results regarding first research question through successful evaluation which depicted that the selected policy document (NEP, 2017) followed the basic and necessary guidelines for policy making and implementation as the previous studies claimed that educational policies of Pakistan are not noticeably considered concerning social, political, economic and educational areas.

The second research question of the study answered that NCF (2017) has followed the guidelines represented in the framework model put forward by Stabback (2007) presented in IBE (International Beaurio of Education) considering the standards of UNESCO. The researcher used the proposed checklist, based on this model, made in cooperation with

Dawood (2021) containing simple nominal scale (Salkind, 2010) yes or no two points, comprising 23 questions covering eight main elements with respective sub-elements. The findings of the study showed the results through successful evaluation of NCF (2017) that curriculum designers in NCF (2017) followed the guidelines to a greater extent; though, some sub-elements were not considered by the curriculum planners which are fundamental to keep in view while drafting the curriculum framework. Chapter 4 and chapter 5 provided the detailed discussion and quantitative representation of the results regarding second research question through successful evaluation which depicted that the selected curriculum framework document (NCF, 2017) of Pakistan followed the basic and necessary guidelines for effective implementation as the previous studies claimed that curriculum planning in Pakistan was not noticeably considered concerning social, political, economic and educational areas to promote the country development and enabling the learners to achieve their goals and in return benefit the country.

To examine the content as per curriculum, the current study borrowed the stance of PCTB mentioned on the first page of each textbook (Government) that all textbooks have followed the curriculum. Therefore, it is inferred that the selected textbook (English, Book 1 of Intermediate) is verified and authentically made according to the curriculum presented by PTB. Taking the stance ahead, the current study selected the textbook for textual analysis to investigate power representation. Before directing to advance, it is necessary to consider how the power exists and represented through the content or text (material). With reference to some past studies, in a past study, Mahboob (2017) claimed that the power exists and influences the curriculum and the textbook. Likewise, Shah (2013) is of the view that the knowledge of the textbook is constructed through powerful group to influence the ideology of the learners or the audience. Hence, on the basis of these claims made by different researchers, it is concluded that the power exists in the content of textbooks. By taken into consideration of these claims, the recent study investigated power representation and critically reviewed prior studies which discussed that power can be represented in the text through different features such as modality (Frawley, 1992; Winter & Gärdenfors, 1995; Surjowati, 2016; Risdianto & Malihah, 2018; Ekawati, 2019), boosters (Hu & Cao, 2011; Batool et al., 2019), hedges (Hu & Cao, 2011; Batool, Majeed & Zahra, 2019; Zunaidah, Sari & Kumalasari, 2020), metaphors (Shinebourne, & Smith, 2010), personalization (Suau Jiménez, 2005), metadiscourse markers (Siddiqui, 2019) and gender (Ahmad & Shah, 2019), etc. The final research question of the study answered that English textbook through textual analysis by using the critical discourse analysis approach and focusing the textual level of three-dimensional model presented by Fairclough (1995) investigated the representation of power. The findings of the study presented the textual analysis of English textbook (Book 1 of Intermediate grade 1) through modality expressions using modal auxiliaries, adverbials, and certain linguistic expressions, considering both grammatical and lexical functions. Chapter 4 and 5 provided the detailed discussion and quantitative representation of the results showing the frequencies of these modality expressions thus representing the power representation in the English textbook. Despite of representing the research findings of all research questions of the study and fulfilling the purpose of the study, the current study also presented the implications for future researches through some insightful inferences, and limitations of the study.

Future Implications

The present study provides the implications for different interest groups such as stakeholders, policy planners or designers, government officials, professional, curriculum

planners, textbook designer or evaluators, teachers, educationists, learners and other researchers. It also invites policy planners to carefully revise and improve the policy with special regards to the current research which provided a clear depiction of the extent through evaluation and renders a scope for future researches to modify the policy by considering other factors such as need analysis. This recent study offers a future implication to consider the piloting of the said policy and provide evidences of policy assessment and evaluation through feedbacks and the results.

Limitations of the Study

This section of the present study discusses the limitations focused by researcher while covering the three levels of ELPP (i.e. macro, meso and micro) and the investigation of power representation through textual analysis, such as: 1) exploring the power representation only at micro level, 2) focused on the lexico-semantic (i.e. lexical) grammatical functions of modality, though, future studies can consider the other linguistic levels, and 3) the current research centered the documentational analysis, though, the non-documentational analysis can be a research gap for future studies to focus, are the major limitations of this study.

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