

Linguistic Imperialism and Social Hierarchies: A Study of the Commodification of the English Language in the Job Market in Pakistan

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ARTICLE INFO			ABSTRACT
Article History:			<i>The study investigates the role of linguistic imperialism and social inequalities in the Pakistani job market, with a focus on the commodification of the job market. In Pakistan's multilingual setting, English is believed to symbolise professionalism, education, and socioeconomic growth. In the present study, it is therefore examined how useful the knowledge of English is for upward mobility in the job market, wage distribution, and other opportunities. The paper examines the relationship between linguistic competence and socioeconomic status using the approach of linguistic imperialism (Phillipson, 1992). The research design applied is a mixed-methods approach, using quantitative data and qualitative interpretations from employees with various educational and professional backgrounds. The results, therefore, show that more proficient English speakers tend to have better working prospects and earn more than less proficient speakers, while target-language-inept speakers are economically marginalised and have limited job opportunities. According to Phillipson (1992), institutional norms and ideological disparities favour the English language over the indigenous languages. The speakers of other regional languages become marginalised in Pakistan as well as in the whole world. The participants' responses reveal that competence in English serves as a gatekeeping device that controls participants' access to jobs. The study also explores the impact of language-based divisions on the job market in Pakistan in the backdrop of the status quo.</i>
Received:	January	22, 2026	
Revised:	March	13, 2026	
Accepted:	March	23, 2026	
Available Online:	March	28, 2026	
Keywords:			
Linguistic Imperialism, Commodification of language, Socio-economic mobility, Language proficiency, Economic discrimination			
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Introduction

In multilingual societies, language serves not only as a medium of communication but also as an important tool for accessing economic opportunities and social mobility (Heller, 2010). Moreover, the role of the English language is not confined to education; it is also a means of earning for

people. English is an important language in Pakistan, particularly in Education, administration, and the job sectors (Shoaib et al., 2021). The national language is Urdu, with several regional languages widely spoken, but English is sometimes perceived as a language of progress and professionalism. Therefore, mastery of English has become one of the major factors determining employment opportunities; people who can speak English can get better jobs, while those who cannot do so can only get worse jobs (Rahman, 2002). It is a fact that English has more speakers than any other language, underscoring its global importance and contributing to the commodification of English (Cameron, 2012; Crystal, 2003; Saville-Troike & Barto, 2016). Additionally, it serves as a common language among non-native speakers worldwide and is used in business and academia (Sharma & Phyak, 2017).

English has also been given economic importance in the labour market in recent years. It is now considered a marketable ability rather than a communication skill that can boost employability and income generation. The ability to speak English fluently is considered an indicator of confidence, education, and work performance (Khalid, Mustafa & Anwar, 2023). This belief holds that English is a commodity that can be exchanged for better jobs and higher salaries. This implies that if someone is proficient in English, they are more likely to succeed in a competitive job market, while if they are less proficient in English, they are less likely to find a stable job (Heller, 2010; Block, 2012).

Such an unequal value of English is closely related to educational status and social class. Access to English-medium education in Pakistan is linked to urban, middle- and upper-class families, and there may be unequal opportunities for students from rural areas and Urdu-medium schools to develop their English language skills (Arif & Mustafa, 2025). This is because these gaps in access lead to differences in linguistic benefits, which are reflected in labour market outcomes. The language becomes a marker of class and reinforces social inequalities.

This relationship can be grasped using Philipson's (1992) concept of linguistic imperialism. Philipson asserts that language is not free from symbolism but carries an equal symbolic charge that can manifest as social and economic benefits. Some varieties of a language are more legitimate and prestigious in society, and therefore more beneficial to those who speak them in institutional situations, according to Heller (2010). English in Pakistan is an important instrument that opens up better avenues for education, jobs, and social mobility for people who can speak it.

At the same time, exclusionary effects operate in the job market due to the high demand for English proficiency. Many jobs involve using English, whether directly related to the job or not (Block, 2012). This practice can be harmful to candidates regardless of their technical skills or qualifications, even if they come from a non-English-speaking background. As a result, English is used as a filter in recruitment, symbolically marginalising people who are not proficient in it. This is a cycle that leads to market disparities and hierarchy within the language.

Although English is becoming increasingly significant in the professional world, there is very little empirical research in Pakistan that directly links the commodification of English to class-based inequality in employment. The majority of studies focus on language policy or education, and only a few examine the use of English as a gatekeeping device in recruitment and pay. This is why it is important to examine the role of linguistic capital in workplaces and its impact on social and economic outcomes for various groups of workers. In this context, the present study examines the role of English-language commodification in the job market and its contribution to social inequality in Pakistan. It mainly suggests that using English can lead to many disappointments for those who are not proficient in it. It focuses on research questions:

- 1) How has the English language occupied job opportunities in the Pakistani marketplace?

- 2) What role does English commodification play in promoting class-based inequalities?
- 3) How does the commodification of English employ linguistic imperialism in Pakistan?

The study is conducted using a mixed-methods approach, and Philipson's (1992) conceptual framework is employed to describe linguistic imperialism. The data used in the analysis will be collected from questionnaires completed by employees regarding their English language competence, level of education, job level, and income. Based on this information, the research will analyse the influence of English-language skills on employment and the relationship between linguistic stratification and social inequality in Pakistan.

Literature Review

Language is not just a means of communication; it is used to increase economic resources (Heller, 2003). The same concept was developed by Cameron (2012), who suggested that, like other goods, the English language also has exchange value and is treated like an exchangeable commodity, as English gains the value of a global commodity. The reality is that any language or linguistic feature could be treated as a commodity (Banda & Mokwena, 2019).

Simpson (2023) has explained how the profit-driven approach of commercial ELT influences language instruction. He examined education as a form of production, asking how lessons are created and how the processes of institutions of learning and their stakeholders are affected by both lesson production and profit production. Simpson (2023) presented a theoretically sound understanding of capital and expanded on it by examining the relationship between language instruction and the flow of capital for profit. Simpson addressed ELT both locally, providing more in-depth accounts of the work lives of those in the Japanese eikawa ELT industry, and globally, discussing the ELT sector in the UK, the US, Ireland, Canada, Japan, Spain, and online internationally.

Among many other things, the neoliberal era of globalisation since the late 1970s has resulted in the casualisation of labour through freelancing, zero-hours, and other irregular forms of employment; a stagnation of wage growth; and the elimination of many benefits and entitlements associated with employment (Harvey, 2005). Block and Grey (2016) worried that teaching languages might occasionally turn into a de-skilled profession in which instructors are expected to produce discussions or sets of consequences that are frequently predetermined, a concern that appears pertinent in a variety of situations. Frequently, the idea of teaching labour (i.e., what the role of the teacher is believed to involve) captures nearly all of the time spent creating the lessons in the educational setting (often referred to as "contact hours") and minimises or completely ignores any preparation work done either before or after the actual lesson.

Although it is beyond the scope of this work to discuss international historical patterns in language instruction, it appears that a sizable segment of the commercial ELT industry has been characterised by low pay and/or precarious employment, both now and in the past. For instance, a minimum hourly wage of €12.20 [about \$14.80] for English-language instructors was suggested in 2018 by the convenio, or collective agreement, between language educational institutions and educators represented by unions in Spain. In 2018, a minimum hourly rate of €12.20 [approx. \$14.80 per hour] was proposed for English language teachers. This rate, in conjunction with a biennial teaching duration of 1,300 hours (also stipulated in the proposed convenio), results in a minimum salary threshold of under €16,000 [approx. \$19,400. (McMillan, 2018).

In Canada (Meuse, 2019) and Japan (General Union, n.d., 2015a), there have been union-backed struggles seeking to have work performed outside the workplace. Of contact hours recognised as work to be compensated, with an estimated 10 to 20 per cent of unpaid hours employed in preparatory work that is routinely performed by teachers, which equates to approximately three to

five hours of non-paid work per week (Meuse, 2019). In a related vein, “only a fifth of instructors are paid for non-teaching agreement duties, e.g., preparation time,” according to the King Report, a study commissioned by the Irish government to investigate the viability of legal minimum standards in the Irish ELT industry (Chaves & King, 2019).

The Covid-19 pandemic has caused significant stress for the ELT sector, as it has for many other industries worldwide. This is especially true in inner-circle contexts such as the UK and Ireland, which depend heavily on international travel to sustain a steady flow of learners to their educational institutions (MEI (Marketing English Ireland), n.d.). The epidemic has given the employment status of English teachers in commercial businesses new significance, as several schools in the United Kingdom (Blanden, 2020; Clegg & Berti, 2021), Spain (ELT Worker, 2020), and undoubtedly elsewhere have closed and/or laid off many of their employees.

Initially, there is a conceptual conflict between the urge to earn money and the necessity to perform well as a teacher. The majority of the instructors in the survey reported that their need to earn money forced them to put in more work, often resulting in long workdays when they might not have had enough time to properly prepare lessons. In this way, the educational context was shaped by the socioeconomic discourses of the larger society, demonstrating that it is difficult to understand teachers’ lives and careers without an awareness of the sociopolitical setting in which they live (Johnston, 1997).

Evelyn (2015, p. 9) discussed her commodity (re-)negotiation, which is “us[ing] language openly to talk about everything.” She then positions Taiwanese and Mainland teachers in relation to it, claiming that Taiwanese instructors are better equipped to meet this marketplace need than Chinese Mainland instructors because she links being open-minded and respect for freedom of speech to each group. Evelyn (2015) used popular cultural and political discussions that attribute Taiwan’s proximity to the West, especially the USA, to link Taiwanese instructors to (stereotypical Western character qualities and ideals (Zhang W. , 2003). By doing this, Evelyn shifted her commodity imagination from the linguistic characteristics in the preceding sample to cultural dimensions in this section and introduced an additional time period that is originally unrelated to the teaching market.

When combined with other popular language ideologies, such as one-nation-one-language (Hobsbawm, 1992) and language-based purity (Blommaert, 2011), students’ limited understanding of the Chinese language and the Sinophobic global context may lead them to make false assumptions about Taiwanese citizens and their linguistic abilities in the teaching market. As a result, in this geographical mass market vision that only values Mainland Mandarin, Mandarin tutors from Taiwan are deemed to only speak “Taiwanese,” making them unacceptable Mandarin teachers.

Drawing insights from the background, the research seeks to explore the imperialism of the English language in the Pakistani context. The study highlights employment opportunities and disparities among employees. English is a highly dominant language that lessens the value of other indigenous languages. So, this research highlights the dominant role of English in Pakistan’s job market, as language is closely tied to a society’s cultural values (Zhang & Yan, 2026).

Research Methodology

The current study employed mixed-methods research to examine the role of English-language proficiency as a form of linguistic imperialism in the Pakistani job market. Quantitative research proved an appropriate choice for the current study because it enabled measurement of the relationship between English language proficiency and employment and salary. The main

instrument used in the current study is a structured questionnaire designed to collect quantifiable information. Moreover, the responses were further discussed qualitatively. The qualitative results included a detailed discussion of the quantitative results.

The study was conducted using a cross-sectional survey design, with a single data collection from respondents at one point in time. This research design was appropriate because it enabled the researcher to examine the relationship between English proficiency and other employment factors, including hiring, salary scales, employment opportunities, and education. It also examined how the English language is being 'commoditised' to establish a language and social hierarchy within the workplace.

Sample and Technique

This study's population comprised of people engaged in professions such as education, administration, and business within Pakistan's corporate sector. This study used convenience sampling because it is easy to approach and persuade individuals to participate. The sample consisted a mixture of socio-economic and linguistic groups. The research involved both male and female subjects and included different levels of English proficiency. The study was conducted using a quantitative approach, with a 5-point Likert scale as the data-collection tool. A Likert scale is a rating scale to assess individuals' opinions or attitudes. It consisted of a question or statement, with five or seven answers. Survey participants selected the most appropriate answer to statements about their feelings towards the phenomenon (Bhandari & Nikolopoulou, 2020) . The data were gathered using a questionnaire containing closed-ended questions on a five-point Likert scale from Strongly Disagree (1) to Strongly Agree (5). The questionnaire covered demographics, English language proficiency level, employment, income level, education, and attitudes towards the importance of English language proficiency in the workplace. The English language proficiency section evaluated participants' English communication skills (speaking, writing, and reading) in the workplace. The employment section examines employment, working conditions, promotion, and employment opportunities associated with English. Part of this will explore participants' attitudes toward linguistic oppression and the impact of English proficiency on their work, as a hindrance or an aid. Some statements include: "English proficiency opens up employment opportunities," "Employees proficient in English have career opportunities," and "People who cannot speak English have difficulties in careers."

Data Collection Procedure

Google Forms is used to collect data, make it accessible, and protect participants' confidentiality. The email and social networking links to the questionnaire are sent to employees. Employees are expected to complete the questionnaire voluntarily, based on their experience and perception of English use in the workplace. It takes about 10-15 minutes to complete the questionnaire.

The data is collected from Google Forms and then transferred to Microsoft Excel for further analysis with SPSS. Demographic information and survey responses are summarised using descriptive statistics, including frequencies, percentages, means, and standard deviations. Correlation analysis is conducted to establish the relation between English language skills and the employment factors, such as salary scale, recruitment process, etc. Philipson's theory of linguistic imperialism helped to explain how English-language skills contributed to the stratification of language.

Theoretical Foundations

The theoretical foundations of the research are based on the concept of Linguistic Imperialism (Phillipson, 1992). According to Philipson (1992) English language holds the domination over the

local languages. Language is a social resource, an economic asset, and a means of communication. Some languages are accorded greater prestige, so those who can command them enjoy greater social prestige and economic gains. English in Pakistan has become a language of prestige in a multilingual society; education and professionalism are associated with it. Therefore, this theory of linguistic capital will be adopted in this research study to see the impact of English on job availability and to perpetuate social stratification in the labour market in Pakistan. Knowledge of English is considered essential in Pakistan for getting a job, particularly in companies, schools, and government organisations. Employers like to hire people who have a good command of English; speaking and writing it are considered attributes of competence and professionalism. In these instances, those who are fluent in English will have an edge in securing a position or promotion and may earn higher wages. However, those educated in Urdu or regional language schools are at a disadvantage, even with their acquired skills and qualifications.

On the other hand, linguistic imperialism, as described by Philipson (1992), concerned the spread of the English language at the institutional level. It deals with the power of the English language over other languages. English has become so dominant that all the other local languages have become marginalised. There is a linguistic hegemony that has dominated people's success and economic power. Nowadays, success depends on learning English.

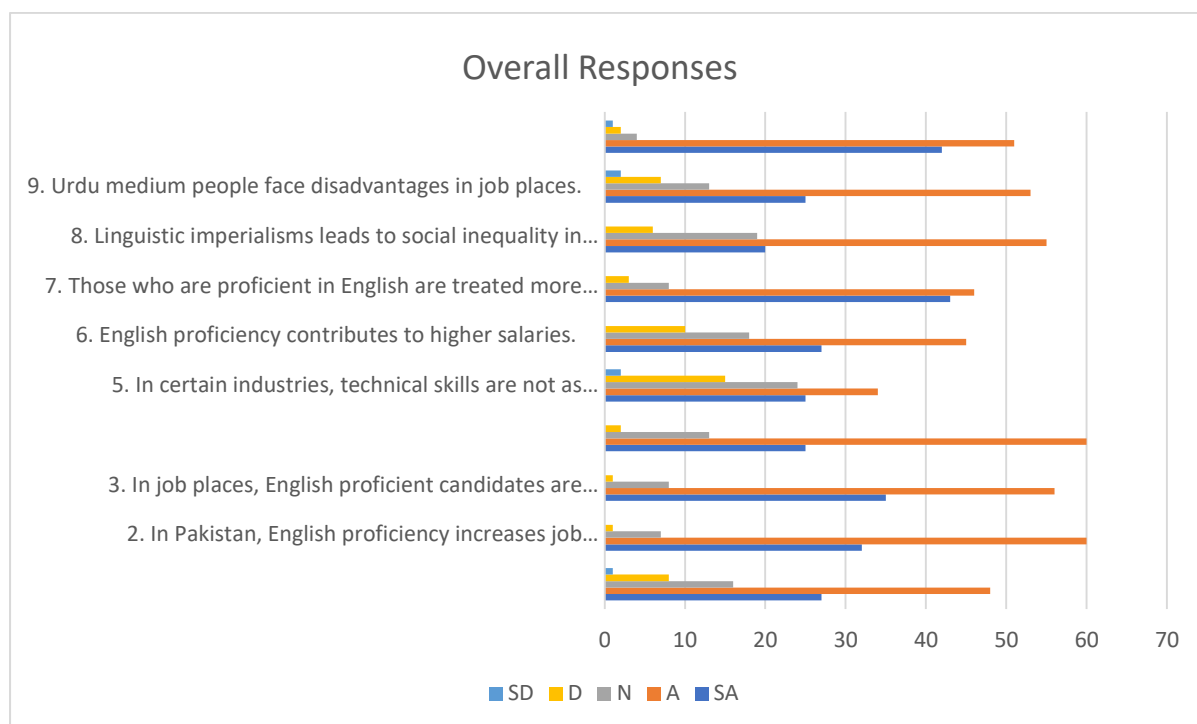
Language and class relations are explained by the theory through the notion of cultural capital. People from upper- and middle-class families have a better chance of accessing English-language schools and academies that allow them to develop their English skills at an early age. In contrast, people from lower classes have no chance of developing English skills due to unequal access to education. As a result, English skills become a class indicator that maintains social stratification. People who lack linguistic capital can be subject to symbolic marginalisation because the English language is perceived as legitimate and superior in professional spheres.

This theoretical approach is relevant to this research, as it offers explanations of the processes by which English is 'commodified' and linguistic hierarchies are established in the workplace. English is viewed as a useful skill in the workplace, used to determine whether someone is recruited, hired, and paid to speak English. The integrated theory is employed to investigate the use of English as a language skill as a form of power that works in favour of some social groups and to the disadvantage of others.

Data Analysis

The findings of this study reveal the role of English-language linguistic imperialism in the Pakistani job market. Interpretations, based on workers' responses regarding the significance of English as a linguistic marker of dominance in Pakistan's job market, are discussed. It highlights the career perspective used to collect data from workers. Descriptive analysis is conducted to examine the relationships among English proficiency, employment opportunities, salary levels, and social inequalities. The data is collected by designing an open-ended questionnaire. The responses are collected by 100 participants. It is based on Philipson's (1992) notion of linguistic imperialism. Overall responses:

Graph 1: Overall Graphic Representation of Responses



Overall responses show the ratio of each scale. It is clear that all questions receive a response, as not a single question is ignored by respondents. So, the response shows the role of the English language in Pakistan's job market. Without learning English, it is very difficult to achieve higher ranks and a higher salary. There is linguistic imperialism (Phillipson, 1992), and to marginalise other indigenous languages. The response indicates that many jobholders in Pakistan believe that proficiency in English is crucial for securing higher-level jobs. The majority of respondents agree that those with higher English proficiency are more likely to hold more prestigious jobs and to be in higher-occupancy professions. The results highlight how English proficiency has become a valuable talent in modern days. It is viewed as a sign of employability, professionalism, and competence. This tendency is consistent with Philipson's (1992) views, which see the English language as dominant over the other local languages.

It is evident that there is a connection between English proficiency and economic outcomes. Those with a high level of English tended to be in higher pay brackets. In this context, it is clear that English can be seen as a language of communication and a tool that can influence individuals' income and career prospects. Employees with poor English proficiency had difficulty obtaining high-paying jobs.

It shows that having a high level of English proficiency does make a difference in the job application process. The majority of applicants who spoke English better were selected for a job/ actually received one because of their English. On the other hand, individuals experiencing difficulty with English were discriminated against on more occasions. The data reveals the filter effect of speaking English in the workplace in Pakistan. For bosses, being bilingual is often a symbol of smartness, dependability, and competency, and a benefit for those who grew up speaking the language.

Results and Discussion

After qualitatively analysing the overall responses to the questionnaire, we now have a statistical representation of the results. The quantitative data analysis is conducted in SPSS and presents statistical representations of the results collected through a questionnaire survey. It includes descriptive statistics, Cronbach's alpha, and regression analyses, all aligned with the research questions. Let's discuss each one by one. At first, there is a static representation of overall responses that is shown in Table 1 below:

Table 1: Statistical measures of the responses processed in SPSS

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Strongly_Agree	10	20.00	43.00	30.1000	7.70930
Agree	10	34.00	60.00	50.8000	7.92745
Neutral	10	4.00	24.00	13.0000	6.30696
Disagree	10	1.00	15.00	5.5000	4.60072
Strongly_Disagree	10	.00	2.00	.6000	.84327
Valid N (listwise)	10				

The table (1) represents the overall statistics of respondents. There are 100 participants involved in conducting the research study. Overall, the demographic information indicates that all participants are valid, and 100 participants responded to the study. There is no missing information in the data. As the participants were adults. Then, in the table, the mean and standard deviation are mentioned. The standard mean indicates the overall tendency in participants' ages. The overall statistics indicate that the participants in the study are of the same age group. It is also important to construct the reliability of the research results. The reliability of the research study is measured by using Cronbach's alpha, which is shown in Table 2:

Reliability Analysis			
Factor	Items	Variables	Cronbach Alpha
English Proficiency	4	1,2,3,4	0.849
Marginalized Local	3	5,6,7	0.554
Social inequality	3	8,9,10	0.824

The Cronbach alpha values show the reliability of the research. Overall reliability is good. There are three factors involved in the study: English Proficiency, Marginalisation of local languages, and social inequality. All three factors have Cronbach's alpha values of 0.849, 0.554, and 0.824. These values are derived from the results of the research study. The values indicate that the data collected from the questionnaire are accurately constructed, and the results are authentic and align with the qualitative research questions. Moreover, it is sufficient to demonstrate the research's trustworthiness and validate the arguments.

The results show that English is an important means of securing a good job. It can serve as a form of currency in the Pakistani job market, providing opportunities for higher earnings and recognition. A better chance at the job market, especially in a large business or school, for fluent speakers. In larger, internationally oriented companies, and in positions that involve service, near-perfect and complete linguistic skills are practically required. So English actually has an impact in noticeable ways on shaping careers.

The language level is a key factor in accentuating social differences when examined in detail. Students from prestigious English-language schools usually have well-developed English-speaking abilities that are sought after by employers. This can cause a person from a poor family to feel excluded, making it hard for them to obtain a good job. Speaking benefits are passed down, which means the wealthy remain wealthy while the poor remain poor across generations. Based on Philipson's (1992) views on linguistic imperialism, the persistence of post-colonial hierarchies is evident in English's dominance within Pakistan's workforce. In multilingualism, which includes Urdu and many other regional languages, English occupies a professional language. Success, as well as higher wages, is based on the English language. According to Philipson (1992), institutional norms and ideological disparities favour the English language over the indigenous languages. The speakers of other regional languages become marginalised in Pakistan as well as in the whole world. The participants' responses reveal that competence in English serves as a gatekeeping device that controls participants' access to jobs. As a results, regardless of their other technical expertise English skills reduce competitiveness in labour market.

English is important since it is a commodity in society. Thus, speaking well, according to Bourdieu, is not only the key to employment opportunities but also to respect. Hiring managers consider fluency to be evidence of competence, sharpness, and even progression, particularly in the field of fluency and in relation to the client. This belief is what makes people who can speak English better able to get jobs. Their speech is similar to that of powerful circles, and thus, they have an edge over others.

English as Status Symbol

Others considered English to be an indicator of intelligence and seriousness. Out of nowhere, one person in the group says, "A person's status is adhered to by some tongues – English is one of them – by design and not by accident. Power is manifested in grammar when schools and/or offices regard one mode of speech as right. If someone speaks English, they will be heard more, even if they don't have anything special to say. That privilege? It goes back to the person perceived as sophisticated or significant. Speech and class go hand in hand; it isn't a secret thing, it's in the walls, it's in the desks, it's the rules.

Linguistic Bias in Hiring Practices

Not everyone felt welcome in the interview setting, especially some who spoke Urdu at school. A person shared their experience this way:

It demonstrates that English proficiency is the determining factor in hiring. It's not what you know; it's who you sound like. Existing leaders remain existing leaders. The choice of jobs is frequently along lines of speech, to preserve old divisions. The workers on the edge of society who do not speak English very well feel less than others at work. For some, meetings are reduced, as they may be branded for their voice or writing style. Hidden walls go up – not made of brick, but rankings of ways to speak that are above another.

English and Social Mobility

Many believed that learning English would secure them better employment opportunities and respect. Speaking English well was linked to workers getting ahead, feeling more confident, and being noticed at work. Language about value in the world of work - this concept fits with the one described by Heller (2010). Educational Contexts Inform Language Opportunity

A clear pattern emerged from the answers about how schooling and the experience it provides affect who is good at English. Others said those who had attended school where English was

taught felt confident when they entered the world of work. In the meantime, Urdu- or local-language-trained individuals lagged behind in the Urdu or local-language classroom. It was not only the individual's effort; many were also convinced that the entire arrangement was rigged on purpose. The system appears designed to benefit the more affluent city children. The answer that comes from a student is where the gap in the language begins - within schools and then into work. This means there is a close association between high levels of English proficiency and wealth and status. While English education paved the way for opportunities in the world of work for those who studied in English, Urdu education was associated with fewer opportunities for those who studied in Urdu. One idea fits here: schools perpetuate class differences by unequally handing out language advantages.

English as Part of Workplace Norms

Out of nowhere, some folks brought up that English shows up everywhere at work, particularly in global or privately-owned companies. Communication on the job - such as talks, gatherings, written messages, and showings - often takes place in English, shaping how people connect each day. Not everyone agreed it had to be that way, yet many felt that fluency in English mattered, even when speaking one's native tongue would get things done just fine. Some workplaces treat English like a secret code - knowing it makes others see you as part of the inner circle. It sneaks into routines so quietly that people forget it wasn't always this way. Workers shaky in English sometimes catch only pieces of meetings, missing key moments. When one tongue rules everything, those raised with polished speech gain invisible advantages. Words shift from tools into assets once companies start valuing them like skills on a resume.

Self-Confidence Shapes Work Involvement

Confidence at work tends to grow when people feel comfortable speaking English. Those who know the language well usually join discussions, share thoughts, and talk openly with managers. Hesitation is most common among staff still learning the language. Mistakes in speech - grammar or accent - are what hold them back. Speaking up feels riskier when every word might be judged. Words matter more than we admit, especially at work. When someone speaks little English, it is not just about trouble sharing ideas - it chips away at confidence too. People in these roles often said they felt overlooked or considered less capable, despite knowing their jobs well. Who gets heard is tied directly to which tongue they speak. Speaking fluent English opens quite a few doors, including opportunities to participate in talks where decisions are made. Power shows up not only in titles but in accents, pauses, and word choice during meetings. Some voices grow louder simply by matching the dominant language.

Language and Social Class Identity

Most people brought up how speaking English well seemed tied to wealth and upbringing. Those who spoke it smoothly were usually seen as having fancy schooling, city living, and a weaker command of the language, and were quietly placed into poorer or overlooked circles. Right off, folks size up your roots just by hearing you talk. It turns out speech does more than share ideas - it quietly shows which group you belong to. Some think that how well you speak English shapes how people act toward you at work or in daily life. Fluent speakers tend to be nodded at more seriously and trusted without question.

Conclusion

The analysis presents the impact of English proficiency on employment and on fairness in Pakistan. The available roles, salaries, and employment rates vary with proficiency in English. Individuals with a good command of the language get better jobs, while those with a weaker

command of the language have to work harder to get jobs. It's not a skill; it's more of a filter that helps to determine who gets to move up. This is a pattern that fits into Bourdieu's notion of language as a form of power transmitted through society. With power in command, open doors. Less fluent = walls that others do not hit. Where many languages are blended, it can be a silent asset to speak English; everyone will feel. Abilities shift out of favour suddenly for the ones that are just a little closer to privilege. A seemingly neutral job requirement (such as numeracy) varies across classes and backgrounds. Language is not only a means of communication of ideas. Sorts people as well. English, as a commodity, exacerbates socio-economic divisions in Pakistan's job market. Although a knowledge of English is a key enabler in the world and workplace, many people in disadvantaged groups are blocked by their lack of it. Since opportunities are unequal, leaders who influence education policy should consider the range of languages used in communities and develop inclusive policies that reflect these languages. When schools and decision-makers do not act, unequal treatment based on speech habits continues; employers may be hesitant to hire applicants with good English skills but who are not fluent. Value is not only in accent and grammar; fairness also increases when those are not the only considerations. These oral barriers not only affect economic outcomes but also emotions in the workplace that impact daily life. On a closer look, the study shows that unequal schools promote the marginalisation of certain languages. In Pakistan, English proficiency is tied to socioeconomic status and/or family income. This means that there is intergenerational resonance of speech patterns, reflecting class differences.

Speaking English is not just about exchanging ideas, it's about having influence, opportunity and social status. What you say reflects who has the power, which determines the opportunities you get in work, school and life. Hijacking English as a commodity further widens the social gaps in Pakistan's job market. Although a knowledge of English is a key enabler in the world and workplace, many people in disadvantaged groups are blocked by their lack of it. Since opportunities are not equal, leaders shaping education policies should consider the variety of languages used in communities and develop inclusive policies that reflect these languages. When schools and decision-makers do not act, there is unequal treatment based on speech habits. Employers may hesitate to reject candidates with strong communication skills who aren't fluent in English. To conclude, English serves as a capital in the Pakistani job market, and success depends on learning it. Those who learn it benefit greatly.

All of these results point to English as both a useful tool and a means of exclusion in Pakistan's labour market. English proficiency can help people succeed professionally and move up the social ladder, but it also reinforces social hierarchies by favouring those who have access to high-quality English education. Thus, language disparities are converted into economic disparities in the labour market. The continuation of colonial power mechanisms inside modern socioeconomic institutions is reflected in English's enduring supremacy when viewed through the prism of linguistic imperialism. English proficiency is seen through the lens of linguistic capital as a convertible asset that influences people's social standing, career opportunities, and income. The results also underscore the need for more inclusive employment policies that acknowledge professional competence alongside language competence and reduce the marginalisation of those educated in regional and Urdu-medium educational systems.

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