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UNVEILING LINGUISTIC IMPERIALISM IN ELITE EDUCATIONAL INSTITUTIONS: A CASE STUDY

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ABSTRACT

Within elite educational institutions, this study explored the complex and highly difficult relationships between language imperialism, linguistic identity, and academic success. This case study provided a study of the behaviors that sustained linguistic imperialism within these settings by drawing on qualitative approaches, including teacher and student interviews. The study investigated the perspectives and experiences of multilingual and struggler learners using theme analysis, illuminating their challenges, approaches, and goals. The results highlighted how language rules and teaching methods had a widespread impact on students' cultural identification, academic engagement, and feeling of belonging. By elevating providing insights for academics, policymakers, and educators, the study emphasized the significance of inclusive learning settings and increased knowledge of linguistic imperialism in elite schools. The marginalization of multilingual and linguistic minority students at top educational institutions is exemplified by this example, which highlights the widespread effects of language imperialism. It highlights how crucial it is to have inclusive laws and support networks in order to deal with language variety and advance equal rights.
Key words: Linguistic Imperialism, Elite Schools, Language Policies, Multilingualism.

INTRODUCTION

In recent years, linguistic imperialism a complicated and widespread phenomenon has attracted a lot of scholarly attention, especially when it comes to prestigious educational establishments. Postcolonial transcultural discourse has layers of complexity that are revealed as researchers explore the complex processes of linguistic power, influence, and domination (Teke, 2013& Phillipson,1992). Rethinking imperial languages English in particular fundamentally has changed the academic environment, casting doubt on long-held beliefs about linguistic domination and cultural hegemony (Teke,2013). This literature study critically looks at important works written by academics including Robert Phillipson, Richard Powell, and Charles Ngiewih Teke. It provides insights into the historical backdrop, present manifestations in elite educational contexts, and complex nature of linguistic imperialism.

Scholars have emphasized the ways imperial languages influence cultural identities, power relations, and educational policies by utilizing a wide range of views and approaches (Teke, 2013; Phillipson, 1992 & Gonzalez Fernández2005). Researchers have highlighted the complex interactions between language, culture, and education via painstaking examination of historical legacies and postcolonial realities (Powell, 2010& Gonzalez Fernández2005). Additionally, research examining strategies for language instruction in postcolonial settings has illuminated the persistence of linguistic disparities and the marginalization of non-dominant languages (Bale, 2011& Phillipson2009).

In light of this, this study has two goals and objectives. First, by looking at both factors that support language hegemony, the study aims to investigate the subtle forms of linguistic imperialism inside elite educational institutions. The goal of the

research is to understand the mechanisms behind linguistic imperialism and how it affects educational fairness and inclusion by conducting a thorough investigation of language policy, instructional methods, and socio-cultural dynamics.

Secondly, inside elite schools, the research attempts to investigate the viewpoints and experiences of multilingual students and learners of language strugglers. The research aims to clarify the nuances of language acquisition, identity development, and academic success in linguistically varied situations by including the perspectives of educators and students. The study aims to make underrepresented students' voices heard and to guide policies and practices that support linguistic diversity and inclusiveness in high-end educational environments. It does this through qualitative inquiry and theme analysis.

Language imperialism affects all aspect of society, including politics, media, and education (Phillipson, 1992; Mar-Molinero, 2010). This research aims to deepen our awareness of linguistic imperialism's consequences for affluent educational institutions and open the door for more inclusive and equitable language practices and policies by critically analyzing the literature on the subject.

Using the theoretical framework of linguistic imperialism, Robert Phillipson describes how dominant languages and language ideologies penetrate elite educational institutions in this case study of cultural imperialism. Linguistic imperialism has been defined by academics like Robert Phillipson as exposing the power dynamics seen in language hierarchies, in which some languages are prioritized over others due to political, economic, and cultural factors.

Problem of the statement:

The experiences of multilingual students and learners of linguistic strugglers are impacted by elite educational institutions' frequent employing of both explicit and implicit strategies to uphold language imperialism. In an attempt for better comprehension how linguistic minority learners evaluate their educational environment and how multilingual students manage language learning and academic success in the context of linguistic hegemony, this study will examine the various forms of language imperialism that these institutions exhibit.

Research questions:

Central to this investigation are the following research questions:

RQ1: What are the factors that promotes language imperialism at elite educational institutions?

RQ2: How does the policy of instruction became a challenge at elite educational institute for linguistic struggler learner?

RQ3: How do multilingual students in prestigious institutions deal with navigating their identities?

Aims:

- To identify and analyze the visible and invisible acts that uphold language imperialism within elite educational institutions.
- To explore the experiences of struggling learners at elite institutions, shedding light on their challenges and barriers.
- To explore the strategies employed by multilingual students in prestigious institutions to reconcile their identities.

Significance of the study:

This study is remarkable because it provides a thorough examination of the complex interactions that exist between language imperialism, linguistic identity, academic success, and instructional medium or policies in affluent educational institutions. Through an exploration of both overt and covert forms of language imperialism, this study aims to identify the structural obstacles encountered by learners of linguistic minorities, illuminating their distinct difficulties and adaptive strategies. By comprehending these interactions, educators and legislators may create more linguistically diverse-friendly laws and teaching strategies that promote inclusivity, ultimately creating more egalitarian learning environments in esteemed universities. This research adds to the body of knowledge on language and education in academia while also providing useful advice for improving teaching methods and advancing equitable policies in affluent educational environments.

Literature review

Deep insights have been gained from the conversation on linguistic imperialism and cultural identity negotiation in modern academia. While Eoyang (2003) and others carefully consider English's worldwide relevance, Teke (2013) reevaluates imperial languages in a way that

contradicts conventional wisdom. Although Kasuya (2001) and Phillipson (1992) emphasize the historical and modern ramifications, Bale (2011) explores imperialism in language acquisition. The study of public perceptions is done by González Fernández (2005). Setting the foundation for this research paper's analysis of the subject, these viewpoints highlight linguistic imperialism's complexity.

The scholarly work of Charles Ngiewih Teke offers a fundamental a reconsideration of the fragility of imperial language as a transforming weapon in postcolonial transcultural discourse. Teke (2013) argues that imperial languages—especially English—are intrinsically weak and unable to accurately convey Western epistemology, in contrast to earlier viewpoints that supported these languages as markers imperial cultural capital or tools of supremacy.

According to Teke (2013), postcolonial authors utilize imperial languages to negotiate and express their cultural identities and epistemologies using a variety of tactics, including imitation, peril, subversion, and expropriation. Crucially, emphasizes how English, in all its manifestations, frequently adopts a global nature, absorbing aspects of authors' native tongues without destroying their cultural legacies. This sophisticated viewpoint highlights how intricate imperial languages are. In contemporary circumstances, imperial languages serve as convoluted instruments for cultural transmission and alteration as well as metaphors that generate power. This nuanced stance highlights the nature of this phenomenon.

Teke(2013) asserts that postcolonial authors become dynamic participants in the reorganization of discourses and the subversion of colonial and imperial power, representing the multivocality of cultures in constantly changing international settings. As stated by Eoyang (2003), English has a multifaceted worldwide significance that is entwined with historical legacies of capitalism and colonialism. Edward Said, Gayatri Spivak, and Homi Bhabha are among the scholars who question English's predominance and question the language's ability to accurately reflect non-English cultures in English discourse (Eoyang, 2003). It explores how writers represent other cultures to English-speaking readers by using techniques including homogenizing convention, vehicular matching, and referential constraint. Differences in methods, from exclusion to naturalization, are reflected in how other cultures and languages are portrayed in literature and the media.

Literature such as "Hogan's Heroes" highlights this variety by showing characters speaking English with unique accents in non-English environments. Genuinely portraying their cultures while guaranteeing reader understanding is a difficulty for ethnic writers. In order to accurately portray cultural subtleties, Chang-Rae Lee, for example, incorporates Korean language and speech patterns into "Native Speaker". Works of fiction like "Native Speaker" and "No-No Boy" shed light on the complex relationship that exists between language, cultural identity, and the integration of immigrant families into the United States of America. The language employed in these pieces challenges prevailing narratives and stereotypes about minority groups in addition to reflecting cultural conflicts.By highlighting the intricacies of English and its implications for cultural representation and identity, Eoyang (2003) and other academics help us comprehend English as a postcolonial weapon. They open the door to more inclusive and accurate depictions of different cultures by critically analyzing language dynamics in literature and society.

A significant void in the conversation around language education policy is filled by Bale's (2011) groundbreaking study on imperialism and second language learning in the US. Bale exposes the flaws that have dogged conversations in this area by critically evaluating theoretical frameworks as well as historical studies. Bale explores the language education policy resource argument in detail, providing light on its ramifications and intricacies through a methodically organized investigation. His application of classical Marxist theory to analyze the linguistic, social, and ideological aspects of imperialism in language education policy further enhances this conversation. Bale emphasizes the necessity of a fundamental shift in current study and activism in language education policy by drawing on divergent historical events. He urges a change toward a more multilingual and equitable society in his art, which functions as a call to action. .. Bale's study provides insightful information for academics and politicians alike by highlighting the interdependence of historical backgrounds and current imperatives. This helps to shape a more nuanced view of the relationship between imperialism and second language education in the US. Academic circles have critically examined the rhetoric around linguistic

domination, especially as it relates to the historical background of French language ideology.

Kasuya(2001) explores the complex historical story of cultural and linguistic imperialism linked with the fight to preserve French as a leading worldwide language. The origins of national language ideology in France and its spread to colonies abroad highlight the close connection between linguistic nationalism and imperialism Kasuya (2001). This ideology was based on the idea that French was the language of universal human reason and that speaking it could civilize its speakers—a belief that was embodied in the myth of "clarté française" and "mission civilisatrice" Kasuya (2001). These metalinguistic discourses were crucial in establishing the idea that French was a dominant language, which in turn reinforced the idea that languages are hierarchical and that language use is a natural phenomenon. As English became the dominant international language, the "Francophonie" ideology emerged to defend French privilege against English monopoly, sometimes at the expense of minority linguistic rights Kasuya (2001). Beyond French language ideology, this recursive prototype of language domination finds resonance in a variety of linguistic situations around the globe. It is typified by a range of discourses, from illogical fables to theoretical models. Acknowledging these discourses as a recurrent template provides important insights for creating counterstrategies against language domination in any form Kasuya (2001).

Robert Phillipson's groundbreaking research on linguistic imperialism explores the complicated issues behind the global domination of particular languages. The complexity of linguistic imperialism is shown by Phillipson's work, which also highlights the necessity of theoretical frameworks to clarify its foundations. The historical significance of linguistic strategies in the context of past imperial powers like the British, French, and Japanese empires is a central focus of this investigation. These laws made it easier for European languages to spread over far-off continents, frequently replacing native tongues—a process whose legacy is still up for debate. It is still crucial to determine whether these colonial languages continue to further Western objectives at the expense of marginalized groups or act as bridges for cross-border communication and national unification. The development of English from a weapon of Anglo-American supremacy to a more inclusive medium of contact is being closely examined in this era of globalization. However, the threat of linguistic imperialism endures, showing itself in the marginalization of minority languages and the hegemonic imposition of dominant languages. A thorough framework for analyzing the causes and effects of linguistic imperialism is provided by Phillipson's classification of it as a structural, ideological, and hegemonic force. Additionally, he draws a comparison between linguistic imperialism and racial, gender, and class-based social stratification in society by characterizing it as a type of linguicism.

As demonstrated by continuous initiatives to question language hierarchies and advance linguistic diversity, linguistic imperialism is not without opposition despite its widespread effect Phillipson (1992)Language planning and policy in its former colonies have been significantly influenced by the British Empire's vast global influence over the course of more than five centuries. The British Empire left its mark on linguistic landscapes over vast swathes of territory, from the start of John Cabot's Newfoundland voyage in 1497 until the handover of Hong Kong's sovereignty to China in 1997. During its height in the 1920s, the British Empire covered a fifth of the planet's geographical area, which contributed to the expansion of English and solidified its position as the primary language of the globe. Richard Powell argues that the United States' economic and military domination in the 20th century reinforced the long-lasting effects of British colonialism and highlighted its crucial role in the English language's widespread use today.

Powell (2010) argues that conversations about imperialism and linguistic imperialism are always entwined with the extensive effects of the British Empire, and this provides important background information for comprehending the dynamics of language planning in postcolonial states. This research attempts to clarify the complex impacts of language policy by comparing them in former British colonies including Pakistan, Malaysia, and Kenya. This research aims to clarify the complex effects of British colonialism on language planning practices, shedding light on the challenges inherent in postcolonial language policymaking, through a comparative analysis of language policies in former British colonies like Pakistan, Malaysia, and Kenya. Although academic circles have given much attention to the debate around English's worldwide domination as an international language, the

viewpoints of the general population have received very less consideration.

In González Fernández's 2005 paper on Linguistic Imperialism, she draws attention to this discrepancy by highlighting the scant attention paid to public opinion about the spread of English. Even while academics and linguists have discussed English imperialism's effects in great detail, including concerns of injustice and prejudice, these conversations frequently take place only in academic settings. By investigating popular perceptions of English imperialism, González Fernández's research seeks to close this gap. She uses information from surveys and in-person interviews to shed light on the complex and often contradictory opinions that the public has about the organization that is responsible for the spread of English around the globe.

By using a comparative analysis, González Fernández highlights the gap that exists between public opinion and scholarly discourse. The public's lack of linguistic awareness is one of the key characteristics of the complex landscape of attitudes toward linguistic hegemony that González Fernández reveals Gonzá (2005).

By encouraging the absolute power of particular languages—usually English—as evidence of privilege and social standing, elite schools frequently support linguistic imperialism Phillipso (1992). English is frequently used as the language of teaching in elite schools, which can marginalize regional tongues and uphold linguistic inequalities that favor the dominant language Phillipson(2009).Subtractive Learning at Elite Schools: at certain postcolonial circumstances, children who attend elite English-medium schools may exhibit subtractive learning, wherein they prioritize their mastery of the English language over their native tongues. The emergence of English-medium international schools that serve wealthy families across the globe has led to the formation of a global elite that is fluent in English but may have weakened ties to their linguistic and cultural background Wechsler (2017). Linguistic Capital and Elite Education: While marginalizing other languages, elite schools frequently emphasize English language competency as a kind of linguistic capital that gives students access to global networks and possibilities Phillipson(2017). Opposition and Reaction: Several governments and academic establishments, mostly in Nordic nations, actively oppose linguistic imperialism by encouraging bilingualism and making sure that fluency in English does not devalue other national languages .When it comes to sustaining or lessening linguistic imperialism, the language policies that elite schools implement are extremely important. Laws that prioritize English over mother languages run the risk of making linguistic inequality worse Phillipson (2009).

The intricate language policies found in European Union institutions underscore the difficulties in balancing multilingualism with the preservation of non-dominant languages, thereby exemplifying linguistic imperialism Phillipson (2016).Language Hierarchies and Scientific Publication: The predominance of English in scientific publications reinforces linguistic hierarchies by forcing researchers from non-English-speaking backgrounds to write in English in order to be visible and respected Mar-Molinero (2010).

Extreme examples of linguistic oppression, such as the Turkish government's suppression of the Kurdish language and culture or China's treatment of linguistic minorities—especially in Tibet and Xinjiang—as a result of linguistic imperialism Skutnabb-Kangas & Phillipson (2017).

Examine the idea of "linguistic imperialism" in the context of globalization, emphasizing how the dominance of European languages—especially English—may sustain structural and cultural disparities across languages Phillipson (1992).

The problem of conserving native culture and values during the process of learning a foreign language is a topic of discussion. Learners must convey their cultural legacy through a different linguistic medium. Canagarajah (1999).

The psychological traits of Generation Z learners should be examined. They consider language proficiency to be crucial for surviving in the globalized world and exhibit awareness of cultural variety and history (Bunce et al., 2016).

Examine the changing function of foreign language instructors in education. They must now take cultural nuances into account and help students develop a positive outlook while preserving their own cultures Canagarajah(1999).Talk about how foreign language instructors should be cognizant of their students' home cultures as well as the foreign cultures they are exposing them to via their language studies Canagarajah (1999).

Stressing the need of incorporating cultural elements into language instruction to promote cultural

sensitivity and awareness, this article discusses the new role that foreign language instructors are taking on as cultural preservers Canagarajah(1999).Historical Context of Language Policy in Pakistan: Talk about how British colonial control affected the promotion and domination of English inside the educational system as you examine the historical background of language policy in Pakistan Phillipson(1992).Political Dynamics and Language Policy: Examine the political divides surrounding Pakistan's use of the English language in its educational system since its independence, focusing on how these dynamics have shaped language policy choices over time Canagarajah (2005).

Examine the most current Pakistani Education Policy to see what the article refers to as imperialist politics driving the English language's promotion, taking into account the ramifications for regional languages and the advancement of education (Phillipson, 2009)Legacy of British control and Linguistic Imperialism: Examine how British control affected language hierarchies and the over-representation of English in Pakistan. Make links between linguistic imperialism and this legacy Phillipson(1992).Impact on Regional Languages: Talk about how Pakistan's regional languages have been marginalized and used less frequently as identity markers of nationhood as a result of the Education Policy's promotion of English Skutnabb-Kangas & Phillipson (2017).Apply discourse-historical analysis to comprehend the imperialist discourse that underlies Pakistan's language policy, emphasizing the ways in which it affects social stratification and the construction of identity Fairclough (1995).

1. **Theoretical framework:**

The theoretical framework of linguistic imperialism by Robert Phillipson states that how dominant languages and language ideologies permeate elite educational institutions, drawing on the theoretical framework of linguistic imperialism. Scholars such as Robert Phillipson have framed linguistic imperialism as highlighting the power dynamics present in language hierarchies, wherein certain languages are given preference over others because of political, economic, and cultural causes. This theoretical framework offers a crucial foundation for comprehending the explicit and implicit actions that uphold linguistic imperialism in contexts of high education. Language imperialism is evident in elite schools not just in overt cultural norms and behaviors but also in explicit language policy. Language policies usually reinforce linguistic hierarchies and marginalize linguistic minorities by giving priority to dominant languages like Mandarin, French, or English. Further, by linking language ability to social standing and academic achievement, cultural norms at affluent schools of higher learning reinforce linguistic imperialism. Therefore, the experiences of language minority learners and multilingual students are shaped by the complicated relationships between overt policies and covert social processes that characterize linguistic imperialism.

This theoretical approach, which is in line with the research topics, offers a lens through which to view the experiences of multilingual and linguistic minority learners at elite institutions, so contributing to the understanding of linguistic imperialism in city schools. This study attempts to reveal the many expressions of linguistic imperialism in elite educational environments by examining the ways that language ideologies and power relations affect students' experiences and worldviews.

This research aims to document the perspectives and experiences of multilingual students attending top institutions and learners of language minorities by using qualitative techniques including in-depth interviews and theme analysis. This investigation attempts to clarify the difficulties, coping strategies, and institutional supports that influence students' academic and language paths in prestigious learning contexts. The ultimate goal of this research is to support initiatives that promote language diversity, equity, and inclusion at prestigious institutions of learning while also shedding light on the difficulties of linguistic imperialism in elite schools

At elite schools, language requirements have a significant impact on the classroom and fundamentally alter the atmosphere. The laws that pertain to language of instruction, competence standards, and admission criteria are complex strands that are woven into the fabric of elite institutions. They determine the routes to educational possibilities and have an influence on linguistic diversity and inclusion. The language of instruction is fundamental to the linguistic requirements of elite institutions, frequently acting as a symbol of both cultural and academic distinction and brilliance. As the universal language of communication, English usually replaces other languages as the main language of instruction in prestigious universities. Proficiency in

English is positioned as a sign of academic ability and cultural capital, reflecting larger society standards and desires for worldwide recognition. This emphasis on English as the primary language, however, may unintentionally exclude students whose first language is different, erecting obstacles to their full involvement and engagement in the academic community. Further adding to the complexity of language requirements at elite institutions are language competency levels. Respecting strict English language standards, which are frequently assessed using standardized exams like the TOEFL or IELTS, acts as a gatekeeper for enrollment in prestigious universities. Although these criteria are purportedly designed to promote academic preparedness and enhance communication, they may unfairly penalize multilingual students and learners from linguistic minority groups whose linguistic origins deviate from the accepted mainstream. Consequently, this reinforces linguistic hierarchies and the predominance of some languages over others by making access to educational opportunities dependent on linguistic conformity. Furthermore, language proficiency standards and admissions criteria are closely related at elite institutions, reflecting institutional interests and ideals. Language competency is frequently used as a criteria for admission, giving students who are proficient in the prevalent language an additional advantage over those who are not, even while evaluating intellectual potential. Limited chances for students from linguistically varied backgrounds result from the emphasis on language ability as a criterion of eligibility for enrollment, which perpetuates disparities and fosters exclusivity within the educational environment.

Language of Instruction: The language of instruction in the vast fabric of elite education is a combination of cultural values, institutional conventions, and social objectives rather than just textbooks and classroom teasing. The choice of language, whether it English, French, Mandarin, or any other language powerhouse, determines the course of the academic adventure to come.

Above Pedagogy: Imagine yourself entering a lecture hall full of excitement and expectation, only to be met by a language that seems as alien as a far-off galaxy in place of familiar sounds. The equation suddenly turns from quadratic formulae to a difficult-to-understand problem. For learners of linguistic minorities navigating the maze of elite education, it is the reality.

The cultural and Institutional Values: Instructional language carries hidden meanings related to institutional ideals and cultural capital. French emanates refinement and heritage, yet English may be the dominant language, representing globalization and economic might. Mandarin represents cultural legacy and geopolitical importance because of its old civilizational foundations. Every language carries with it a unique set of privileges and reputation that profoundly influence the educational environment.

Requirements for proficiency: Requirements for proficiency act as strong gatekeepers, controlling entrance to highly selective schools with great force. In order to be admitted into these esteemed institutions, prospective students must meet stringent prerequisites, many of which revolve on fluency in the language of instruction.

A Hegemony of Dominant Language: Language proficiency is the most important qualification in the world of top education. Proficient knowledge of the dominant language is seen as a sign of academic brilliance and cultural capital, regardless of the language—English, French, Mandarin, or any other widely known language. As a result, many students from linguistic minorities may not be able to meet the competency criteria, meaning that barriers to education are effectively put in place to prevent them from attending.

Language and Culture Representation: Prestigious educational establishments frequently align their curricula with prevailing linguistic and cultural conventions, which may result in the marginalization of minority languages and cultures. We investigate the representations of languages and cultures in the curriculum through a review of curriculum materials and papers. Furthermore, we look at how much linguistic variety is embraced and recognized, as well as how much it is hidden and disregarded.

Standardized testing's impact: Curriculum development and teaching methods in affluent schools are greatly influenced by the forms of standardized tests. A disadvantage faced by linguistic minorities who might not be fluent in these languages is that these exams frequently give preference to competence in the prevailing languages. We examine how standardized

examinations contribute to the maintenance of language hegemony and hierarchies in educational environments by closely examining their format and content.

In summary, linguistic dominance occurs in complex ways that privilege some languages and cultures while marginalizing others, as demonstrated by the examination of curricular structures and standardized testing procedures at elite educational institutions. By evaluating these structures critically, we may better understand the difficulties encountered by learners who identify as language minorities and the pressing need for curricular changes that promote linguistic diversity, cultural representation, and fair educational opportunities for all students.

3. Methodology:

3.1 Research Design:

The methodological technique of qualitative research was used for this study because it offers in-depth and extensive insights into the viewpoints, perceptions, and lived experiences of the participants. Qualitative approaches provide a deeper investigation of intricate social problems, such linguistic imperialism, inside the framework of elite educational institutions, in contrast to quantitative research, which concentrates on numerical data and statistical analysis.

Qualitative research provides flexibility in data gathering methods. The intricacy of linguistic imperialism in affluent educational environments may be best captured by researchers using a variety of data collection methods, including semi-structured interviews, focus groups, and participant observation.

3.2 Research method:

This study used a qualitative case study methodology with an emphasis on prestigious educational institutions. The selection of qualitative research was based on its capacity to offer comprehensive understandings of intricate social problems, such language imperialism, in the setting of esteemed institution

4.1 Data Analysis and Discussion:

The process of analyzing interview data provides an all-encompassing investigation of the complex relationships that surround language imperialism, linguistic identity, and academic success in prestigious universities. This research sheds light on the complex nature of linguistic diversity and its consequences for educational practices and policy by examining the viewpoints and experiences that educators and students have shared.

RQ1: What are the factors that promote language imperialism at elite educational institutions?

Participant 1: With an emphasis on overt language norms like English-only policies, Participant 1 talked about the elements that support language imperialism in affluent educational institutions. They emphasized how these practices punish students whose first language is not English and promote linguistic marginalization by giving preference to English-speaking students.

Participant 2: The second participant expounded upon the intricacies of linguistic restrictions within esteemed academic environments, highlighting the subtle manifestations of linguistic marginalization that exist within affluent educational institutions. They talked about the ways that speaking in one's native tongue is prohibited in the classroom and the ways that non-native English speakers are treated with disrespect.

Participant 3: The importance of identifying and addressing linguistic imperialism's overt and covert supporters within elite educational institutions was stressed by Participant 3. In order to establish more inclusive learning settings, they emphasized the significance of tearing down language hierarchies and promoted a multifaceted approach to counter linguistic imperialism.

Participant 4: The fourth participant talked about how language policies and practices in prestigious universities made them feel excluded. They talked about experiences of feeling inferior as non-native English speakers in academic settings and of being discouraged from using their mother tongue.

Participant 5: The need of raising the perspectives and experiences of language minority learners in language imperialism discussions at prestigious universities was emphasized by Participant 5. In order to comprehend and combat linguistic marginalization more effectively, they underlined the significance of actively interacting with the lived realities of these pupils.

Participant 6: The sixth participant talked about the necessity of a multifaceted approach to counteract language imperialism in academe institutions. They promoted programs that go beyond language regulations to encourage linguistic diversity and

inclusivity, as well as critical investigation of underlying biases and presumptions.

Participant 7: Within top universities, Participant 7 highlighted the significance of recognizing and valuing each student's linguistic background. They emphasized the need of developing linguistically diverse learning settings.

The interviews further emphasize how critical it is to put linguistic minority learners' experiences and viewpoints front and center in conversations on language imperialism at elite educational institutions. In order to better comprehend the subtleties of linguistic marginalization and provide more focused interventions to address these problems, educators and legislators should actively engage with these kids' lived experiences and elevate their voices. Proactive steps to support language minority learners are also necessary to foster a culture of linguistic diversity and inclusion in elite schools. These steps include offering language support services, developing curricula that are sensitive to cultural differences, and giving students the chance to interact with people from different backgrounds and languages.

RQ2: How does the policy of instruction become a challenge at elite educational institutions for linguistic struggling learners?

Segment 1: The first participant discussed the complex issues that language minority students encounter in prestigious educational environments, such as overcoming linguistic barriers, cultural disparities, and academic expectations in an environment where English is the primary language.

Segment 2: They spoke about how language minority learners frequently experience emotions of inadequacy and self-doubt as a result of feeling excluded or silenced in class discussions and debates owing to their inadequate English competence.

Segment 3: Under the pressure to conform to prevailing language norms, Participant 1 underlined the difficulty of conveying ideas and thoughts in a language that may not be the primary medium of communication for language minority learners.

segment 4: Participant 4 elaborated on the difficulties encountered by kids from language minority backgrounds in affluent schools, emphasizing the fight to maintain their linguistic identities in the face of English's predominance as the primary language of teaching and communication.

Section 5: They talked about how students could feel pressured to downplay or suppress their linguistic heritage in order to conform to the norms of the dominant language, which upholds linguistic hierarchies and cultural hegemony.

Elite school education is frequently characterized by a wide range of difficulties, especially for learners from linguistic minorities who must negotiate linguistic hurdles, cultural differences, and academic expectations. In a setting where the language of instruction is English alone, these students have a distinct set of challenges that prevent them from participating fully in the academic discourse and claiming their linguistic identities. The extensive challenges and experiences of language minority students are brought to light by the interviews that were done, creating a clear picture of the difficulties involved in navigating selective educational environments. The inability of language minority learners to fully participate in class discussions and debates is one of their biggest obstacles. According to the interviews, there are times when these students feel excluded or silenced because of their limited ability to communicate effectively in English. As linguistic minority learners struggle with the expectation to explain their thoughts and ideas in a language that may not be their primary medium of communication, the pressure to adhere to prevailing language standards frequently results in feelings of inadequacy and self-doubt. For language minority learners, being unable to participate completely in class discussions and debates is one of the biggest obstacles they confront. Some learners fail to express themselves confidently in English, and the interviews show that at times they feel silenced or excluded because of their language ability. When learners of linguistic minorities are expected to express their ideas and thoughts in a language that may not be their primary means of communication, the pressure to adhere to prevailing language standards frequently results in feelings of inadequacy and self-doubt. Furthermore, learners who identify as language minorities frequently face obstacles while attempting to establish their linguistic identities in the context of a top school. Pupils who speak languages other than English may feel pressured to repress or minimize their linguistic background in order to fit in with the dominant linguistic norms due to the English language's dominance as the main language of instruction and communication. This phenomenon is known as cultural hegemony. This

elimination of language variety serves to uphold linguistic hierarchies that place a premium on English competence while simultaneously lessening the diversity of pupils' ethnic origins. Language hierarchies must be actively demolished and linguistic diversity must be actively promoted by top institutions in order to provide a more welcoming learning environment for learners who identify as linguistic minorities. Providing language support services, developing culturally sensitive curricula that represent the varied linguistic experiences of all students, and putting into practice policies and procedures that acknowledge and celebrate students' linguistic origins are all part of this. A more equitable and inclusive learning environment where all students feel appreciated and supported in their academic endeavors may be established by top schools via embracing linguistic diversity and supporting language minority learners.

RQ3: How do multilingual students in prestigious institutions deal with navigating their identities?

Part I (Interviewee 1):

Participant 1 emphasized the amazing flexibility and inventiveness displayed by multilingual students in esteemed universities as they navigate their identities in the face of language variety and academic demands. From the interviews, they highlighted these kids' proactive approaches to language acquisition, cultural integration, and academic performance.

In the second segment (with Participant 2), the speaker went into further detail on the experiences of multilingual students at prestigious colleges, highlighting how they use their language and cultural abilities to get over prejudice and live up to unrealistic expectations. The significance of recognizing and valuing linguistic variety as a strength was highlighted as they talked about the significant contributions these children make to the school community.

In the third segment, Participant 3 emphasized the significance of the understandings acquired from the interviews concerning the methods of instruction and the execution of policies in prestigious establishments. They underlined that in order to guarantee equitable treatment for all kids, regardless of their linguistic background, schools must critically evaluate their language policies, teaching practices, and support networks.

Talking about the practical implications of the interview data, Participant 4 supported inclusive curriculum development, language assistance services, and culturally sensitive pedagogy to support linguistic fairness and cultural diversity in elite educational institutions. This was covered in Segment 4 (Participant 4). They underscored the significance of systemic enhancements attained by cooperation among educators, administrators, and legislators.

The significance of acknowledging and appreciating linguistic variety as an asset rather than a drawback in prestigious educational environments is highlighted by their experiences.

Implications for Practice and Policy:

The information acquired from the interviews has a significant impact on how elite institutions approach education and how policies are implemented in that regard. To guarantee that all students are treated fairly, regardless of their language background, schools must critically assess their language policies, instructional strategies, and support systems. This could involve encouraging inclusive curriculum development, offering language assistance services, and putting into practice culturally sensitive pedagogy. Furthermore, systemic improvements that support language fairness and cultural diversity in elite educational institutions can only be implemented through greater collaboration between educators, administrators, and lawmakers.

Observation in the classroom gives an essential alternative layer of understanding, even while interview data delivers fascinating details about the personal perspectives of students and teachers. This observation sheet has been created to record students' interactions and language use in real-world environments in elite schools. Our objective in emphasizing on particulars associated with our study topics is to collect information that both confirms and enriches the conclusions generated by the interviews. With this combined approach, we will be able to provide a more comprehensive depiction of the issues that contribute to linguistic imperialism, the difficulties encountered by learners who are struggling, and how multilingual students negotiate their identities in these elite schools.

4.2 Observation sheet for a thorough and comprehensive depiction:

Introduction:

By providing direct observations on language use and student interactions in elite schools, this observational sheet is designed to accompany my interview analysis. To strengthen my results, it focuses on the research questions (RQs) I outlined and attempts to collect personal classroom observations.

Justification: There are certain details to note in each area of the document, which correspond to my RQs:

General Observations

English is the core language of instruction. Almost all the instructions which are provided to students are in English language without the concern about creating a language hindrance barrier. It is also observed that in the Urdu lesson(which is the native language) all the instructions are provided in English language.

Use of Other Languages: Urdu (native language) is only utilized in recess or unnecessary classes. Only English is used on inscriptions in hallways.

Cultural norms: The dress code is Westernized and shows western culture.

RQ1: Factors Promoting Linguistic Imperialism

Explicit Language Policies: According to the school brochure, the students are anticipated to have a "strong foundation in English, equipping them for success in a cosmopolitan world." There was no discussion of the value of multilingualism or respecting native tongues. Even the anthem of the school is also in English without any translation.

RQ2: Challenges faced by linguistic strugglers:

Participation: It seems that some students are reluctant to contribute to class discussions.

Emotional State: Using dictionary a lot, the student appears agitated while they write an essay.

Support from Teachers: Language proficiency teaching is not routinely differentiated for teachers. All the exceeding, expected and emerging students have been given the same task without any variation.

Accommodations: Not much was seen in the way of accommodations other than longer test times.

RQ3: Multilingual Students and Identity

Identity Expression: Using a shared tongue other than English, students divide into luncheon groups. Students who speak many languages frequently flip between codes when interacting with peers.

Identity Challenges: A pupil is afraid of being scrutinized, thus they are reluctant to dress traditionally. There have been no programs that highlight multilingualism in particular.

Tools for Difficult Students:

With a single part-time instructor servicing more than 50 students, there is little assistance for struggling English learners. No bilingual dictionaries are provided to the students. Even all the books in the library are in the English language which creates a huge language barrier between student's creativity and intelligence.

Analysis and Conclusion

This observation sheet shows that the observed school is showing alarming signs of linguistic imperialism. The near-exclusive concentration on English presents considerable challenges for pupils whose home language is Urdu, even though English is a crucial language for success in the global economy. According to this finding, students' intellectual capacity and the formation of their cultural identities may be hampered by the educational environment.

Promoting linguistic imperialism:

The school brochure's focus on a "strong foundation in English" and the fact that English is used nearly exclusively for instructions—including in Urdu lessons—sends the unmistakable message that English is better. As a result, Urdu loses its usefulness and students who are still working on their English fluency face needless obstacles. Moreover, kids whose native language is not represented may get alienated from the English-only song and school inscriptions that do not include any mention of Urdu.

Challenges for linguistic learners:

Language proficiency is associated with a culture of fear, as evidenced by the observed reluctance of certain students to engage in class debates and the emotional discomfort displayed by a student who was having difficulty writing an English essay. Reduced involvement and difficulty achieving academic goals might result from this. More disadvantages for struggling learners come from

education that does not differentiate instruction depending on language capability.

Students who speak many languages and identity:
The development of linguistically diverse social groups shows how important students' home languages are in creating a feeling of community. One of the most useful skills in today's interconnected world is linguistic flexibility, which is shown by code-switching among multilingual students. A possible disagreement between cultural identification and the educational environment's seeming Westernized norms, however, is shown by the student's reluctance to dress traditionally. This further marginalizes students' original languages, and it may also exacerbate feelings of alienation, especially in the absence of activities that celebrate multilingualism.

In conclusion:
Based on this observation sheet, it appears that students' original languages and cultural identities are sacrificed in favour of English competency in the classroom. Major modifications are required to provide a more inclusive learning environment, as evidenced by the lack of resources and the absence of assistance for students who speak Urdu.
These suggestions are as follows::
Create a bilingual curriculum that emphasizes Urdu and English so that children may acquire both languages and communicate with confidence.
Use qualified teachers and easily accessible materials, such as bilingual dictionaries and literature in the students' native tongues to provide appropriate ESL support.
Include activities and cultural events that honor the variety of language backgrounds among students and encourage multilingualism.
To ensure that every student has the best chance of succeeding, encourage instructors to differentiate their education according to the diverse language proficiency levels of their pupils.
Encourage children to explore their cultural heritage and acquire knowledge by providing books and materials in many languages, thereby making the school library more inclusive.
No matter what language an individual speaks in their own home, the school may make the atmosphere more diverse and equal for them through the implementation of these strategies. It is anticipated that this will enhance their educational achievement and cultivate a more profound sense of self.

Findings:
The information shows that English is primarily preferred as the language of instruction and communication in elite educational institutions. Subtle manifestations of language imperialism, such as the presumption of linguistic homogeneity and the absence of linguistic concessions, also contribute to the maintenance of linguistic hierarchies, even in addition to overt actions like English-only policies. Language-related obstacles are a major obstacle for linguistic minority learners at prestigious universities, and they frequently feel alone or isolated in the classroom. Their stories demonstrate how language regulations affect their feeling of community and academic engagement, highlighting the need for top institutions to recognize and encourage linguistic diversity more fully. In elite educational environments, multilingual students use a variety of ways to balance language acquisition with academic success. Multilingual students exhibit fortitude and a proactive attitude to language learning in spite of prejudices and erroneous expectations pertaining to their linguistic background.

Conclusion:
At first, this study illuminates the ways in which language imperialism affects multilingual students and linguistic minority learners, as well as how ubiquitous it is at elite educational institutions. Several significant conclusions have been drawn from a thorough examination of the overt and covert activities that promote linguistic imperialism as well as the perspectives and experiences of educators and students.
In elite schools, English is the primary language of instruction and communication. This perpetuates linguistic hierarchies and marginalizes children whose first language is not English, as shown by the study. Despite initiatives to support linguistic diversity, language regulations frequently ignore students' diverse linguistic backgrounds, which prevents them from fully participating and engaging in academic contexts.
Then, learners who identify as linguistic minorities and attend prestigious universities frequently experience feelings of marginalization and exclusion in the classroom as a result of language problems. Their experiences highlight the necessity of more

focused language support programs and culturally sensitive teaching methods, as well as more acknowledgment and support of linguistic diversity within elite universities.

Next, in spite of prejudices and erroneous assumptions pertaining to their linguistic background, multilingual students exhibit fortitude and a proactive attitude toward language learning. A more inclusive and stimulating learning environment for all students can be fostered by elite schools by recognizing the linguistic diversity of multilingual students and giving them chances to interact with their home languages and cultures.

Overall, tackling language imperialism and fostering linguistic variety in prestigious universities are critical first steps toward developing inclusive and egalitarian learning environments. Elite schools may help multilingual and linguistic minority learners excel academically and thrive in a varied environment by employing specific tactics and developing a culture of linguistic inclusivity.

The significance of encouraging linguistic variety and inclusivity in elite educational settings is highlighted by this research, which advances our understanding of the complexity of language imperialism and its effects on education. It asks educators, legislators, and other stakeholders to work together to overcome language-related obstacles and provide more equal opportunities for all pupils, irrespective of their linguistic backgrounds.

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