

THE LINGUISTIC CONSTRUCTION OF AUTHORITY IN TEACHER-STUDENT INTERACTION IN EDUCATIONAL INSTITUTIONS OF PAKISTAN

Aimen Munir

*MPhil English (Linguistics), Department of English Language and Linguistics,
University of Sargodha*

Email: aimenmunir007@gmail.com

Dr. Hafiz Ahmad Bilal

Professor of English, Higher Education Department, Punjab

Email: ahmadbilal.uos@gmail.com

Dr. Rabia Faiz

Assistant Professor, Department of English, University of Sargodha

Email: rabia.faiz@uos.edu.pk

Dr. Naveed Nawaz Ahmad (Corresponding Author)

*Assistant Professor, Department of English Language and Linguistics, University of
Sargodha*

Email: naveed.nawaz@uos.edu.pk

Abstract:

This study evaluates how language principles, for maintaining powers, are developed, negotiated, and supported by the authorities to use in classrooms. This study is conducted through the critical discourse analysis to explore the discursive construction of power in teacher-student relations within the learning institutions of Pakistan. Through the Fairclough's three-dimensional model of discourse analysis, this study evaluates the discourse used in the classroom setting of the secondary schools of Lahore, Pakistan. The findings demonstrate that the hierarchical model of power is constructed, reshaped and transmitted through the linguistic strategies. The findings of this study also offer valuable insights for teachers, educational program designers, and developers of educational technology, suggests that the development of linguistic choices or language tools, accelerates training environments where power serves as a catalyst for collaborative knowledge and democratic student involvement rather than just a means of control. The results of this study obtained through the analysis of observations student-teacher interactions in real settings of three institutions (a public university, a private college, and a higher secondary school) of Lahore, 35 interviews with teachers, and 28 focus-group interviews with students, and concludes the relevance of applying imperatives, deontic modality, and ideological positioning to maintain authority. This study is going to argue that these habits of a language support cultures to believe in obedience and deference that could offend critical thinking. The implications regarding the educational reforms in Pakistan are the dialogic pedagogy, needs to be developed to come up with egalitarian classes. The findings of this study also suggest that the successful education in the future lies and depends on development of intentional and strategic language authorities.

Keywords: Epistemic modality, student agency, curriculum design, classroom discourse.

Introduction:

The most crucial tool for constructing, expressing, preserving and transmitting social realities, is language. In the educational settings, the teacher-student relation serves as a platform of demonstration of power, knowledge and identities. Classrooms are not only the places for knowledge distribution, but are also the social platform where the roles, hierarchies and relationships are continuously developing through the language production. Teachers act on the behalf of the institution and tend to show some authority that is required to manage or maintain learning, and the students are involved in this exercise, sometimes as conforming, and other times as opposing it. In this way, the classroom discourse is one of the most crucial fields to examine and to explore the creation, maintenance, and occasionally, the challenge of power through language. The exploration

of discourses, used in the classroom settings, played a vital role in educational linguistics, sociolinguistics and discourse analysis, and enhance these studies by giving them a new direction. The communication between teachers and students, significantly impacts students' learning outcomes (Li & Yang, 2021). Traditionally, the authority was maintained through the authoritarian approach where the teacher has right to command, central to their authority. But in the modern era, more recent studies emphasize how a shift towards interactive and interpersonal communication can improve the classroom management and learning outcomes. This involves building relationships, empathy and respect. Moreover, the pedagogical strategies (the choice of communication strategies) directly shape the teacher's authority like using the language that is supportive and interactive can help create a positive learning environment. Conversely, lack of effective communication can create negative interpersonal conflicts that negatively impact learning outcomes. In previous studies, seminal research such as Sinclair and Coulthard (1975) model had determined the patterns of the communication between students and teachers, especially the Intuition-Response Feedback (IRF) sequence. After studies extended this framework and analysed the ways in which teachers control the turn-taking while interactions with students, allocate the right to speak and evaluate the contribution of students. These processes of language, not only have pedagogical interests, but also carry institutional powers. In succession, sociocultural approaches, particularly Vygotsky (inspired ones), have emphasised the dialogic and interactional characters of the discourse used in classrooms and shows that the meaning and authority are built up in a collaborative manner while student-teacher interactions. Teachers and students need to communicate effectively for better interaction during classroom activities for a better learning process. The TSI can be seen as the emotional support, attention, conduct, peer influence, and level of hyperactivity during class instruction (Yuliani, 2021). The new developments in critical discourse analysis (CDA) and interactional sociolinguistics also helped to shed more light on how the discourses used in the classrooms, involved in the creation of social relations, ideologies, and identities (Bilal et al., 2012). The new forms of power constructed in the educational institutes, are not top-down but are ramblingly built by using some particular words choices (be it lexical, grammatical, pragmatic) as illustrated by the scholars like Fairclough (1989), and van Dijk (1993). Some other scholars such as Seedhouse (2004) and Walsh (2011), also illustrated that how the interactions (especially teacher-student interactions) replicate and mirror the institutional constraints. With the help of this broader discipline, the processes of establishment of authority through linguistic analysis, grant us the insightful and critical understanding of the way how language functions as a form of power and social organization in the educational processes. In the context of education and educational institutions, the concept of authority is really complicated and most of the people considered it as a mixture of legitimate power, expert knowledge and the interpersonal influence (Weber, 1979; Bernstein, 1990). In the educational institutions, the concept of authority does not mirror the fixed quality of teachers but is negotiated and achieved through the communication. By the teachers and students, this concept of authority, could be nourished, criticised and reconstructed but it depends on the character of their interactions. It is imperative to grasp this dynamic for insightful look at the linguistic resources, such as the modality, the directives, the turn-taking control, the politeness strategies, implicatures, and the evaluative language, that are used by the teachers to establish and maintain the authority and the reaction of the students. Therefore, the power, created by language, provides the vital information about comprehending power relations, pedagogical efficacy and interactive relations in the classrooms. Even though the classroom discourse study and the power-relations is growing but there remain a few limitations in our knowledge of the creation of power through the language use. The bulk of the precursory study has been more structural in nature like turn-taking and dynamics of question-answer in the classroom interactions without much consideration of the broader pragmatics and sociolinguistic dimensions of authority. Even those studies which investigate authority often consider it as a background as opposed to a point of analysis and therefore, little has been done to explore how language is a unique index of authority, legitimacy

and relational positioning. The precursory research has been studied mainly and largely on western context of education where the interaction norms, teacher-student relationship and sociocultural expectation can differ greatly between those in the other parts of the world. This research is from non-Western educational institutions, like South Asia and Pakistan, where the classroom authority is culturally or traditionally hierarchical where teachers are considered to have dominant authority, power and more respect. Despite the new educational changes that grant some authorities to the students, promote student-centred learning and critical thinking, are provoking these hierarchical systems. This move raised an extremely crucial concern regarding the ways in which teachers in the classrooms negotiate their positions of power that are becoming less teacher-centred, increasingly interactive and more student-centred. After everything, there has been a very little discourse and literature to explore linguistic manifestations of this negotiation process under such circumstances. Even though, micro-level analysis of the classroom-based interactions is also a problem. The discourses of teacher's authority are abundant but the empirical studies that use research analytical approaches like conversation analysis, critical discourse analysis or interactional sociolinguistics based on actual classroom communications, are relatively limited. Less attention given to the problems that are associated with the multimodal and the emotional aspects of power construction such as pauses, tone, laughter, and gestures, that can uphold and dilute the power relations. No matter how, the teacher-student interaction in educational institutes of Pakistan is saturated with the traditional environment where the power is not only a teaching resource but also a reflection of the societal stratifications. In accordance with the colonial and Islamic traditions of education, the classrooms will be rather like family or patriarchal structure in which teacher will be the one who has absolute wisdom and authority, and the student will be the one of passive consumer of knowledge (Rehman, 2002). The power is not established naturally. The power inequalities are ideologically justified by the power asymmetry that might stifle student agency and creativity.

Aims and objectives:

The purpose of this study is to investigate how the authority is constructed, performed and transformed through linguistic choices or language use while the classroom interactions between students and teachers, in Pakistan. This study is more focused to uncover the hidden discursive mechanism through which teachers reflect the institutional power and how the students react to these imposed authorities or powers within traditionally shaped academic context. Following are some main objectives of this study:

- to examine the impact of language choice on authority dynamics in Pakistani classrooms
- to investigate gender-based differences in teachers' linguistic strategies for establishing authority
- to explore the role of politeness, questioning techniques, and sociocultural norms in shaping teacher authority during classroom interactions

Research Questions:

The study focuses on the following specific questions:

- How does language choice (English, Urdu, or regional languages) influence authority dynamics in Pakistani classroom discourse?
- Do male and female teachers differ in constructing authority through linguistic strategies in classroom interactions?
- How do politeness, questioning strategies, and sociocultural norms (hierarchy, respect, and language ideologies) shape teacher authority in classroom discourse in Pakistan?

Literature Review:

The teacher-student interactions construct authority through linguistic choices, is a vital area of study that connects education with sociolinguistics, and discourse analysis. The classroom discourse study of authority sits to the interaction of pragmatics, educational research and Sociolinguistics. Generally, some scholars agree with the idea that authority is not fixed portrayal trait but a communicative

accomplishment, emerged by the interactional choices (Fairclough, 2015; van Dijk, 2008). This can also be stated as rather assuming power as a static institutional property, it is performed through language. Precursory foundational work on institutional discourses shows that authority is built through the turn-taking control, the directive forms, and the knowledge rights management (Goffman, 1981; Levinson, 1992). Teachers in the classrooms negotiate authority in real time through the linguistic stance taking not just control (Cazden, 2001; Markee, 2015). The pragmatic studies also highlight linguistic strategies that index authority like 'you must' and 'you need to' refers a strong epistemic or deontic stance (Searle, 1979; Hyland, 2005). Directives could vary from more mitigated forms to explicit imperatives, and that chosen forms influence how students perceive the legitimacy of teacher authority (Brown & Levinson, 1987). The types of question also shape the power distribution. Control maintained through closed questions, on the other hand, open questions invite knowledge construction (Nassaji & Wells, 2000). These pragmatics are subtle but influence the way in which the interaction reflects authority. In Pakistan, the sociocultural landscape characterized by linguistic variety, patriarchal structures and institutional hierarchies, the manifestation of authority significantly influences teaching methods and student experiences. This comprehensive review mirrors construction of linguistic authority in classrooms setting in Pakistan, and identifies major research gaps, paves the way for future empirical and intervention-based studies that integrate technology and inclusive pedagogies. In teacher student interaction, authority is a socially constructed and evolving reality in which teachers use language to assert control and manage student involvement (Khan & Noor, 2024; Hassan, 2023). According to critical discourse analysis and Bernstein's (1990) theory of pedagogic discourse, this authority constructed through linguistic choices, functions as a manifestation of power relations, shaped by cultural norms and institutional policies (Fairclough, 1992; Wodak, 2001). Recent studies from universities of Pakistan mirrors the linguistic deference that is very common in Pakistan, especially through formal address terms (like sir and madam), which reinforce hierarchical distance while student- teacher interactions (Akhtar et al, 2020; Gul & Rafique, 2021). The patterns of participation also reflect cultural norms. Students take permissions or mostly wait for explicit permission before speaking and asking and silence of students considered as positive polite and show teachers respect, rather than disengagement (Yasmin & Sohail, 2018). These results show that while interactions between students and teachers, authority is constructed through socially recognized forms of deference embedded in classroom discourse. In Pakistan, teachers establish authority in the classrooms through language strategies like manage turn-taking, initiating topics, employing directives and feedback, using politeness strategies to soften potentially face-threatening remarks, and employing sociocultural indicators (pronouns and forms of address) for their face saving (Hassan, 2023; Huma, 2024). These language strategies also mirror local ideologies that support English and Urdu, while side-lining regional languages and reinforcing social hierarchies (Khan & Noor, 2024). Gender also take part in the study of educational discourses. Male dominant interaction patterns and Gender-specific language reinforcing patriarchal authority and frequently silencing female students (Hassan, 2023). Feedback from audiences, mirrors this linguistic socialization, and restricts student autonomy and critical participation (Huma, 2024). Recent studies also support this idea of authority construction while student- teacher interactions and provide more nuanced picture of how power is negotiated.

In Pakistan, sometime students resist teacher authority through hedging, minimal responses, and code-switching (Rashid & Mukhtar, 2022). Because English carries symbolic academic prestige, English medium classrooms produce more variant authority patterns than Urdu medium classrooms (Awan & Jamil, 2019). The critical discourse analysis is an influential methodological approach to analyse interaction between language power and ideology in learning institutions. Some Scholars like Fairclough (1995), van Dijk (1993) and Wodak (1996), critical discourse analysis got beyond the linguistic description question by challenging the way in which discourse both represents and constructs social reality. Fairclough's three-dimensional model (1992) is popular for its thorough

linking of linguistic choices to broader institutional and social contexts, clarifying how the classroom discourse reinforces wider social inequalities (Hassan, 2023). It is the most suitable model to use in learning research because it shows how Pedagogical relationships that same neutral maintain inequalities. The socio-cognitive approach of van Dijk (1993) is effective in uncovering the implicit mental frameworks that reflects authoritative discourses while classroom interactions and helps to explain the internalization of hierarchy and instances of resistance (Khan & Noor, 2024). The historical discourse approach (provided by Ruth Wodak, 1996) provides a historical perspective situating authority within the changing Socio- Political and cultural contexts that influence educational language practices overtime (Hassan, 2023). The study of critical discourse analysis has said light on the dispersive construction of power in the global educational settings. Similarly, the analysis of the British primary classroom by Mercer (2000) illustrate that teachers use the so- called directive questions (like what is the answer) to make the students comply instead of asking them with the aim of inquiry so that the teacher gains and advantage. On the same note, United States apply critical discourse analysis to examine the marginalisation of home language among students in Latino community's bilingual based classrooms as a form of creating authority using the English -based discourse (Gutierrez et al, 1999). These analyses mirror the linguistic resources of modality (like deontic obligation expressions) and Pronominal (like use of you instead of we), strategies as power means. Critical discourse analysis, beyond the Western world, has also been used to unwind the colonial histories in the postcolonial education. The study on Indian classrooms discourses demonstrates that caste-related hierarchies are linguistically implemented with the help of deference markers and honorifics, which are reflective of familial hierarchies in authority (Bhattacharya, 2015). In Africa studies on authority constructed while teacher-student introduction show that colonial languages such as the English in Zimbabwean schools, act as a weapon to grant teacher control over native languages ideology blessing students as inadequate (Makoni & Meinhof, 2003). In Pakistan, Studies on Urdu English code switching in schools, demonstrate that English is regarded to be a symbol of power, a symbol of modernity, and elitism over Urdu which is considered as backward (Rehman, 2004). This is in line with the dispersive practices dimension by Fairclough, where the social stratification is reproduced through language choices. Recently, an ethnography of the Punjab Public Schools informed by critical discourse analysis by Ali and Asgar (2018), investigate the role of teacher monologues and imperative in maintaining authoritarian pedagogy with reference to Islamic educational ideas of *Taaleem* (instruction) and *Tarbiyat* (moral upbringing). These studies reflect the practice of cultural artefacts, including textbooks, perpetuate authority, e.g. by presenting gender-based narratives that construct masculine teachers as a figure of authority.

In Pakistan, Studies on teacher authority through critical discourse analysis approaches vary but primarily draw on e-models developed by scholars like van Dijk, Fairclough, and Wodak, each offering different strengths. By using Fairclough' s model for the analysis of classroom discourses in Pakistan, to highlight the linguistic construction of authority while teacher student interaction, it analyses the discourse at three interrelated levels. At first, the textual level (language features and linguistic choices). For example, the teacher frequently uses modal verbs like must or should; “you must submit your assignment on time”, this use of obligation markers reinforces the teacher’s authority linguistically. Discursive practices concern with the language production and interpretation of text. For example, when a teacher gives instructions with imperative students interrupt this as non-negotiable. Student asks; “can I submit it tomorrow? But the teacher replies, “No! it must be today”, here the authority is constructed and maintained through the dispersive pattern of directive response and reflects teachers’ authority Third Level analysis is social practices (broader social and cultural context influencing discourse), analyses that, in Pakistani classrooms, hierarchical respect for teachers is embedded traditionally and the teachers use of formal titles sir/madam and authoritative language aligns with societal expectations making the authority linguistically legitimate. However,

this this model provides holistic understanding of how teacher authority is linguistically constructed and socially reproduced within Pakistani classrooms.

When a teacher says, 'you must answer all questions in the exam', students cognitively register this as non-negotiable authority. In this example, according to van Dijk's model, teachers' cognition views authority as part of their role expects complaints but students' cognition internalises hierarchical norms, recognising the teacher's dominance and the social expectation to obey. This approach highlights how authority is mentally represented and accepted or partially resisted in Pakistan, even partial questioning by students may reflect cognitive negotiation of authority. The statement of the teacher; 'you must answer all questions in the exam', is not only a directive but part of a long-standing educational tradition where teachers' authority is unquestioned. Wodak's historical approach, in this given example, highlights the historical context of Pakistani classrooms that have been influenced by colonial-era educational hierarchies, religious traditions and patriarchal structures. This historical approach also highlights Socio-Political ideology that is the authority is tied to respect for elder's formal titles (sir/madam) and institutionalized power. Some modern studies also used corpus-based analysis to identify the interpretations of linguistic authorities. By using Antconc 3.5.9 tool to analyses the exact and effective interpretations of words, used by teachers and students while interacting in classrooms, in Pakistan, for example, the words like must, should, said by the teacher reflects and interpreted as teacher's authority. But when it is said by the students interpreted as student's motivation or compassion about his/her work. This comprehensive study enhances existing literature by synthesizing various CDA approaches and applying them to the Pakistani context, illustrating how the linguistic authority functions as a mechanism of social reproduction and potential change. This study also highlights that in Pakistan, the cultural, gender and linguistic elements uniquely influence the classroom interactions. This study encourages interdisciplinary methodology that combines critical discourse analysis with sociolinguistics and educational psychology to examine comprehensively the power dynamics in classroom discourse. In Pakistan most of the educational policies and teacher training programs must recognise the nuanced expression of linguistic authority and its implications for language equality, gender and student empowerment, embracing multimodal and digital communication channels may also reveal innovative approaches to reflect classroom interactions facilitating non-discriminatory teacher-student relationships.

Research Gap:

The available literature is more focused on language policy or gender but does not follow the entire model developed by Fairclough or discuss creative reconstructions. The available literature lacks in exploration into multimodal and digital discourse within classrooms in Pakistan, particularly with the increasing prevalence of online and blended learning environments. Only a few studies have systematically examined student agency and resistance in language, particularly regarding female students, ensure incomplete understanding of interaction dynamics. The role of regional and minority languages in shaping authority dynamics and student identity is also uncovered. Still, there is more research required on pedagogical strategies that can challenge these hierarchical discourses and favours more inclusive classroom environments.

Methodology and Framework:

To critically evaluate and analyse, how authority in Pakistan is linguistically constructed in student-teacher introductions, in educational institution, this study employs theoretical research design, using critical discourse analysis and interactional sociolinguistics. The data, for this study, obtained through the analysis of observations student-teacher interactions in real settings of three institutions (a public university, a private college, and a higher secondary school) of Lahore, 35 interviews with teachers, and 28 focus-group interviews with students, to ensure contextual diversity. The observation in the classrooms includes 50 hours audio tapered classroom communication (10th and 9th Grade classes including Mathematics, English and Urdu). The observations were conducted on class discussion and individual interaction. Interviews conducted from teachers and group discussions include open ended

questions. This study used critical discourse analysis to analyse the interactions between teachers and students in educational institutions in Lahore which is one of the cities of contrasts between genders, therefore the schools, college and university were chosen to take part in the study due to the diversity in terms of socioeconomic factors. They study combines to analytical approaches critical discourse analysis for examining power hierarchy and authority and the interactional Sociolinguistics for understanding how authority is co-constructed in real time through linguistic strategies (Gumperz, 2015). AntConc 3.5.9 tool is used to generate words collocation and concordances that helps for the identification of recurrent linguistic markers of authority.

Data Analysis:

The audio recordings were transcribed then uploaded that transcribed text to the AntConc 3.5.9 tool to generate frequency list and identify the items linked to authority (must, should, need, now, not, you, listen, okay, etc). Generate concurrent lines for these items to observe their use and interpret their meanings and compared authority Constructions across teachers' generals and institutions. For example the authority of teachers constructed through linguistic choices that shows directive control includes imperative (like sit down, open your books) task assignments (like write this, do exercise 5) and prohibitions (like do not talk, stop doing that), similarly linguistic choice that shows authority includes modality (must, have to, need to, should, ought to, might, could, I think). Politeness and softening in teachers' communication while teacher-student interactions in classroom shown through hedges (maybe, perhaps, I guess), respect terms (like sir/ madam/ miss, beta). Evaluative language includes approval (good, excellent, good efforts, correct) and disapproval includes wrong, no, not at all, incomplete and turn taking control includes initiations like questions that start the IRF cycle (initiate, response and feedback move), interruptions and allocation of turns (like you answer this, next, speak louder) (Bilal, 2012). Resistance or alignment shown through compliance (yes sir, okay, did it). The language choices that show power includes use of English language as authority, Urdu language for relational tone and code-switching associated with stance shifts. Use of paralinguistic use like toon laughter causes stress also reflect teacher's power. By using Fairclough's model of analysis (1995), the coded transcription was based on the linguistic characteristics (for example, imperatives; more than half percent include teachers' utterance), production (for example teacher-led parsing), and interpretation (like students nod as compliance). The thematic codes attached to the ideology of Pakistan. AntConc tool modified and aided thematic analysis. Moreover, the egalitarianism interaction relations, were creatively simulated with the help of the transcripts by mutating them and testing the transformative power of CDA.

Findings and Discussion:

This study is a deep analysis of the findings of the Corpus based analysis that was carried out using AntConc 3.5.9 tool. The purpose of this study was to examine the methods of constructing argumentative text particularly their modality and the patterns of language that define their writings by the students of English. Moreover, the findings of the study are systematized into three main domains that are the lexical frequency patterns, concordance behaviour, and collocational structures and all these domains help to understand comprehensively the mastery of writing academic text by the students and the degree to which they use modality successfully in the conversational discourses or argumentative discourses. Some words are more frequently used throughout the transcribed text of the students which shows that they were thematically oriented and such words include must, you, should, need, memorize, must be, should, etc., as quite regular. The corpus analysis highlights more aspects of the linguistic decisions of the students as well as the teachers used in the conversation while student teacher interactions in the classrooms. The students rarely used words in conjunctions. Moreover, the model words like should, must and can characterised by collocational patterns underscore their argumentative functions, like 'should' was commonly used to give direction or with change and improvement related words (like should improve, should develop), 'must' was commonly linked with more powerful directives (like must follow, must understand, must do it).

It is also identified through the Corpus analysis that in Pakistan, linguistics construct systematically the authority and power in academic institutions. The 50 hours classrooms recordings transcribed in around 190500 words of annotated transcripts, which indicates that the authority and power cannot be considered as predetermined and prearranged quality of teachers but the performance interaction comprising of linguistic decisions. The conversational patterns while teacher-student interactions in the classrooms, from the three observed academic institutions (schools, University and college, from Lahore, Pakistan) shared common patterns in terms of teacher instructions, teacher questioning, modality and the signs of politeness, all of them had different impact on the teacher-student relationship. In Pakistan, teachers more likely used to dictate their obedience with orders. One of the male teachers of math classes said, 'sit down and listen!' (Imperative, 60 % of Utterance) and indicate that the students are in submissive positions as power supplement while in contrast, the students use imperative very rarely, but they have always polite request, for example sir! May I ask something? Therefore, it could be analysed as imperatives, used as control mechanism which are frequently supported by threats: do it, or you will fail. In Pakistan, this pattern of speech maybe outlines as the part of traditional belief of the respectful hierarchy where it is impossible to question the authority. In one of the English lessons, the teachers said, "you must have memorize this formula", indicates the dominating deontic modality. Similarly, modality of epistemology that reflects superiority in Urdu class, is shown in the teacher's speech, "This is how I know the best ". The students' responses are interpreted as low modality: I believe... perhaps... (student) to act in a submissive way. In the classrooms, while the student-teacher interactions, women instructors use less authoritative forms of modality while, in contrast men instructors use more devastating forms which acknowledge patriarchal conceptions. The use of pronouns grant authority like teachers using "you" on students (you are wrong, you are right, you must learn) but "we" for both the students and the teacher (we will learn). The appraising words like lazy or brilliant, excellent or stupid are ideologically positioned on the students in which the lazy and stupid words are applied to justify punishment while the brilliant and excellent words are applied to appreciate the student. In the classrooms, the code-switching between English and Urdu languages also indicated as a source of power. For example, when teacher giving an order, "stand up!", shows that the teacher is modern and get power but when reprimanding one of the children "beta thee karo" considered as a source of family power. One of the students from the focus groups commented; "we do not talk in a Focus Group without being asked", would be disrespected to talk and reflects the power through banning dissent. Most of the times, the students nod their heads or repeat the phrases like "yes", "sir" considered as visualised responses, indicated that the students understand that the silence is an expression of submission, and this is also seen by the teachers interviewed as a way of discipline and is related to the values of manners in Pakistan. The classroom discourses followed obedience and elitist ideologies. The teachers take themselves as the guardians of knowledge referring to the teachings of Islam where the teacher is considered as the ullaama (scholars). When the teacher says, "you will listen to me or I will tell your parents", shows the marketing of power by connecting education with money. To demonstrate that, the critical discourse analysis has a competitive advantage, here is a comparative analysis of two teachers conversations with the students of 10th grade, in English class when Urdu teachers said "you are supposed to do this homework" and student replies "yes sir" but their mathematics' teacher said the students, "what do you think about this homework?", and the student replies "I think it is excessive and can we discuss it?". This comparative analysis shows the transformation of model approach by deontic to epistemic resulting in dialogue authority of power.

The pragmatics in the conversations of the teachers contains huge imbalance of instructional and evaluative discourse. The most frequently used speech act in the observed classroom discourses was the speech act of directive comprising of 46% of all the teachers turns. These were the cause of preponderance of the maintenance of order and control as the major interactional role in the teachers' conversations while student- teacher interactions in classrooms. It is observed through Corpus

analysis that 28% turns occurred in teachers and Returns contains questions that were mostly closed and recall based questions rather than the open questions which are exploratory questions and a very less part of the one class consisted of students' feedback or students' conversation with teachers. It is also observed that during the lecture the teacher talk allocated to either extended explanation or content-based lecturing was nearly 12% and this suggests that the expression of instructional authority was not discharged through the medium of imparting knowledge but through the medium of control-based motions. The findings of the study confirm that in Pakistan, the role of linguistic establishment of authority and power in the classrooms in causing power inequalities. During the classroom conversations between students and teacher, the use of imperative and modality in teacher's speech not only regulate the behaviours but also ideologically place students in a subordinate position as it is the case with Fairclough in his model. Like monologues, the discursive features restrict the student's agency, and the sociocultural relationships exhibit the methods of sacred and territorial history perpetuates them. This indicates the world trends in Pakistan with the exception that it is amplified by the traditional values. In contrast of Western dialogic classes, academic classes in Pakistan are deep rooted on transmission and not transformation which do not allow critical pedagogy (Mercer, 2000). The amendment in this study includes the teacher education in conversational practices in Pakistan, could reduce the use of authoritative discourse while teacher-student interactions in classrooms. Students' participations in the classroom discussions must exit and praising. Gender inequalities through linguistics should be restricted or eliminated. In Pakistan there is no boundary in the classroom, but the construction of authority is also applied to clarify hierarchies that are present in the societies. It could be more useful to the empowerment of citizens progress toward self-rule to violet it but still traditionalist oppose.

Conclusion:

This study evaluates and examines the application of modality in argumentative writing by the students of academic institutions of Pakistan. This study was more focused on lexical choices, concord and collocational patterns as part of the corpus linguistics by using the AntConc 3.5.9. Tool to the methods which help students to convey their stance, interact with academic ideas and built arguments. The findings of the study lead to an insight through the way students in Pakistan deal with model expressions and academic language in under a controlled argumentative genre. Moreover, the students mostly used model meaning in their arguments and they depend on such expressions as should, must, can, to create recommendations, possibilities and obligations. These modes indicate for hortatory exposition and their shoes indicates that the students are aware of the rhetorical requirements of the persuasive conversations. The frequently used modality does not only indicate their functional competence but also the evidence of their knowledge of the effect of linguistic choices on meaning and its impact. The lexical choices and collocational patterns also demonstrate that the text of the students is highly academic based. Their most frequently used words associated with writing learning ability and performance that indicates the students conceptualize or memorize their subjects in the educational context. The excessive use of some model verbs specially or particularly 'should' demonstrate that the students can use more model verbs and learn the final differences in model meaning. Moreover, the vocabulary used by the students which is specific to the field of discipline, particularly in the context of modality indicate that they are internalize the theoretical language of linguistics and use it in the arguments accordingly. The increased focus on the synthetic complexity and cohesive devices help students to create more refined arguments in the classrooms.

This study shows that the authority in Pakistan is neither a static trait of teachers nor a part of institutional hierarchy, but it is constructed through the linguistic choices in the classrooms. The teachers produce model of schooling by using directives, evaluative comments, that-taking control and asymmetrical pronouns in their conversations, where the power flows downward. Similarly, the conversational interactions between students and teachers also carries the possibility for resistance,

reinterpretation and shared meaning making. The critical discourse analysis also supports this argument that the authority is not just exercise, it is discursively constructed, performed and sometimes challenged in real time through language. This study also highlights that the similar mechanisms of linguistic power appear across educational systems, yet the Pakistani context brings its own sociocultural weight. The educational system of Pakistan intensifies the symbolic Value of a teacher's voice through their rigid traditions, colonial legacies, gender expectations and institutional constraints. The instructions given in English language considered more acceptable and English-medium instructions, honorifics and moralised directives index broader ideologies about class, knowledge and obedience, and through these patterns, the students imagine their role in learning and teachers justify their authority. The study also applies the Fairclough' dispersive model in classroom discourses in the academic institutions of Pakistan. Most of the part of our knowledge comes from structural descriptions of questioning patterns instead of people examinations of methods by which power is enacted and interpreted. Previous studies ignore multimodal cues like tone, pauses, humour, or embodied gestures, all of which influence how the authority is responded, and without paying attention to these layers educational reforms that promote student-centre learning risk remaining rhetorical instead of transformative. This study also suggests that the meaningful pedagogical change, required more than new curricular or training modules. It requires changing in linguistic norms in the academic institutions that sustain authority. While teacher-student introductions in the classrooms, when teachers shift from heavy discourse to collaborative meaning making, they create room for student agency and creates convenience without losing their professional expertise. The critical discourse analysis helps for understanding these shifts and for revealing the methods by which underground ideologies can be reproduced through ordinary conversations in the classrooms. However, this article ultimately positions the classroom language as a bridge between the social structures and the educational practices. The understanding of the construction of authority through language helps to identify why certain inequalities exist and where possibilities for their change lie. For Pakistan as well as for the other countries where the rigid traditions intersect, this study with deeper analysis of teacher-student interactions is not only academically valuable, but also central to imagining more non-discriminatory, collaborative or democratic, intellectually and academically generative learning environments.

References:

- Ali, S., & Asghar, M. (2018). Authoritarian pedagogies in Punjab public schools: A critical discourse perspective. *Journal of Educational Research*, 21(2), 45–60.
- Bernstein, B. (1990). *The structuring of pedagogic discourse*. Routledge.
- Bhattacharya, U. (2015). Coloniality and caste in Indian classrooms: An ethnographic CDA approach. *Discourse & Society*, 26(3), 325–345.
- Bilal, H. A., Rafaqat, U., Hassan, N., Mansoor, H., & Zahra, Q. (2012). Editorials of Pakistani English print media: Application of CDA. *International Journal of Linguistics*, 4(3), 744–754. <https://doi.org/10.5296/ijl.v4i3.2444>
- Bilal, H. A. (2012). Discourse analysis of *The Gift of the Magi* (Smith's discourse modes). *Academic Research International*, 2(1), 686–694.
- Fairclough, N. (1989). *Language and power*. Longman.
- Fairclough, N. (1995). *Critical discourse analysis: The critical study of language*. Longman.
- Gutiérrez, K., Baquedano-López, P., & Tejeda, C. (1999). Rethinking diversity: Hybridity and hybrid language practices in the classroom. *Mind, Culture, and Activity*, 6(4), 286–303.
- Hassan, M. (2023). Critical classroom discourse analysis at the higher education level in Pakistan. *Karachi Journal of Linguistics and Research*, 5(1).
- Khan, M., & Noor, S. (2024). Language and power dynamics in Pakistani society. *Poverty Research Journal*, 8(2).

- Makoni, S., & Meinhof, U. (2003). Colonial linguistics and the politics of language in African schools. *Journal of Language, Identity & Education*, 2(2), 103–124.
- Memon, G. R. (2019). Gendered teacher-student dynamics in Pakistani classrooms: A sociolinguistic review. *Pakistan Journal of Education*, 36(1), 55–72.
- Mercer, N. (2000). *Words and minds: How we use language to think together*. Routledge.
- Rahman, T. (2002). *Language, ideology and power: Language-learning among the Muslims of Pakistan and North India*. Oxford University Press.
- Rahman, T. (2004). Language policy and education in Pakistan: A critical analysis. *Annual Review of Applied Linguistics*, 24, 219–239.
- Seedhouse, P. (2004). *The interactional architecture of the language classroom: A conversation analysis perspective*. Blackwell.
- Sinclair, J., & Coulthard, R. M. (1975). *Towards an analysis of discourse: The English used by teachers and pupils*. Oxford University Press.
- van Dijk, T. A. (1993). Principles of critical discourse analysis. *Discourse & Society*, 4(2), 249–283.
- Walsh, S. (2011). *Exploring classroom discourse: Language in action*. Routledge.
- Weber, M. (1978). *Economy and society*. University of California Press. (Original work published in 1922)
- Wodak, R. (1996). *Disorders of discourse*. Addison Wesley Longman.