A CRITICAL DISCOURSE ANALYSIS OF RESEARCH CONSULTATIONS IN HIGHER EDUCATION: A CASE OF LANGUAGE IDEOLOGICAL NORM

By
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Department of Education
Faculty / College of Economics & Social Development

INSTITUTE OF BUSINESS MANAGEMENT
2018
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A thesis submitted in partial fulfillment of the requirement for the degree of
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ABSTRACT

This qualitative case study research in ethnography aimed to investigate the notions of power and hegemony in research consultations around the construct of language ideologies. The study selected two MS (Education) research supervisees with their supervisors as two case studies. The researcher identified unequal power and hegemony in research supervision practices through informal discourses with the supervisees, and designed the study to get an in depth understanding of the phenomenon in detail. It hoped that this research would bring about awareness about the processes and practices of research supervision. There was no attempt at generalization for larger audiences and organizational studies. The research question was: What aspects of power and hegemony are embedded in research supervisees’ and their supervisors’ discourses in higher education around the construct of language ideologies? For the empirical exploration of the notions of power and hegemony in supervision practices, the study used the analytical approach of Norman Fairclough’s Critical Discourse Analysis (CDA) (1989; 2003). The study followed the critical strand of ideology (Woolard, 2002) which examines power and hegemony in social practices.

The findings of the study revealed how language became a source of power relations between the research participants. The discourses of the first case were largely affected by the institutional structure and control, which influenced the supervision practices and gave them a highly structured form. Language was a major concern in the consultation meetings, which became a source of establishing asymmetrical power relations between the participants. Language ideologies played a very important role in sustaining the dominant position of the powerful agent. The voice of the supervisee was silent on many occasions and was affected by the supervisor. The case two was in a sharp contrast with case one in approach and style of supervision. The structure of supervision was very flexible and there was absence of language concern. The notable finding was the element of Islamic references included in research work and a disapproval of western structures of research, which equated English language and education. The voice of the supervisee was given strength and encouragement by the supervisor. This connected the topic to the socio-historical processes of normalization of western structures and English
language in the country. The study filled the gap in knowledge related to language ideologies in research supervision. Based on the findings, the study presents recommendations for the supervisors, university administration, HEC, supervisees, language policy planners and the larger society. The focus of the recommendations is to create equity and give voice to the supervisees who need freedom in academic participation. Based on the findings, it is assumed that this research would lead to more democratic styles of supervision, and equity and emancipation in supervision as a social practice.

**Keywords:** critical discourse analysis, power and hegemony, language ideologies, research supervision
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A CRITICAL DISCOURSE ANALYSIS OF RESEARCH CONSULTATIONS

CHAPTER ONE: Introduction

1.1. Background

This chapter aims to situate the study in the field of language ideologies as a construct to investigate the notions of power and hegemony embedded in research consultation meetings between the research supervisees and their supervisors in higher education. For an understanding of the notion of power and hegemony in research supervision, it is important to understand the notion of supervision. The Macquarie dictionary (Delbridge, 1986) states that to supervise is to ‘oversee (a process, work, workers etc) during execution or performance; superintend; have the oversight and direction of’ (p. 629). Thus, the term ‘supervision’ itself suggests that there is an unequal power relationship between the supervisor and supervisee (Maxwell & Smyth, 2011). They further add:

Mainly, it is the supervisor’s higher level of knowledge of the field which ascribes power to the supervisor during the research process. However, the power relationship is not that simple. The weakness of the research/teaching model of supervising is that it marginalizes the student and does not recognize sufficiently the important research training embodied in the learning that has taken place. In effect, student development needs to move from a marginalized position to an explicit goal, that is, embodied research process knowledge. (pg. 227).

For the empirical exploration of the notions of power and control in literacy practices, the study followed the analytical approach of Norman Fairclough’s Critical Discourse Analysis (CDA) (1989; 2003). The chapter includes an account of the language policy planning in Pakistan, (Rahman 1996; Cooper, 1989; Pakistan’s National Educational Policy 2009; Rahman 1995; Mansoor 2005) and a discussion on the contextual realities. The chapter gives the rationale and purpose of the study based on the assumptions of the researcher. It is followed by the operational definitions, methodology and significance of the study. In the study, the terms ideologies and ideology will be used interchangeably. The next section lays out a brief introduction to the field of language ideologies and its basic premise to show how the study is placed in the field of language ideologies.
1.2. The Field of Language Ideologies

The contribution of the field of language ideologies is overarching in linguistic anthropology, linguistics, sociolinguistics, pragmatics, and discourse analysis. The field has contributed immensely in understanding the use of language in society, and has developed in the 20th century as an independent area of study, combining perspectives from linguistic ethnography and the social scientific study of ideology. Language ideologies’ contribution to language studies is the critique of language: Language consists of deep sociocultural, political and historical processes, and as such, the very existence of language is ideological, which involves power, authority, and control (Blommaert, 2006). Language ideology has attained a significant place in the ethnographic tradition of linguistic anthropology, variationist sociolinguistics, and applied linguistics. Major scholarships in the field are concerned with the ideologies prevalent in education, gender studies, globalization and political economy and media and organizations. Some of the major probes are related to power and control, peripheral normativity, racism, inequality and child labour.

1.2.1. Explanation of the Basic Premise of Language Ideologies

Language ideology refers to a shared body of common beliefs, views and perceptions about language, which includes cultural assumptions about language, nature and purpose of communication, and patterns of communicative behaviour as an enactment of a collective order (Woolard, 1992). According to Tollefson (1999), language ideology tries to capture the implicit, usually unconscious assumptions about reality that fundamentally determine how human beings interpret events. Inspired mainly by the Marx-inspired works of Bakhtin and Voloshinov in the 20th century, contemporary interests of language ideology has been in studying aspects such as dialogue, voice, social struggles, and social contests. Oral and written texts are studied as means of transmission of ideologies in society, and studying these as indexicality or their social meanings (Blommaert, 2006). Language ideology has contributed significantly to the field of education in the ethnographic tradition of linguistic anthropology (Cazden, & Hymes, 1972; Heath, 1983; Mehan, 1979; Philips, 1983). There have been research studies related to language ideology and identity in literacy (Levinson, 2005) and classroom practices (e.g. Rogers & Christian, 2007). Research shows that hierarchies are built in
language classrooms on the basis of language ideologies, within languages (De Costa, 2010; Carreira, 2011) and between languages (Flores & Murillo, 2001; Mori, 2014; Luykx et. al., 2008; Volk & Angelova, 2007). There are studies on the cultural variability in education (Blommaert, 2006), for example student diversity in terms of their privileged or under-privileged educational backgrounds as a concern of identities. The next section introduces the rationale of the study in order to explain why the field of research supervision was selected to investigate the notion of power and hegemony in this field.

1.3. Rationale of the Study

Two strong episodes in my academic life led to the selection of language ideologies as the field of study. The first episode stimulated me towards the area of language ideologies through the discourses related to English language, and its role and status among the employees of a well-reputed private university of Pakistan. It transformed into my Master’s Dissertation (TESOL, IOE, UK) which was able to show that through various discourse strategies, language ideologies were transferred to the society and from society to professional communities as norms. Through ideological framing, people ascribed hierarchies to languages: English is the dominant language of power, whereas people have emotional links with Urdu, which is the national language of Pakistan. People perceive Urdu as a mark of their national identity, and Urdu is also the link language of all the provinces of Pakistan. Such structures also provided ground for construing and nurturing of social wrongs such as inequality, social stratification, and power and hegemony by the powerful on the basis of languages. The participants of the study were the products of the educational system of Pakistan, and they perceived English language as the means of success in their careers.

The second episode is related to my informal interactions with the students at graduate level in another well-reputed private university of Pakistan. It gave me first-hand experience about these students’ language issues which turned out to be predominantly the concerns of language ideologies. Students’ informal discourses expressed a general trend toward language related issues which were a source of anxiety for them. Students felt that English language disadvantaged their position in relation to their supervisors. This could be a disenfranchisement of the student body as more power and control was extended to the supervisors of research. Both these episodes were
instrumental in the selection of language ideologies as a construct to study the notions of power and hegemony in supervision practices in higher education. In the next section, the assumptions of the study are given which lays the basis of investigating the issues in the field of research supervision.

1.4. Assumptions of the Study

Keeping in consideration Pakistan’s educational context, the study is based on the following main assumptions.

1. Research writing is regarded neutral and is based on cognitive and skill development of students.
2. The supervisors’ feedback on research writing is largely cognitive and skill based.
3. The supervisors view supervisees in a less powerful and less negotiating role.
4. There is an institutional demand from the supervisors to their supervisees to construct their texts in a standardized format.
5. Supervisees view the supervisors’ feedback as driven by language ideological norm.
6. Supervisors as part of society, are affected by the socio-cultural processes of normativity.
7. Supervision means moulding students’ voices and identities.
8. Supervisors expect all the research students to be at the same level of language competence.

On a surface level, such assumptions seem quite reasonable as a desired outcome of supervision. No one would argue against the proposition that the aim of supervision in higher education is to guide and mentor the supervisees towards concepts and higher academic goals. However, in the institutional setting of the study, the informal discourses of the students showed lack of satisfaction with the academic administration, based on intellectual aspects, lack of autonomy in students’ voices and power imbalance between students and their supervisors; most importantly, language ideologies affected the participants’ discourses in various ways. Thus, the researcher felt a need for an empirical basis to explore these assumptions. The next section explains English language planning in Pakistan, in order to explain the background of English in education in Pakistan.
1.5. English Language Planning In Pakistan

Pakistan, with its four provinces, is ethnically, linguistically, and culturally a typical plural society, as no less than 24 major languages and a number of dialects are spoken here. Urdu is the declared national language, and English is the official language, and as such these are the dominant languages of the country. English is largely used in the domains of power like offices, press, media, education, and employment (Rahman 1996). Given the country’s multilingual and multicultural make-up, deciding on the medium of instruction choice has never been easy at the level of political leadership or civil bureaucracy.

The decision of promoting certain languages and restricting the functions of the others is a political decision. Language policy planning is the “deliberate efforts to influence the behaviour of others with respect to the acquisition, structure, or functional allocation of their language codes” (Cooper, 1989:45). In Pakistan, language planning is an outcome of the status planning: The educational processes have had immense ideological affects on the social lives of people of the country. Based on unequal statuses of languages, classes were created among the people and communities, empowering a few and disenfranchising the others. The Language Policy, 2009 talks about the Vision 2030 which describes “the divide between the prevalent school structure and differences in levels of infrastructure and facilities, medium of instruction, emolument of teachers, and even examination systems between public and private sectors. The rich send their children to privately run English medium schools which offer foreign curricula and examination systems; the public schools enrol those who are too poor to do so.” Clause 73 talks about the factors that led to the differences between elite schools and the public schools: among these, management, resources and teaching quality are the main dividing factors. Most of these elite schools follow the Cambridge or London University O/A levels systems that have a different curriculum, assessment system and textbooks. In this way, English language has become one big source of economic and social stratification in Pakistani society. (See pg 15 Para 1 for a detailed explanation of the effects of education and language planning in Pakistan)
The lack in proper language policy planning could be attributed to a serious lack of commitment shown by different governments towards the cause of planning a homogenous language policy for Pakistan, resulting in lower literacy rate, poor quality of education, and shortage of trained teachers who could teach neither Urdu nor English adequately. In Pakistan, language policy planning has been an ideological process. It has been instrumental in deciding which social and linguistic groups get access to political position and economic prosperity, and in this process which groups get disenfranchised. According to Rahman (1995), there is an inherent contradiction between Pakistan’s educational policies to give Urdu the status of the official language, and the actual policy which supports English and maintains it for all purposes as the language of power. English continues to enjoy a high position and status in Pakistan. It is a guarantee towards better opportunities for employment, and is a dominant factor for upwards mobility. Due to internationalization of trade and business, and attention of foreign investors in Pakistan, the spread of multinationals is on the increase who are keen at employing candidates competent in English language; therefore, those from Urdu medium educational backgrounds are finding it increasingly difficult, firstly, to get employment and then to survive in the employment market. The national language (Urdu) could not empower candidates as much as the official language (English) (Mansoor, 2005). In the next section, the contextual details of the study are explained in terms of the site of research and details regarding the process of procuring MS in Education.

1.6. Contextual Realities: The University

The context of the study is a private university, which is basically a business institute. The educational policies in higher education are formulated by the HEC, Governing Board and the Academic Council. The vision of the institute is to be one of the leading institutes nationally and internationally, for imparting knowledge, skills, confidence, and values to its students, thereby enabling them to become successful professionals globally. The mission of the university is to foster a learning environment where students are motivated to make learning an on-going life-long process. The university views itself as a multidimensional educational institution.
The MS program of Education is designed to equip the participants with essential knowledge and skills to lead organizational change and development. The program aims to integrate practical knowledge, theories, and state-of-the-art research by providing an opportunity to the participants to develop specialized research skills for professional investigation in the substantive areas of educational leadership and management.

The eligibility for MS according to HEC policy is 16 years of education in the relevant field of study with a minimum of 3.0 CGPA or B-Grade; Candidates must pass National Testing System’s test or a university developed test. The MS in Education is a 1.5 to 4 year program and has 30 credit hours with eight courses and one thesis (20000-25000 words) of six credit hours. After successful completion of the course work, students are required to carry out research study for the thesis under the guidance of a research supervisor selected by the students and approved by the institute. The students are required to convert the research thesis into a publishable paper as part of the degree requirement. MS students must additionally complete the following requirements while at the university: MS Proposal/Synopsis Development; Board of Advanced Studies and Research (BASR), approval of MS Proposal/Synopsis; Completion of MS Thesis; and Open Defence of MS Thesis; continuous enrolment in supervised research; selection of external evaluators and examiner by BASR; and finally, the MS thesis submission to BASR. The next section explains the purpose of the study to lay out the aims and objectives of the study.

1.7. Purpose of the Research Study

The purpose of this qualitative case study in ethnography was to investigate the notions of power and meaning making in students’ discourses in research consultations in higher education around the construct of language ideologies. For this, interviews and research consultation meetings between two MS (Education) students and their supervisors were selected within their contexts (a private university). The aim of the study was to analyze the research students and their supervisors’ spoken discourses during the research consultations and interviews. The study aimed to explore the critical discrete moments in discourses in which power and domination were built discursively by the participants around the theme of language ideologies. There were two case studies
of two research supervisees with their supervisors: Case I was a female supervisee with a female supervisor; case 2 was a male supervisee with a male supervisor. These cases were selected as purposive sampling to get two MS students of Education who were at the stage of thesis writing, so that the study could examine their discourses related to thesis development.

These two case studies tried to bring insider’s perceptive in the field of language ideologies. The uniqueness of this study is the depth of specific understanding of supervision processes and practices in this specific context. There was no attempt at generalization for larger audience and organizational studies. The following section lays out the research question and sub-questions.

1.8. Research Questions

The research question of the study was:

What aspects of power and hegemony are embedded in research supervisees’ and their supervisors’ discourses in higher education around the construct of language ideologies?

Based on the research question, the sub-questions emerged as follows:

1. What languages ideologies are manifested in the supervisees’ and their supervisors’ discourses in research supervision meetings?
2. How is meaning-making between supervisees and their supervisors ensued and contested in their discourses?
3. What are the affects of language ideologies on consultation practices?

Operational definitions of the terms used in the study are explained in the following section.

1.9. Operational Definitions

The following terms were used in this study, borrowing explanations from Fairclough (2003), as these terms will be explained in this context.
1.9.1. Assumptions

Assumptions mean the implicit meanings of texts. In the literature of pragmatics and semantics the general term assumption come under different terms: presupposition, entailment or implicature. Texts make assumptions. What is ‘said’ in a text is ‘said’ against a background. Assumptions connect one text to other texts, or to the ‘world of texts’. It is a relation between a specific text and what has been said, written elsewhere. Three types of assumptions were used in this study: Existential (about what exists); propositional (what is the case); and value (what is desirable or undesirable) assumptions.

1.9.2. Genre

A genre is a text type, for instance there are various genres of interview such as job interview. Some genres, for instance the genre of the research paper in certain areas of science are well-defined, while advertisements for academic posts are quite variable.

1.9.3. Genre Mixing

Texts often mix or hybridize different genres. For example, supervision may mix with the genre of narration or argumentation.

1.9.4. Interdiscursivity

Interdiscursivity is the presence of particular genres, discourses, and styles in the text and how they work together in yielding meanings of a text.

1.9.5. Intertextuality and Reported Speech

The intertextuality of a text is the presence within it of elements of other texts, which may be related in various ways. When the speech or writing or thought of another is reported, two different texts, two different voices, are brought into dialogue. The most common and pervasive form of intertextuality is reported speech.
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1.9.6. Order of Discourse
An order of discourse is a particular combination of genres, discourses and styles which constitute a discourse. Orders of discourse condition people to speak and act in particular ways. For example, the orders of discourse of an academic institution will be different from a medical unit.

1.9.7. Indexicality
Indexicality means the social meaning of language. A particular form stands for a particular social and cultural meaning. A person may select words in a different way when s/he wants to show anger and different way when s/he wants to express excitement or happiness. These are the social meanings of language in a society.

1.9.8. Metalanguage
Metalanguage means the discussion about language and how it is working, and what should it be like.

In the following section, the significance of the study is explained to show how this study will be useful and invaluable for scholarship and research in Pakistan.

1.10. Methodology
This research selected qualitative case study in the ethnographic research tradition to understand the notions of power and authority in the discourses of research consultation meetings around the construct of language ideologies. The study identified power and hegemony in research supervision practices. For the aim of studying this phenomenon, purposive sampling was selected to study two MS students and their supervisors’ supervision practices at the stage of writing their thesis. The study designed its conceptual framework based on Fairclough’s Critical Discourse Analysis (CDA) (1989; 2003) approach and method. The aim of CDA is to unveil latent (language) ideologies, contested relations of power and authority, and issues of inequality and oppression in society. According to Fairclough and Wodak (1997), the basic tenets of
CDA are the view of discourse as a means of addressing social problems; acknowledging power relations as discursive; and constituting a free and democratic society.

The study followed Fairclough’s triad structure of CDA which includes: 1) The analysis of the linguistic structure, forms, and meanings of the text, that is, micro-analysis using the texts of students’ research theses, 2) Discursive practices around the discourses of the participants in research consultations, that is the discursive practice of the participants in the context of the institutional context and 3) the sociocultural context in which these literacy processes occurred and within which resulting discourses circulated. As a method of analysis, Fairclough’s CDA approach well-suited the purpose of this study to address and transform the social wrong of power and hegemony in supervision practices and processes.

There are various literacy studies related to student writing and the role of supervision in higher education, which have brought invaluable insights about literacy processes and practices. However, based on the literature available in the field of language ideologies and CDA, the researcher is not aware to the best of her knowledge about any study in the field of language ideologies as a construct to inquire into the notions of power and authority in research consultation practices in higher education through the methodological framework of CDA. The study tried to fill the gap in knowledge in the field of language ideologies situated in research consultations in higher education by looking at discrete moments of meaning-making between the research supervisees and their supervisors through various dialectical processes, and analysis at micro (textual) and macro (socio-cultural) levels of the discourses of consultations.

1.11. Significance of the Study

A study such as this one is significant because of three main reasons. Firstly, the emerging scholarship in Pakistan has recently led to the increased participation of students in higher education. The students are the products of the educational system of a country, which records ambivalent language policy planning and practices. The study contributed in adding to the knowledge on research consultations in Pakistan. It brought to the forefront the issues of inequality in systems of education and medium of instruction. This condition led to the forming of certain language ideologies in academia.
Language ideologies were embedded in the discourses of the supervisees and their supervisors, and although these ideologies were manifested and sometimes remained latent, they became the causes of significant ideological framings. Insights gained from this study would be crucial in raising awareness about the preferred style of supervision, giving voice to students, and the place of language ideologies in educational research.

Secondly, such a study would be able to provide very invaluable insights for language policy planners about the challenges related to the ideologies of English language that the students face in research consultations in higher education. There have been sociolinguistic surveys (Mansoor, 2005; Rahman, 2002) on the quality of education and medium of instruction dilemma in Pakistan, informing about students’ academic plight and challenges. This study furthered the knowledge of supervision as social practices and tried to understand research supervision around language ideologies in a much larger frame of reference, such as historical, socio-cultural and educational, rather than academic literacy alone. As a case of language ideologies, the functional hegemony of a dominant language [English] has affected the generations of this country with deep ideological load.

Thirdly, the study tried to bring to the forefront the power of discourse in stimulating and manoeuvring big ideological change in society and since academic institutions are part of society, organizational cultures are affected by such ideological norms.

1.12. The Organization of the Thesis

The thesis is divided into five chapters. The introductory chapter introduced the concept of language ideologies in research supervision in the context of a well-reputed private university of Pakistan. It laid out the research questions and purpose of the study. The second chapter would discuss the theoretical underpinnings from the tradition of language ideologies and student supervision in higher education and critical discourse analysis as theory and method for the analysis of the discourse data. The third chapter discusses the research design and methodological issues of the study. The fourth chapter presents the findings of the data, and discusses the key themes against the research questions. The fifth chapter discusses the key outcomes of the research findings against
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the postulated research questions, and concludes with recommendations for future research, implications of the study and its limitations and directions for future research.
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CHAPTER TWO: Literature Review

2.1. Introduction

The introductory chapter situated the research in the field of language ideologies to study the aspects of power and hegemony in research consultation meetings between two MS (Education) research supervisees and their supervisors in higher education. The study followed the research framework of Norman Fairclough’s (1989; 2003) Critical Discourse Analysis to investigate the notions of power and hegemony in these research consultations. The rationale, purpose and research questions were laid out to explain the methodology of the study.

This chapter discusses the literature related to the research questions of the study. This qualitative case study was designed to unveil latent and manifested language ideologies in the discourses of two MS (Education) research students and their supervisors in the research consultation meetings. For discourse analysis, Fairclough’s (1989; 2003) approach to CDA was followed. This study is concerned with the investigation of power and hegemony in research consultation meetings and resonates well with Fairclough’s approach to CDA in its concern with the description, interpretation and explanation of social events and processes. This chapter explores the relationship between critical discourse analysis and language ideologies and tries to find a combination of these notions in educational research.

The literature discusses the language policy planning in Pakistan, which was a source of creating inequality and discrimination in education, investing power in few agencies and becoming hegemonizing for the rest of the population. It discusses how language ideologies surface implicitly and explicitly in the discourses of the research participants in institutions of power. The discussion on language ideologies explains the various historical, political and socio-cultural ideological processes which were responsible to give high status and important role to English, specifically in a former British colony like Pakistan. The chapter will then discuss discourse in its critical aspect and will look at the way language constructs structures of power and the way discourses impact society. Finally, it will talk about the power and ideology in education, specifically in research supervision in the institutional setting. The chapter deliberates on
Critical Discourse Analysis (CDA), its method and theoretical underpinnings, and situates the study within Fairclough’s approach (1989:2003) to critical discourse analysis. In this study, the terms ideologies and ideology will be used interchangeably.

2.2. Language Policy Planning In Pakistan

The regional history of undivided India (before 1947) narrates the political manipulations by the British Raj (1818-1947), due to which by 1765 English was awarded the status of the language of government, education, advancement, “a symbol of imperial rule and of self-improvement” (McCrum et al. 1988: 325). Macaulay’s famous Minute explains the intention of introducing English to the people of the sub-continent:

“We must at present do our best to form a class who may be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect’ (1835).

English became the language of the elites, and acquired the solemn power and prestige in India. The elites who had acquired the language of colonialism ran the machinery of government. This historical process had an immense affect on the successive generations of this region. English assumed the status of the language of the elites of the sub-continent, who were educated in English medium elite institutions.

At the inception of Pakistan in 1947, English continued its status quo, because it had the status and role of the official language because due to operational needs. Those in government or bureaucracy were the elites who had migrated from India, and were trained in doing the official work in English. In this way, those who had access to English could hold positions of power. Urdu as the national language continued its role as the link language, which united all the provinces of Pakistan together. As Rahman (2002) explains, socio-economic factors remained the decisive factor between the quality education offered in elite English-medium schools and the low-income educational institutes where Urdu-medium system of education was offered to the masses. Those who were disenfranchised due to inaccessibility to expensive English education demanded a uniformed medium of instruction. National Educational policies (1970; 1972; 1979;
1992; 2009) planned during different governments recommended a switch over from English to Urdu as the medium of instruction, and to improve the quality of education by imparting quality English education to all. However, attempts at determining a uniform medium of instruction remained futile and resulted in reversals of language policies, which led to further deterioration of educational standards in Pakistan. According to Javed (2017), the gaps in English language policies and medium of instruction have always been a barrier in the achievement of English language and overall education goals in Pakistan. This aspect has led to perpetual debate on language-in-education policy and medium of instruction in Pakistan since independence and Pakistani governments to date have been indecisive regarding this. Javed’s study (2017) recommended a rejection of old colonial language policies, opting for a language policy planning for achieving language education goals. This would lead to provide Pakistani students with equal opportunities to learn English and have access to learning in English medium institutions.

English language became the language of power during colonial rule as it promised better jobs, business and trade, and social and economic mobility for the locals (Rahman, 2002). According to Rassool (2007), the continuation of the legacy of supremacy of English language divided the already class and caste-ridden society into the privileged and non-privileged groups with those having English language knowledge regarded as elite and the others as a non-elite class. This situation is a major concern in postcolonial, multilingual countries including Pakistan, even today (Tsui & Tollefson, 2004). English language has led to the birth of politico-economic inequality in Pakistan as it is accessible to the elite only (Rahman, 1997). The ruling elite realize the role of English in development, yet they support Urdu at school level in public sector, hence denying a major part of the population, access to good quality English language learning (Shamim, 2008). Main entry of the students is through the public schools as 70 percent of the Pakistani population get education through these institutions (Razzaq & Forde, 2014), where the medium of instruction is Urdu. However, the situation is completely different in the higher education which mainly follows English education and requires students to meet their university demands of English language proficiency to meet the study requirements. This is the paradox in Pakistan’s educational policies.
Pakistan is a multilingual country, which has no less than 75 languages out of which 25 are major languages (Rahman, 1995). The issue of language-in-education policy has remained unresolved throughout its 71 years of Independence. An ambivalence regarding the medium of instruction policy has resulted in three different types of education systems in Pakistan: Private elite institutions where medium of instruction is English; government schools where the medium of instruction is Urdu; and, madrassas, which use Arabic and Urdu as medium of instruction. Uncertainty and reversals of language policies led to an imbalance of social power, inequality in education, and inequity in professional opportunities resulting in economic imbalance in the country.

Due to disparity in education and medium of instruction, the student population faced innumerable difficulties in educational and professional forums. Those who have access to quality education in elite institutions have access to the language of power, which is English. The others do not get quality education mainly due to socio-economic factors, as English education is expensive. This has resulted in layered ideologies related to language and has led to educational and socio-economic discrimination and stratification in society. At the sociocultural level, these ideologies affect the communication and discourses of people, and become a source of bringing about big sociocultural changes. The next section discusses language ideologies, and the way they affect societies and education in particular.

2.3. Language Ideologies

Discourses are heavily affected by language ideologies that thrive among a community or group of people concerned. Language ideologies are beliefs about language, which have become a part of social processes. It refers to a shared body of common beliefs, views and perceptions about language, which includes cultural assumptions about language, nature and purpose of communication, and patterns of communicative behaviour as a collective order (Woolard, 1992). Different linguists have given a different definition of language ideologies, but only some of the most important ones are selected. According to Bourdieu and Dubois (2007), “[Language ideologies are] a set of beliefs on languages or a particular language shared by members of a community
... These beliefs come to be so well established that ...[they] end up being ‘naturalized’, or perceived as natural or as common sense” (p. 104). Language ideologies are conceptions such as status, function, norm, and ownership of a certain language. They have an effect on language planning that is built on societal desirable forms of language use and are reproduced by it (Blommaert, 2006; Spolsky, 2009; Woolard, 1992).

The scope of language ideology is vast. The concept grew out of linguistic anthropology, and inquires into the link between language and culture, affecting the works of linguistic scholarship and the larger socio-political and cultural-historical schemes in which it could fit (Calvet, 1974; Errington, 2001). It is mainly based on Marxist theory, which explores the mediation between material and ideational aspects of reality. According to Marx, dominant ideology is the dominant bloc in any society, controlling the means of mental production, such as religion, education, and communication. The acceptance of dominant ideas by the dominated creates what Marx referred to as “false consciousness,” that prevents the dominated from seeing the world as it really is. Abandoning the notion of “false consciousness,” Althusser (1971) redefined ideology as a set of cultural practices facilitated through the religious institution, the educational system, the family, and the law. The main function of these cultural practices, Althusser explains, is the division of individuals into groups to give them systematically different treatment.

Different linguists have tried to interpret ideologies according to their own way but a common thread, which runs among all the concepts of language ideology is the impact of language ideologies on every aspect of communication. In its affect, language ideologies are responsible for creating classes and groups among people. Language ideologies even impact linguistic forms and functions as well as the wider behavioural settings in which they occur (cf. Woolard 1994; Blommaert 2006). According to Tollefson (1999), language ideologies try to capture the implicit, usually unconscious assumptions of people about the way they interpret events. Whorf’s (1897-1941) proposition is that grammatical organization is cultural, social like other aspects of social and cultural patterning (Blommaert 2006). Taken in this manner, the very names of languages are ideological like Urdu, English, or Italian, as languages have evolved through deep and long historical processes.
2.3.1. Four Strands of Ideology

Woolard (1992) divided language ideologies into four strands. The first strand concerns ideational or conceptual aspect of ideology as it refers to mental phenomena, and explains ideology with consciousness, beliefs and ideas. The second strand of ideology is related to the experiences or interests of a specific social position, although it is true for universal truth. According to this neutral view, ideology is seen as a means for society to “generate solidarity” (Berger and Luckmann 1991:141), to remove “surface markers of authority and power” (Fairclough 1999), and to sustain stability between classes and blocs.

The third strand is the critical stance of ideology upon which this study built its premise. Ideology is seen as directly linked to attaining social, political, and economic power. This critical aspect of ideology seeks to critique and improve research and inquiry along with the social aspects. Currently, emergent works from Foucault and post-Gramsci inspired works have been in the revision of western ideologies, such as French, English, and Anglo-American ideologies of language. Major works include those by Bourdieu (1982); Balibar (1985); Crowley (1989); Finegan (1980); Joseph & Taylor (1990); and Milroy and Milroy (1985). What attracts researcher’s attention to this strand is its constellation with CDA and discourse analysis. It allies very closely to the concepts discussed so far, and is embedded within the probe of the study. The strand is very promising for CDA because it views ideas and discourses as possessing and maintaining power and authority. Ideology is always taken as a tool, property or practice of dominant social groups. According to Thompson (1984), ideology is “essentially linked to the process of sustaining asymmetrical relations of power-to maintaining domination …by disguising , legitimating, or distorting those relations” (p. 4).

Major critical work in language ideology comes from the studies of colonialism. The place of language ideologies is specific to Pakistan’s history. The country faced historical ideological processes related to language and was donned with western structures of imposition and hegemony of English at the cost of its vernacular languages. As is evident from the history of the nation, language ideologies gained strength in the colonial period in which colonial masters and their communication showed established
Western language ideologies, in which monolingualism (English) was seen as a ‘(pure) standard’. The inspiration was provided to the local aspiring people who were mainly the youth of undivided India with the ideology of "development". The country faced this imposition even in the postcolonial period (after the independence of Pakistan in 1947) in its language planning with the vision that introducing the colonial language is necessary for modernism. These ideological perceptions perpetuated in postcolonial language policies and theories of language planning (Blommaert, 1996; Errington, 2001). Language ideology condemns dominating languages, as they are one of the main causes of hegemonizing the minority languages. According to Cohn (1985), British grammars, dictionaries, and translations of the languages of India created the discourse of orientalism and converted Indian forms of knowledge into European objects (p.282-83; Musa (1989). In colonialism, dominant language [English] meant political power, because indigenous languages were considered inadequate for functional or state governing purposes, and was often alleged as a justification of European "tutelage" (Fabian 1986). Hegemonic English ideology drew its political and social effectiveness from the presupposition of language as an artefact.

The study is particularly related to the fourth strand of ideology which is concerned with distortion, illusion, error, mystification, or rationalization (the main concern of CDA) It is related to power but also to the intellectual, when human perceptions and cognition get compromised. Language ideology can distort the language structure it represents, thus ideology as rationalization also affects linguistic structure. Structure conditions ideology, which reinforces and expands the original, distorting language for making it more like itself (Bourdieu, 1991). While joining the conceptual to the active aspect of ideology, this approach means to understand one’s own linguistic usage which is to potentially change it (Silverstein 1979). This study looked at ideologies in spoken discourses of two MS students of Education and their supervisors, and studied language ideologies with a critical stance to look into research supervision practices. The study also aimed to examine the distortions that appear in the use of language implicated in relations of power; they shape and order the social structure, and appear in the ways of speaking and behaving.
2.3.2. Indexicality

In the indexical use of language, discourse analysis has far reaching implications. Language patterns in a discourse are indexed, i.e. meaningful in itself. This connects to context in discourse analysis: The concept of contextualization is to represent dialogues as indexical. (Silverstein, 1992; Gumperz, 2002). In people’s communication, forms fit a specific genre, has stylistic characteristics, and in this way produce metapragmatic messages about what they speak, the stance they take in a specific situation, social identities, and relationships, which are pertinent in a particular context. According to Blommaert (2005), people’s talk is packed with indexical meanings, which makes every utterance genred. Discourses give contextualized clues about the indexical meanings. Thus, language use is indexical in nature, and each utterance either oral or written, signal a different social meaning, which shapes the language.

Ideologies may concern linkages between such diverse categories as spellings, and grammar with knowledge, power, hegemony and education. These linkages are the result of what Silverstein (2003) calls the “orders of indexicality”, the social meanings belonging to a group or community through any of its feature or property. It shows how to relate “the micro-social to the macro-social frames of analysis of any sociolinguistic phenomenon” (Silverstein, 2003: 193). Through this process, meaning is transferred from one level onto another level, where two things are clearly less connected (recursion) (Silverstein, 2003: 194). The meaning attributed to indexical signals tends to be evaluative because communication is achieved or fails because of expectations or norms (Blommaert, 2005b: 393), which Eckert (2008: 454) calls an “indexical field”. These meanings are communicated to the speakers in an interaction, and the direction that communication takes depends upon the indexical signals.

According to the linguists of this evaluative and critical ideology, the functions of language is ideological (indexical) and language drops hints and cues about the identity of the speaker, his/her position, mode of speaking, topic, and the context of speaking. This ideological function is central to contextualization procedures (Gumperz,2002), and it may account for much of what Hymes (1996) understood as “second linguistic relativity” (p. 44–45). While linguistic forms may remain stable across contexts,
situations, and groups of users, their indexical value may differ quite dramatically. What is “good” language in one context may be considered sub-standard in the other situation. According to Gal (2002), indexical signs “are contiguous with, stand next to, metonyms of what they represent […] All languages and linguistic features are indexes of the people who use those forms.” (p.200)

Ideologies of language appear in discourses as indexical features through linguistic forms. Foucault has explained the culmination of particular discourses and registers, institutional structures, professional practices, and presented a classic analysis of language, which gave way to the concept of language as a separate domain of action and knowledge.

2.3.3. Spoken Discourse

Linguists and sociologists have used spoken discourse analysis in various areas of spoken discourse, such as discourse genres. Spoken discourse analysis plays an integral part in studying and explaining power relations. The spoken discourse will be analyzed in its contributive value to CDA, for demystification of latent realities embedded in the discourses of the participants.

2.3.3.1. Speakers

Discourse analysts study the speakers’ contribution in a discourse. Bublitz (1988: 161) talks about “primary” and “secondary” speakers. Primary speakers make major contribution to a topic, typically by performing speech acts (e.g. directives and formatives). They perform topical actions such as introducing a topic and closing it. Secondary speakers make minor contributions to a topic, and they usually perform supportive roles through speech acts like agreeing, supporting, approving and doubting. This aspect is very relevant to the current study, as it explains power relations in participants’ discourses.

2.3.3.2. Turn-Taking

A turn is the speaker’s control of the floor. Tsui (1994) explains that a turn is seen as everything one speaker says before another speaker begins to speak. Markel (1976)
defines turn as the start of a speaking turn that “begins when one interlocutor starts solo talking and ends when a different interlocutor starts solo talking.” (p.190) As a rule, Markel adds that the speakers by mutual consent agree on who is going to adopt the hearer role and speaker role (1976). According to Sacks et al. (1974), there are three rules in turn-taking system. The first one is the current speaker’s selection of the next interlocutor to take over the floor by addressing the person (e.g. “What do you think, Ahmad?”). The second type is the interlocutor’s self-selection to take over the floor (e.g. “Sorry to interrupt, but I think…”). The final rule is the monopolization of turn, if no other participant wishes to speak or provide feedback to the current speaker.

2.3.3.3. Speech Acts

In general, speech acts are actions performed with utterances. Searle (1969) proposes five classes of speech acts, which are declarations, representatives, commissives, directives and expressives. Declarations refers to words changing the world, such as “I hereby announce the results of the elections,” whilst representatives refer to words describing the world, e.g. “According to Janet, research assistants desperately try to make themselves invaluable to their employers.” Subclasses include ‘describing,’ ‘informing’ and ‘reporting.’ Commissives are acts that will commit the speaker to future actions, e.g. “I will finish this research.” Subclasses include ‘promising,’ ‘offering’ and ‘inviting.’ Expressives are acts that state one’s feeling, e.g. “I am so happy for you” and subclasses include ‘praising,’ ‘congratulating’ and ‘apologising.’ Directives are acts that aim to make the addressee do something, e.g. “Finish your work now.” Subclasses include ‘ordering,’ ‘warning’ and ‘requesting.’ There are linguists who argue that Searle’s categorization of speech acts is restricted and they have extended the categories to include various other speech acts and subclasses. For instance, Bach and Harnish (1982:47) explain that directives “express the speaker’s attitude towards prospective action by the hearer,” and suggest different types of directive sub-classes: Requestive, requirement, prohibition, permissive and advisory.

Bach and Harnish (1982) also differentiate requestive and requirement acts by saying that whilst the former does not expect compliance on the part of the listener, the latter does. Also according to them, when speakers make a requirement speech act, that is
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A speech act requiring the interlocutor to take some action, they are presuming that they have authority over the hearer. Hence, there are many categories of speech acts. Generally, when one explains and uses speech acts, one has to provide their semantic properties. Praises (face-saving acts) are used after a task has been completed or, it is used as a means of making the listener feel good, whilst encouragements are used to motivate the listener to complete a task. Praises are enacted in words like, ‘Good,’ expressions of awe in interjections ‘Wah.’

2.3.3.4. Politeness

In a discourse, politeness is expected by interlocutors. It is based on politeness aspect which has expectations about what people should show they think of others, or themselves. Politeness is related to an individual’s face. In general, people cooperate in maintaining face in interaction, such cooperation being based on the mutual vulnerability of face. Goffman (1972) explains, “the person will have two points of views – a defence orientation toward saving his own face and a protective orientation toward saving the other’s face” (p. 325). Hence, it is a device “to reduce friction in personal interaction” (Lakoff, 1975: 64).

According to Brown & Levinson (1987), one can distinguish between two types of face wants: Positive face and negative face. The notion of face has been borrowed from Goffman (1963) who terms face as “an image of self delineated in terms of approved social attributes” (p.5). Positive face refers to the desire to be appreciated as a social person. Negative face refers to the desire to see one's action unimpeded by others. Corresponding to these two face-types, language communities develop strategies to attend to positive and negative face wants. Speech acts and politeness are interrelated, as politeness is reflected in speech acts. It is important that politeness is realized as related to the culture one lives in. This involves a number of aspects that vary across different cultures. For instance, similes and comparisons used will vary across cultures.

2.3.3.5. Discourse Markers

Discourse markers are utterance indicators that signpost conversation structures for the listener (Pridham, 2001: 30). They relate utterances to each other to mark a
boundary in the discourse” (Stubbs, 1983). In other words, discourse markers are used to signify and signpost cues in texts.

2.3.4. Non-Discursive Practices

Non-discursive practices or actions can narrate many aspects of reality besides the discursive practices. This includes the actions of the interlocutors, body movements and gestures. This is a part of dispositive analysis. According to Jäger & Maier (2009), “Building on Foucault, we call the interplay between discursive practices, non-discursive practices … a dispositive (p. 39). They further add, “For a dispositive analysis, the task is to reconstruct the knowledge that enables and accompanies these practices” (88). This research takes insights from the observation of the research participants to learn about the implicit knowledge about their actions and construct knowledge about them. This knowledge was made explicit in the current research study.

2.3.5. Metalinguistics

Language ideology concerns explicit talk about language, that is metalinguistic or metapragmatic discourse including implicit metapragmatics (linguistic) signalling that is part of the language use and that guides how to use language, as well as indicates how to interpret language in use. Ideologies are present in discourses of people, which according to Blommaert (2005), are fields in which ideologies appear as implicit part as assumptions, presuppositions, or common ground, where people make their mark when participating or interacting on particular topics. Language ideologies are responsible for associating language with identity, aesthetics, morality and epistemology.

Metalinguistic interpretations become ideological (Galasinski, 2004; Jaworski et al. 2004; Preston, 2004). According to Woolard (1998), “Ideology is variously discovered in linguistic practice itself; in explicit talk about language, that is, metalinguistic or metapragmatic discourses. In this, metalanguage becomes iconic and reveals the identity of the speakers (p. 9). The study aims to specify the social and historical context of different linguistic ideas. Similarly, metapragmatics is the expression of speakers about the way they are enacting behaviour as a social order. Metapragmatics become central to the study of language ideologies, and studies how these ideologies surface implicitly and
explicitly in the discourses of people. Metadiscourse is included at furthering of language ideologies in society through the dialectic process in interactions. In the case of ESL adult instruction, factors related to class, background, gender and race affect learning and teaching. Warriner’s research (2016) describes how teachers’ talk unfolds language ideologies in the classrooms, discovered in linguistic practice. Ideology occupies metalanguage or metapragmatic discourses. Irvine (1989), while discussing about honorification of language, insists that linguistic ideology must be seen differently from linguistic structure and practice. Ideology is also active and effective, as people comment on the material reality and transform it- the performative aspect of ideology.

2.3.6. Entextualization

Another notion that becomes a source of revealing language ideologies in discourses is entextualization. Original pieces of discourses – socially, culturally, and historically situated unique events, are lifted out of their original context and transmitted into another context, by citing them, that is, by inserting them into another discourse. Entextualization builds further on notions of the reflexive nature of language usage (Lucy, 1993). It opposes a linear or regimented use of language in contexts. While talking, participants themselves mark those parts of speech that are text and those that are “‘instructions about how that discourse is to be approached as a text, through replication or with some form of response’” (Urban, 1996: 33), through the use of reflexive devices like self-corrections, hedges, hesitations, interjections, false starts and explicit qualifications.

Entextualization also connects in relevant ways to another crucial concept: representation. Insofar as representation is always a semiotic (way of behaving) act (discursive or non-discursive), and to the degree that representation always involves the replication of an object, a phenomenon, or an event into other modes of expression, it is a form of entextualization. Hence, representation will also involve meta-discursive expressions by pointing at distances between the object and the representation by resemblance. Therefore, recontextualization has an ambiguity, according to Chouliarki and Fairclough, (1999) and can be seen as a colonization of one field or institution by another (Fairclough, 2009). A discourse may start in a social field, subject or institution,
for example in education with all the aspects of a thematic topic and may be recontextualized in a very different situation in a discussion on politics.

2.3.7. Language and Identity

Language acts are acts of identity (Le Page and Tabouret-Keller, 1985). Language spoken by someone and that person’s identity cannot be separated; a means of identifying its members according to their culture (Fyle, 1983), “a natural connection between the language spoken by members of a social group and that group’s identity (Kramsch 1998: 65). Therefore, language, being a great unifying factor, becomes an even more important issue in many developing countries, where there is a strong surge for a single national language, to achieve national unity. The issue of language and identity has a peculiar role in a multilingual country like Pakistan, as “language has become a marker of ethnic identity which makes it a politically sensitive subject” (Rahman 2002:1).

2.3.8. Standard Language

Language ideologies look at the deep layer of inequality in society. It explores how one variety or one language is considered as standard language and the others substandard or low variety. It investigates why and how qualifiers like “good” or “bad” or “worse” are associated with particular varieties. Language ideologies have a wider ideological uptake, as failing to meet such norms equals failure in society, education, academics, business or employment domains. Standard language is considered the only one correct variety, and the rest are what Foucault (2003) describes as “problems” or “abnormal” or “marginals”. Since such varieties are disqualified to be used in higher domains of power, hegemonizing of powerful language used in higher domains takes place.

The standard language gained power and authority as historic and socio-linguistic processes. A regional or social dialect attained prestige due to political and economic forces and developed into the main form of communication of central administrators, educational systems, and national literatures (Fishman 1972; Giles & Powesland 1975). One of the critical problems with the term “standard” as Villa (1996, 2009) points out is that the term appears to refer to some empirically based, widely and commonly accepted
form, when in fact there is no single “standard” form. As Milroy (2001) notes, speakers of standard languages can be described as immersed in “standard language cultures” in which “Certain languages, including widely used ones... are believed by their speakers to exist in standardized forms, and this kind of belief affects the way in which speakers think about their own language and about ‘language’ in general” (p. 530).

2.3.9. English

Due to the globalization and hegemonic control by the western colonies, English is used in the domains of power, media, courts, education, and politics, and has attained its status as the language of power. Standard English is only one variety of English, which was historically identified as the standard variety by its users who were in power. These are the outcomes of socio-historical processes of normalization and codification (Silverstein, 1996; Blommaert, 1999a; Kroskrity, 2000a; Gal and Woolard, 2001a). The users of Standard English became the Centre, endowed with main actors who were elites, or belonged to bureaucracy, while others who could not access this variety were regarded poor or considered to belong to lower strata of society.

This is also a case of identity emerging, as members of that group are expected to perform these codes to identify themselves as the elite group and claim to the group’s full membership, and genres as part of their ‘culture of language use,’ indexing ‘full’ group membership and categorical belonging (Silverstein, 1996: 291). Metapragmatic layer impacts critical affect of these ideologies, as the people of that context move away from stable, contextless idea of language to strong socio-cultural, historical and political ideas of language and language usage. Thus, the very concept of Standard English is a result of ideological construction and therefore involves power, authority, and control. It further implies that language is not ‘neutral’ or real. Within English, the grammar, phonology, styles of speaking and writing are demarcated as standard.

Language ideologies affect the value of a language or its worth (Blackledge, 2008: 34; Bourdieu, 1977), which is the “commodification” of a language; that is, the process of changing language into a valuable commodity, and has a vital effect on the function of a language in society. This one big effect is through globalization which impacted local communities through the increased status of English as the international
language. As a neutral and international language, fluency in English is a big attribute in peripheral countries like Pakistan, and this commodification affected the communities who speak other languages; rather, usually at their expense.

2.4. Critical Discourse Analysis (CDA)

CDA evolved both as a theory and a method within the critical paradigm and looks at the relationship between language, power, and society (Gee, 2005; Rogers, 2004). It has taken the scholars’ main surge for blending social theory and perspectives of discourse analysis. CDA emerged in the late 1980s as a programmatic development in the European discourse studies led by Norman Fairclough, Ruth Wodak, Teun van Dijk (1993), and others. Since then, it became one of the most influential and significant branches of discourse analysis. Critical linguistics and theorists have laid the basis of CDA, and this discipline has attracted many scholars since 1980s. There are several approaches to CDA, like, Discourse-Historical Approach led by Ruth Wodak and Martini Reisigi; Corpus-Linguistics Approach led by Gerlinde Mautner; Social Actors approach led by Theo van Leeuwen; Dispositive Analysis led by Siegfried Jager & Maier; Sociocognitive Approach led by Teun van Dijk; and Dialectical-Relational Approach led by Norman Fairclough. The scope of CDA is not only language-based, but its concern lies with unveiling patterned mechanisms of power asymmetries. Anthropology, linguistics, philosophy and communication studies, among others, share this inclination.

While there are many CDA practitioners in the field, the contribution of Norman Fairclough has been over-arching among these. His biggest achievement is his model of discourse analysis, which is the core in the entire field of CDA. He was the first to create a theoretical framework that provided guidelines for future CDA research. The study took insights from his inspirational work, and built on his approach and method of data analysis. Most prominent works of his that resonated with this study are on discourse and social change (1990, 1992a, 1995b), and on his study on language, ideology and power (Fairclough, 1989). Fairclough’s “Language and Power” (1989) is commonly considered to be the landmark publication for the beginning of CDA, as it led the scholars in the field to understand the power of discourse as a social practice and in what way discourses become a source of holding power and creating hegemony. Fairclough’s approach to
CDA was very useful for this study because of its flexibility of data analysis. He combines a number of theories from social and critical approaches, theories of discourse, ideologies, and language artefacts to explain the power of discourse as a social practice. In such kind of analysis, patterns emerge making critical and interesting connections to reveal the social reality.

Fairclough’s approach to CDA is Marxist critical theory framework, conceptualizing language, ideology and power, based on aspects such as dominance and resistance, socioeconomic conditions and class structures.

2.4.1. Foucault’s Theory of Discourse and Power

Fairclough borrows insights from Foucault’s theory of discourse and power, which is dynamic and negotiable through language repertoires, interactional skills, and contextual knowledge. Foucault’s discourse analysis theory focuses on power relationships in society as expressed through language and practices. Fairclough heavily draws his analysis from Foucault’s notion of genealogy, that is, history at one particular time. On such a moment, discourse may be dominating, for example, institutional practices. Another notion of discourse for Foucault is power relationships expressed through language and behaviour, which Foucault defines as:

“Ways of constituting knowledge, together with the social practices, forms of subjectivity and power relations which inhere in such knowledges and relations between them. Discourses are more than ways of thinking and producing meaning. They constitute the 'nature' of the body, unconscious and conscious mind and emotional life of the subjects they seek to govern” (In Weedon, 1987:108).

Foucault understands the knowledge systems which primarily informed the thinking during certain periods of history. Foucault (1977) defines discourses as socially constructed ways of knowing some aspect of reality and drawing upon it, or context-specific frameworks for making sense of things. In this sense, discourse is a social practice. Foucault’s argument is that truth is formed only within discourses that sustains and are sustained by power in society. That is, all truth is constituted by ideology, if
ideology is understood to be power-linked discourse. Foucault’s focus is on “technologies of power”, according to which discipline is a complex bundle of power. Foucault focuses on the rules and systems, which forms a discrete part of discursive practices. Foucault emphasizes on what is accepted power and how to exercise power and on structures of power-the order of discourse, with a recommendation of functionalist strategy. He emphasizes on social functions and effects of different technologies of surveillance and punishment. (Wodak & Meyer, 2009). Discourse theory in Foucauldian concept rests on power, and according to Foucault (1996) refers to “a whole series of particular mechanisms, definable and defined, that seem capable of inducing behaviours and discourses” (p. 394). Discourses are able to exercise power in society because they have the capacity and scope to institutionalize and regulate ways of talking or thinking and acting. Talking about the subject, Foucault (1980) argues:

“One has to dispense with the constituent subject, to get rid of the subject itself… to arrive at an analysis which can account for the constitution of the subject within a historical framework. And this is what I call genealogy, that is, a form of history which can account for the construction of knowledge, discourses, domains of objects, etc. without having to make reference to a subject which is either transcendental in relation to the field of events or runs in its empty sameness throughout the course of history” (p. 117).

Foucault’s theory, though has been accused of denying the subject, it rarely does so. It focuses on the construction of subject in its historical and social context. Foucault’s discourse theory argues the existence of an autonomous subject. It sees subject as an active agent who is fully involved in realizations of power in social practices. Foucault was particularly interested in discursive and non-discursive practices. He believed that discourses can be treated as “practices that systematically form the objects of which they speak (Foucault, 2002:54).

Foucault detaches from a linguistics, which is not based on thought and consciousness. He gives priority to thought and knowledge to language and linguistics. With this, he turns linguistics into a sub discipline of the cultural sciences, which deal
with meaningful human activities, as human activities are meaningful because they are based on thought and consciousness.

2.4.2. Fairclough’s Approach to CDA

Fairclough’s CDA approach as a tool of analysis aptly fitted the design of this study as it has the scope and capacity of critically examining higher education students and their supervisors’ dialectically formed discourses during research consultation meetings. The approach and method provided insights to the study to investigate various social, cultural and institutional affects along with the linguistic elements that were operationalized in students’ and their supervisors’ dialogues. The spoken dialogues and their transcripts were used in this study to look at the ways discourses travel at micro level in the course of research consultations and the way power is understood as of unequal balance between the supervisors and supervisees. Spoken discourse is the most apparent and immediate effect, and lays the stage for an interaction between the parties. What follows is the representation of language according to the orders of discourse, including genre, discourse and style (Fairclough, 2003). From the micro-level, the study analyzed discourses at a larger canvas that is at the macro societal level to see the magnitude of the problem in a universal totality. As the CDA scholars share (Fairclough and Wodak 1997; Wodak and Meyer 2009), the belief that “social and political issues are constructed and reflected in discourse” (Paltridge 2012: 187), “power relations are negotiated and performed through discourse” (p. 188); “discourse both reflects and reproduces social relations” (p. 189), “ideologies are produced and reflected in the use of discourse” (p. 190), and discourse is a form of social practice and action. These aspects decide the use of language, consequences for a certain combination of discourses, and the way language becomes a means to serve the powerful.

What is unique about CDA is its departure from linguistic analysis of discourse as the only point of analysis and moving towards problem-oriented, interdisciplinary aspects of discourse which is called the ‘critique’ of discourse. This aspect has brought insights about the social practices and social events with the mediation through the orders of discourse. Complex social problems need an approach that could bring hidden meanings and reveal realities that were hidden in discourses, and in doing so, it impacted the
discourses. CDA explores a social problem from multi-disciplinary aspect, which is to CDA’s credit. “CDA subsumes a variety of approaches, each with a different theoretical model, research method and agenda” (Fairclough et al. 2011: 357).

2.4.3. CDA for the Wellbeing of People

An aspect that attracts linguists and sociolinguists to CDA is its spirit of bringing well-being to the people. Discursively, analyst interprets social issues, and decides on what is wrong and what is right and “addresses social wrongs in their discursive aspects and possible ways of righting or mitigating them” (Fairclough 2010b:11). The field is interested in demystifying ideologies and power through the systematic examination of semiotic data (for example, written, spoken, or visual modes); (Wodak and Meyer 2009), along with the other aspects of social realities like attitudes, beliefs, power and hegemony. CDA becomes critical as it seeks to identify a social wrong that is reified in the discourses of people, analyze the sources and causes of this wrong in social practices, resist the wrong and suggest ways to overcome or eradicate that wrong from the society. Because of this, new situations and problems occurring in various contexts continuously inform the approach. The approach is not limited to brief accounts of interactions but aims to study real and often extended instances of social interaction.

If CDA had only critiqued the social wrongs and highlighted them, only a partial work in the way of people’s well-being would have been considered. But, CDA is also an advocacy model as it looks into the ways societies could be improved in its practices. The study chose Education as its concentration of study because the researcher was intrigued into how power is reproduced in literacy practices through discourses which contain power to infest those who are enduring power. CDA seeks to bring about a change in the balance of power by making people realize their position, status, responsibilities and to suggest alternate perspectives and practices, not only for exploring language and identity, but for bringing about a social change in the equilibrium of power. By intervention, CDA hopes to bring self-reflection and self-realization among all the parties in question, and endeavours to empower the powerless, giving voice to the voiceless, exposing power abuse and teaching people to remedy social wrongs (Blommaert, 2005: 25).
One of the impetuses to select Fairclough’s approach to CDA is his combination of discourse and power to look at social conflict and discourse of dominance. The main agenda of CDA is to critique institutionally reproduced power, like in education, law, or business institutes. In this way, this approach provided guidelines to the study as it purports to study the institutional power, and the ideologies prevalent among the members of a group who contribute or resist power in academia. Fairclough has also contributed to the critical approach to discourse by making distinction between critical and non-critical approaches. Fairclough (1995) explains the critical approach to discourse analysis (1995):

By CDA I mean discourse analysis which aims to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations, and processes; to investigate how such practices, events and texts arise out of and are ideologically shaped by relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor, securing power and hegemony. (p. 132-3)

The literature guided towards one of the strengths of CDA, which is its thorough analysis of the role of the main actors responsible either to dominate or get dominated in institutions of power. CDA questions about the agents whose interests are served, like social actors or institutions, which have the power to harm, dominate or control others. It also inquires into the invisible or covert facts about access to power, and resources like status, money, knowledge or information and language. There is also an inquiry about who has access to specific discourse type, like public discourses pertaining to law or education, which only those who are in power can access.

2.4.4. CDA and the Social World

CDA attempts to analyze and critique the social basis of linguistic ideologies but also to analyze their effectiveness, and inquire into various ways ideologies change the social realities. What is critical about this approach is the matter of revealing the hidden
realities in discourses. “…ideology creates and acts in a social world while it masquerades as a description of that world (Eagleton, 1991:19). Ideologies explore aspects and relations of the world where power is seized, and domination and exploitation prevail. A display of power could be through interactions in various genres, and the way people’s identities are claimed and inscribed. According to Fairclough (1989), power in discourse is controlled by powerful participants, who are actually the ones who are “controlling and constraining the contributions of non-powerful participants” (p. 38-39)

Fairclough is careful to refer to the wider societal level or macro level of the implications of ideologies (1989). Different communities have different schemata of ideologies, which surface in a variety of ways in discourse. For example, in education there are different groups such as parents, children, teachers, institution personnel, in terms of their age, gender, class, etc. People belonging to the same institution have different educational ideologies. A struggle between these ideologies and institutional power may come into play. Ideological struggle takes place in language and about language. Words and meanings are not randomly used but are a result of different ideological positions. A struggle between these positions may take many relations of meanings, and a word’s meaning depends upon its relationship to other words.

2.4.5. The Role of Social Agents

What is revealing about the critical aspect of discourse is that a person acts according to his/her role or norm of behaviour at a specific moment in discourse, that is the content of what is said, according to the relations people have in discourse, and the subject relations that people assume. This aspect of CDA strives to unfold hidden realities behind discourses. The participants mould their participation they are interacting with, and adapt it according to the responses. In institutions, power vested in the dominant partner explains how the powerful one positions himself/ herself in relation to lesser powerful participants. There are also constraints on the setting-who can participate, also on the subject-what could be said. Fairclough (1989) discusses about who would get access to discourse-who has access to which discourse, and who has the power to impose constraints on access. People who are in power can impose such constraints, in religious, educational, business, or social institutions.
According to Foucault (1972), educational institutions have a political way of managing powerful discourses. Education system is a product of class relations in society and it reproduces the same kinds of relation through its system. The higher a person goes in an educational institution or a system, the more she/he has to face the dominance of the elites or the bureaucracy. As there is overt display of power, so is the covert or hidden power behind the discourses, which has a powerful impact on discourses. Invisible aspects of ideology may not be played explicitly in discourses but stay as a background assumption through which the speaker textualizes a discourse in a particular way.

2.4.6. Power Behind Discourses

CDA contributes in understanding the power behind discourses-things which are not said or the veiled meanings of discourses (Fairclough, 1989). Texts cannot be viewed in isolation but in their contexts. This is what Fairclough refers to as “intertextuality” of discourses (1989). It positions certain people in more power, calls for a particular order of discourse, which is appropriate in a particular setting. The setting, space, subject and contents are the aspects of restraints upon participants use discourse in a particular manner. Besides, not all the users of the same language have access to all discourses. These constraints are related to position: who can access discourse in a particular environment, who has the capacity, knowledge, skills or education according to the situation, etc. There is social struggle in discourses, which includes accessing power or resisting power.

2.4.7. Power and Hegemony in Education

As an insider to the context of the university, the field of education provided very useful insights to the researcher. This study was, therefore, ethnographic per se where the inside knowledge created many implications, understanding situations and people’s role and conduct. At the same time, it proved to be challenging for the researcher to be objective, and she tried to explain the phenomena, making a provision of why she saw the situation as she did. She had to disclose her prejudices regarding agents, institution, personal perspectives and experiences.
It is interesting to note that larger social practices and processes are transferred at a micro level in a classroom. The studies in the field are evaluative and address issues that emerge in research supervision practices. Bourdieu and Passeran (1977) have described the educational process as one in which a new relation to language and culture is transmitted in institutional setting that reproduces and legitimizes the social order. Similarly, anthropologists and sociolinguists working in classroom settings have frequently found the use of language in the classroom to be a powerful orienting social practice (Anyon 1981, Collins 1989, Mehan 1979, Philips 1972). It is worth understanding the phenomenon of language ideologies in education, which has impacted teaching/learning situations in various different contexts. In classrooms, deep messages about the working of the world, the working of culture, society and language are put across in overt and covert ways. CDA is particularly interested in the register that provides cues to participants to make the ideologies get transferred from micro to macro levels reciprocally, through discourses. Silverstein regards the aspect of institutionalized interaction very productive for the enactment of language ideologies.

Woolard (1992) very succinctly explains the contribution of language ideologies as it bridges linguistic and social theory by relating micro-culture of economic and social power and social inequality, posing macro-social constrains on language behaviour. Since power is seen most obviously in such powerful institutions as education, Fairclough (1995b) describes what he terms “the technologization of discourse” in such institutions. This is defined as “calculated intervention to shift discursive practices as part of the engineering of social change” (p. 3). Fairclough argues that discourse is a tool used by dominant social and political forces, —educational institutions, for example—to maintain hegemonic power relations, since “hegemony of a class or group […] is in part a matter of its capacity to shape discursive practices and orders of discourse” (p. 95). The field of education has been regarded by Blommaert (2006) as largely idealized as it is sensitive to pick large social changes. In education, new governments make a heavy mark, which teachers instantly pick as they are supposed to make modifications in curriculum and content. This could be because in education, culture becomes evident in discourses of teachers and other academic staff, which according to Bourdieu (1998) is a “heteronomonic” process. This is owing to the fact that changes take place in education
in structured norms, which guide corporate management in matters of efficiency and performance. In this process, rules and criteria are transferred from one field to another, resulting in new forms of conflicts, as described by heteronomomy. It could be assumed that there is no homogeneity in education. Teachers behave differently when in the classroom, differently when in staff room, and differently when they move towards ideological centres. Sometimes they are themselves the centres, sometimes the principal, sometimes colleagues. Education is regarded as an institution that creates or reproduces power structures, and does it in such a way that millions of people are not even aware of it. Bordieu and Passeren (1977) have explained that in the educational processes the relation between language and culture is formed in institutions which are responsible for endorsing social make-up. Anthropologists and sociolinguists also endorse the classroom use of English to continue as a powerful medium of inculcating and representing social practices. Classrooms enact social power and order in the strongest way, as classroom messages send forth deep social order, ways of enactment of language ideology in institutions of power. In this way, larger social view and order are relayed in the communication that is at the level of classrooms. In educational research, the use of language indexes a person as educated or uneducated. In linguistic effects, such as accents, dialects, and the use of lexical, grammatical and pragmatic forms often index a person’s level of education, sophistication or refinement. In a study by Talib and Fitzgerald (2015), which was based upon a collection of policy texts from 2002 to 2012, the metaphor of diversity in policy texts provides ways for systemic discrimination within the education system and that this inequality is given legitimacy as necessary through various moral discourses. In another research study, Moje (2010) showed how attempts to establish rapport and work collaboratively in teaching and research can result in struggles over authority, power, and goals. Particularly, researchers focused on affiliatory or institutional power positions. The study asked about the relation between discursive and embodied relations, and its meanings in terms of power. It also inquired into the implications of discursive and embodied relations for all types of research relations. In yet another CDA study, Herbert and Tienari (2013) analyzed the texts produced by university strategists, and interviews with staff affected by the system. They explored how notions of academic freedom are (re)constructed when tenure is transplanted into a
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new context. The study investigated into the aspects of tenure and how it became a tool for revealing senior management’s strategies in universities and how it affects academics’ understandings of freedoms.

Through these arguments, the researcher tried to make a case to situate this study in the area of research supervision in education, and to see how discourses and language ideologies are at play in these institutions of power. This proved to be a very valuable area of study as it brought forth latent and covert ideologies of the academic staff, students and all the personnel of the institutional machinery. This study is the case of a community, which has its centre- the head of academics and which is guided by the ideologies of the senior management as they operationalize these ideologies at the micro level. In a study on university discourses, Banda and Mafofo (2016) showed how the universities have recontextualized the experiences and discourses of liberation struggle, which led to universities reconstruct their distinct and recognizable identities.

Ideologies and Power in Supervision

Research supervision is a very important function of higher education. Research supervision generally involves a discursive relationship between the supervisor and supervisee, as they are participants who are continually processing meanings, and negotiating aspects of power and identity in their texts (Ivanic, 1998; Lea, 1998; Lillis, 2001). Studies in the field explain how meanings are negotiated differently between students and their supervisors in institutions (Lea and Street, 1998); variance in the interpretation of the writing task between them (Cohen, 1993; Lea, 1994; Street, 1995; Stierer, 1997); and a growing trend towards new dialogic approach in research supervision (Vehviläinen and Löfström, 2016).

There is an element of power involved in supervisor’s practices of reacting to students’ writing (Lea & Street, 1998; Lillis, 2001). Studies in the field explore students and supervisors misunderstandings and beliefs about the nature of feedback, issues of relationships between students and supervisors and identities of both the partners (Tuck, 2010). Another relevant study by Clughen & Connell (2012) looks at the contestation of power and control between students and their supervisors in the supervisors’ support provided to students in writing.
Teaching and learning practices and processes have been studied to understand how an instance of literary event affects students’ writing (Heath, 1983), and how are these practices understood by those student writers at local as well as wider societal level (Street, 2000). CDA looks at literacy as situated practices in education. Some of the major researchers in the field are Cope & Kalantzis (2000). Boehe’s study (2016) on contingency framework can bring useful guidance for supervisors and research students in identifying appropriate supervisory styles under varying circumstances, and suggests that no single supervisory style is effective in all the situations. Another important research theme is the building of students’ relationship with the supervisors on the nature and content of feedback. The theme of student identities is also of utmost importance. These insights proved to be valuable for the researcher in understanding supervision as a social practice.

Devos, et al. (2015) recommend Basic Needs Theory (BNT), which is part of Self-Determination Theory (SDT) (Deci & Ryan, 2000), with its relevance for Doctoral supervision. SDT is a theory of motivation. Vansteenkiste, Niemiec and Soenens (2010) present these aspects as “five mini-theories”, among which the basic needs theory concern the present study. According to this theory, there are three basic needs of the individuals. These are a source of positive motivational, emotional and behavioural outcomes. SDT explains three types of motivations from very controlled aspect, regulated by external factors to autonomous motivations that is intrinsic regulation. (Deci & Ryan, 2000; Vansteenkiste et al., 2010). The researchers claim that autonomous motivations are sources of positive outcomes, like wellbeing, learning, persistence, than the controlled motivations. The intrinsic motivations are related to the need for competence in one’s field, “to have an effect on the environment as well as to attain valued outcomes within it” (Deci & Ryan, 2000, p. 231). Second motivation is related to the need for affiliation, to get connected with the others, to give and take love and care and “to seek attachments and experience feelings of security, belongingness, and intimacy with others” (Deci & Ryan, 2000, p. 252). Third, there is the need for autonomy to “the organismic desire to self-organize experience and behaviour and to have activity concordant with one’s integrated sense of self” (Deci & Ryan, 2000, p. 231). Autonomy in SDT is related to “the experience of integration and freedom, and it is an essential aspect of healthy human
functioning” (p. 231). There have been three aspects of environment that effect people, and are specifically related to research supervision. These are autonomy support (rather than control or coercion), structure (rather than chaos) and interpersonal support/involvement (rather than cold, neglect or rejection) (Stroet, Opdenakker, & Minnaert, 2013; Vansteenkiste et al., 2010). Autonomy support refers to the extent of freedom one is given to determine one’s own behaviour (Skinner & Belmont, 1993). Autonomy creates opportunities for students to take initiatives, lends choices to students, allows time to students to learn on their own pace and facilitates the congruence between the proposed activities and the students’ autonomous sources of motivation (Jang et al., 2010; Reeve, 2009; Skinner & Belmont, 1993). Second, there is a reliance on non-controlling informational language, as the people can communicate information through their messages, which is flexible and informative and is based on competence. (Jang et al., 2010; Vansteenkiste, et al., 2010). Most importantly, the third dimension is to understand and acknowledge students’ perspectives and feelings. In their study, Bell-Ellison and Dedrick (2008) found that the ideal supervisor’s most valued features were to believe in the [doctoral] students and to value them as persons, to facilitate in keeping their focus on research, and to treat them as matured adults.

Conversely, power and control in research supervision concerns controlling behaviour of the supervisors, which “pressure students to think, feel, or behave in a specific way” (Reeve, 2009; Vansteenkiste et al., 2010). Reeve (2009) suggests that the controlling behaviour of the supervisors begins from “the prioritization of the teacher’s perspective” (p.161) which negates or discourages student’s perspective. Another important aspect of supervisory practices concerns trust between the supervisors and supervisees. Trust had positive outcomes and less suspicious views of others (Weibel & Six, 2013). A mutual trust between the supervisor and supervisee encourages more social exchanges, risk taking and citizenship behaviours (Colquitt et al., 2007). Trust enables supervisors to provide autonomy, structure and involvement to their supervisees (Devos et al, 2015).

CDA’s analysis provided the researcher with the tool to study these issues in supervision practices. The current study looked at students and their supervisors as participants who are continually processing meanings and negotiating aspects of power
and identity in their discourses. The study is supported by other studies in the field, which explain how meanings are negotiated differently between students and their supervisors in institutions (Lea and Street, 1998), and variance in the interpretation of the writing task between them (Cohen, 1993; Lea, 1994; Street, 1995; Stierer, 1997). Tuck’s work (2015) showed supervisors’ meaningful engagement with the students. The relationship between the supervisor and students depended largely on the kind of feedback given to the students.

Noteworthy are the observations by the researchers on power play of the supervisor. Studies in education and academic literacies explore students’ and supervisors' misunderstanding and beliefs about the nature of feedback, issues of relationships between students and supervisors, and identities of both the partners. These insights guided the study to examine literary events as well as literary practices, and how students at local as well as wider societal level (Street, 2000) understand literacy practices.

In a study van der Boom, Woolderink, M., Putnik, K., van der Boom, H., & Klabbers, G. (2015) explored interpersonal aspects of coaching and (implicit) assumptions on skills and competences of a PhD. The study showed that both supervisor and supervisees considered the role of personality, knowledge, skills, communication and coaching as the major attributes of supervision, with a good match between both the parties. However, according to van der Boom et al (2015) this relationship is unequal and is hierarchical because the supervisees are highly dependent upon the supervisors for the important decisions regarding manuscripts, and their organization or submission. Individual supervisor’s skills, such as empathy, communication and coaching skills, are highly important for matching or mismatching with a PhD candidate (Delaney, 2008; Gill & Burnard, 2008; Sinclair, 2004). Van der Boom et al (2015) reported in the context of PhD supervision that the supervisees valued the personality features of their supervisor as an important variable for their motivation and encouragement. These traits included flexibility, honesty, being a good listener, and being empathic in order to be encouraged in their work, taking an interest in the candidate, being open, and being responsive. Conversely, lacking these characteristics had a negative effect on their motivation. Supervisees also valued nonjudgmental and constructivist feedback.
The relation between the supervisor and supervisee is that of power (van der Boom et al 2015) relations, and supervisees as well as supervisors are aware of asymmetrical power imbalance. Thus, adverse relations result in poor results in research work.

In Pakistan, research supervision is quite an autonomous field, as different academic supervisors have a vastly different style of research supervision. CDA’s critical stance on literacy brought invaluable insights in terms of theory and approach to this study by analyzing the discourses of power and hegemony in research consultation meetings. It could make visible the structures of dominance and control by the powerful counterparts, and suggested ways to eliminate power and hegemony in supervision.

Of utmost interest for this study were the student voices. Supervisors’ overpowering disposition, role and status in institutions of power such as the universities can make student voices subservient and submissive. This aspect is of great concern for the researcher and she built the study to explore the dominant language ideologies and student voices in supervision practices. As an advocacy model, CDA attempts to understand various historical, educational and socio-cultural factors that explain the plight of the students, with the spirit of benevolence, and with a surge to change the status quo between the supervisors and the supervisees.

2.5.CDA Method and Approach

As the literature in the field unfolds, there seem to be fewer consensuses among the scholars on the method of CDA; usually even data collection methods are not explicitly mentioned. Fairclough (1992a) builds on social theory in the tradition of Foucault, and designs a methodological framework for CDA by three-dimensional framework for analyzing discourse. This is Fairclough’s main contribution to the research design of CDA, in which he explicitly draws his model of CDA, grounded in the ideological processes in society. For him, discourse is a study of hegemony and of bringing about changes in hegemony.

Fairclough’s (1989; 2003) model for CDA consists three inter-related processes of analysis, tied to three inter-related dimensions of discourse. These dimensions are:

1. The object of analysis (including verbal, visual or verbal and visual texts).
2. The processes by means of which the object is produced and received (writing/speaking/designing and reading/listening/viewing) by human subjects, and
3. The socio-historical conditions which govern these processes.

Each of these dimensions requires a different kind of analysis:
1. Text analysis (description),
2. Processing analysis (interpretation),
3. Social analysis (explanation).

In the first level of analysis, i.e. description, the focus of CDA is on textual aspects—linguistic features of data, such as grammar, vocabulary, cohesion, etc. For linguistic analysis, Fairclough draws on Halliday’s (1978) Systemic Functional Grammar (SFL). SFL looks at linguistic categories of grammar and genre as social functions. Halliday’s SFL is an approach to linguistics that considers language as a social semiotic system. Other approaches to linguistics focus on description of structure and the syntagmatic aspects, whereas Halliday’s SFL main emphasis is that any act of communication involves choices. Language is a system, and the choices available in any language variety are used, employing the representation tool of the "system network". SFL is “functional” because it considers language to have evolved under the pressure of the particular functions that the language system has to serve. Functions are therefore taken to have left their mark on the structure and of language.

In interpretation, which is the second level of analysis, the focus is on the speech acts, coherence and intertextuality, and these link the text to wider social context, i.e. the way participants come to understand discourses based on the cognitive, social, and ideological resources.

In the third dimension, which is explanation, the researchers draw on social theory to make the ideological basis apparent. From his third dimension, Fairclough builds his concept of social change. This leads to the exploration of power relations that exist in the society or community. He believes in a “hidden agenda” of social forces, which betray and manipulate the powerless. Discourses change as the hegemonic presence of social powers change. This gives rise to the study of intertextuality in discourses.
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discourse emerge with the way discourses are reproduced, to control and resist hegemony as regime of power.

CDA’s theory and methodology are deeply intertwined. The specific focus of CDA is on the emergence, hegemony, recontextualization, and operationalization of discourses (Fairclough, 2005). Discourses reveal how social processes are construed, are recurrent and sustained. Most importantly, discourses focus certain aspects whilst they marginalize the others. In this process, discourses become a source of achieving dominance over others, and in this way, discourses become hegemonic. As a social process, certain discourses are more recontextualized than others, shifted from one context, organization or institution to other, like from local to national, from national to international. CDA research designs are necessarily inter-disciplinary, with an aim to look at discourse in its relations with other social elements, such as social backgrounds or educational standards, for providing a discursive “point of entry into researching relevant relations” (Fairclough, 2010:1217). CDA’s concept of interdisciplinarity in research gives it the flexibility to show how discourses reveal relations of power, and draws on other disciplines to explain a social phenomenon.

2.5.1. Critiques of CDA

As a qualitative research, CDA faces certain criticisms. Among these, two will be discussed. Firstly, CDA researches are criticized for their lack of validity and reliability, and there is a lack in triangulation of data in the structured manner as other qualitative researches do. The CDA approach and methodology does not give a clear and neat map of data collection and analysis. The scholars are often faced with hitches and confusion regarding defining their research tools, and wading past the obstacles of discovering meaning.

The answer lies in the way CDA approach needs to be seen. Fairclough (2009) refuses any single way of analyzing a problem. He believes that after selecting one research topic, the researcher constructs his/her topic of research by theorizing it. Its transdisciplinarity is one of the outstanding strengths of the approach where researchers may analyze raw data and develop themes and simultaneously refine the analysis. By stepping outside a particular discipline and analyzing data from the perspective of other
disciplines and theories to situate the data in a multiple pronged approach, it would enable the researcher to see a social problem not from textual analysis only, but in larger societal context with all its complexities. In Fairclough's framework for CDA (1989; 2003), the text is only the first level of analysis. The second and the third levels of analyses take the problem to be analyzed in larger societal and global spectrum than what a mere textual analysis could suggest. CDA’s attempt is to solve social problems in its full semiosis, which takes all aspects of the social, of which language is only one part. CDA attempts to study the layers of discursive practices and sociocultural contexts in order to understand the phenomenon understudy for the emergent patterns and trends for making claims and conclusions.

The second problem highlighted by discourse analysts is that of the time-frame. CDA endeavours to study a discourse that is taking place at a particular time that is genealogy (Foucault’s assertion). CDA is interested in contemporary societies and a specific historical juncture in time. However, one could argue that the layers of analyses drawing upon different theories and stages of analysis render CDA the advantage because of its detailed analysis of a position in its full semiosis. The flexible design frame and the historical and geographical insights brought in by historical processes of language ideologies are promising to add explanations behind the discourses at a specific moment in time.

2.6. Summary

This chapter discussed the conceptual framework of the study to situate the concept of language ideologies in the context of a private university of Pakistan. The chapter explained the scope and magnitude of the study, which is focused on two MS (Education) research students and their supervisors. The research framework of the study was to study English language ideologies of these students, and discussed the concept of language ideologies, how ideologies surface implicitly and explicitly in the discourses and are interwoven into social structures, in educational institutions. It also deliberated on how language ideologies are manifested through indexical nature of language, in metalanguage, entextualization strategies, and how due to ideological processes certain language becomes the standard variety. The discussion on ideologies explained the
various historical, political, socio-cultural and ideological processes, which were responsible to give high status and role to English, specifically in British colonies. The chapter then discussed discourse in its critical aspect and looked at the way language constructs structures of power and the way discourse impacts society. Discourses were discussed in their relation to power and ideology. Finally, the chapter talked about the power and ideology in education, specifically in research supervision in institutions of power. Institutional power was understood as relations between the research supervisees and their supervisors, as these were affected explicitly and implicitly by the social powers, institutional strategies and finally by the research supervisors and power relations with them. There was also a discussion of spoken discourse through its various theories related to speech acts, politeness and turn taking, to name a few in relation to textual analysis of discourses. Eventually, it talked about Critical Discourse Analysis (CDA), its origins, its method and theoretical underpinnings, and situated the study within Norman Fairclough’s approach to critical discourse analysis. It discussed critical social theory from which CDA takes its insights and talked about CDA as an advocacy model, which marks misuses of power and the hegemonic existences of social structures, and resists hegemony for the betterment of human societies.

The next chapter will talk about the methodological framework that this study used, employing Fairclough’s CDA design (1989;2003) to study the discourses of consultation meetings around the notion of language ideologies.
CHAPTER THREE: Methodology

3.1. Introduction

The first chapter introduced the thesis and situated it within the field of language ideologies as a construct to investigate the notions of power and control embedded in research consultation meetings between two research supervisees and supervisors in higher education. The study followed the approach of Critical Discourse Analysis (CDA) based on Fairclough’s (1989; 2003) methodological framework. In chapter two, the literature review explored the theoretical and conceptual frameworks pertaining to language ideologies as they emerge implicitly and explicitly in the discourses of people in educational and institutional settings. It talked about discourses from critical aspect and looked at the way language constructs structures of power and the way discourse impacts education, specifically in research supervision in institutions of power.

This chapter lays out the methodology by discussing how in CDA, method and approach are inherently interlinked. It talks about the research questions, explains the research methodology and presents the tools of data collection, sample of the study, methods of data analyses and ethical considerations.

3.2. Background

Pakistan is a developing country with limited educational resources. The National Educational Policy (NEP) 2009 realizes the limited educational resources. The Constitutions of Pakistan have all along talked about the equity in education and a uniformed educational policy for all for the well-being of Pakistan. In other countries national educational polices have evolved with the state, but Pakistan has failed to come up with a uniformed policy. NEP 2009 emphasized the important function of higher education, which is research through which it contributes to the innovation process, economic growth, sustainable development and social cohesion. Creation of knowledge is an important function of higher education. Higher education institutions regard research as the most important activity, and NEP 2009 regard research as the fundamental activity. In institutions of Higher Education, qualitative and quantitative research is taught in a formal manner at the level of Masters and PhD. It is usually at this level only that most of
the students get an opportunity to study research. Despite many hurdles, higher education system of Pakistan has produced international research publications in Pakistan from 600 research paper(s) in 2003 to 4300 in (2008) in Pakistan (Annual Report of HEC, 2012), and producing more than one hundred fifty (150) PhDs annually as compared to previous number of scholars from twelve to fifteen (12-15) per year. English language has a strong role to play as the research writing in Pakistan is in English. However at graduate and post graduate levels, training in research writing is direly needed. As recently reported (2017-18), the government released around 91 billion rupees to the HEC in order to promote and improve the state of research and higher education in the country. HEC tries few attractive approaches for promoting research in the country such as National Research Program for Universities, National Awards for Outstanding Researchers, and providing access to research through the HEC digital library.

At the primary and secondary levels, those students who come from elite O and A levels education system get concept-based education, with a focus on critical thinking, creative thinking and problem based activities approach. This prepares them for inquiry and research in the later educational stages and in higher education. Conversely, those students who get education from Pakistani system of education that is Matriculation and Intermediate get content-based education which does not have any focus on critical and creative thinking. These students face innumerable difficulties in inquiry and a grasp on concepts. Such students need specific research writing training.

The researcher understands that the students in higher education have not been prepared by the educational system for writing a research paper or conducting a worthwhile research in institutes of higher education. One big impediment has been a lack in English language skills. This situation resulted in the disappointments of research supervisors with the writing skills of students. Students’ own plight could be seen in not making their work reach the desirable level of proficiency in spoken discourses or writing of theses. There are very few language training centres in Pakistani universities which could provide English proficiency courses or give training in writing research reports. The consequence of this lack led to poor English language standards of research students in their Masters or PhD. Major burden of writing is shared by the supervisors who complain of consumption of time in recurrent proof reading of the research reports for
language correction and research writing. Mansoor’s research on language planning in higher education (2005) recommends English for specific purposes (ESP) courses at graduate and post graduate levels which would be cost effective: “These courses [EAP(English for Academic Purposes)] are therefore recommended as being most suitable for our university students who are learning English….” (2005:360), as it would be suitable for their higher studies as well as for prospects of employment. The current study aims to explore possibilities for improvement of English language and writing skills of the students in higher education, and to equip them linguistically for their consultations with their supervisors.

3.3. Methodology

This study was a qualitative research. Qualitative research can be explained according to its defining features. There have been many definitions of qualitative research put forward by the scholars in the field. I took inspiration by Denzin and Lincoln’s (2005) definition: “qualitative research is a situated activity that locates the observer in the world” (p. 3)… qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (p.3). Another definition, by Van Maanen (1979), though old, defines qualitative research concisely: [Qualitative research is] “an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world” (p. 520). What makes qualitative special is its intent and interest understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world (Merriam, 2009). In such research frameworks the researcher, who is the primary instrument of data collection strives to explain meanings of the phenomenon understudy. In this way, these researches are inductive and thick in descriptions. Particularly relevant to this study is the feature of qualitative research to explore and define how people make sense of their experiences, and the larger objective is to see how people make meanings of their experiences and life in general. Patton (1985) explains:
[Qualitative research] is an effort to understand situations in their uniqueness as part of a particular context and the interactions there. This understanding is an end in itself, so that it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting — what it means for participants to be in that setting, what their lives are like, what’s going on for them, what their meanings are, what the world looks like in that particular setting — and in the analysis to be able to communicate that faithfully to others who are interested in that setting . . . (p.1)

Another aspect which is very relevant to the present study is that the researcher can be very flexible and open in collecting rich and descriptive data, and analyze and interpret data in its full complexity. Instead of dealing with numbers and statistics as in quantitative research frames, the researcher of qualitative research can refer to verbal and non-verbal cues in data, can interpret visuals and artifacts of study and make sense of the artifacts related to the objective of the study.

This study is designed as a qualitative case study. A case study is an in-depth description and analysis of a phenomenon. Yin (2008) defines case study as follows: “A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p.18). According to Stake (2005: p. 443) case study is less of a methodological choice than “a choice of what is to be studied”. A case could be a single person, a program, a group, an institution, a community, etc. The case is a bounded unit that is boundaries are laid out as to what is to be studied, that is the unit of analysis. According to Merriam (2009), a researcher may select a qualitative case study s/he is interested in insight, discovery and interpretation of a phenomenon. The researcher focuses on a single phenomenon, its holistic elements and description and its explanation. The questions are also very important to unfold the phenomenon understudy in a case. A case study does not generalize findings on large populations, but provides insights for research in other contexts with some common characteristic features of the study. The researchers could also make predictions in such instances. This research selected qualitative case study in the ethnographic research tradition to understand the notions of power and authority in the discourses of research consultation meetings around the construct of language ideologies. The study identified power and hegemony in research
supervision practices. For the aim of studying inequality and hegemony, purposive sampling was used to study two MS students’ and their supervisors’ supervision practices at the stage of writing their thesis.

Within qualitative research, this study is situated in the paradigm of critical research. It goes beyond interpretivism and social constructionism, and focuses on critiquing the present status quo and challenging the existing state of affairs in research supervision. It takes insights from Marx’s analysis of socioeconomic conditions and class structures. The aim is to transform and empower. According to Patton (2002, 131): “…what makes critical research ‘critical’ — is that it seeks not just to study and understand society but rather to critique and change society.” Crotty (1998, 113) describes critical research paradigm as follows: “It is a contrast between a research that seeks merely to understand and research that challenges . . . between a research that reads the situation in terms of interaction and community and a research that reads it in terms of conflict and oppression . . . between a research that accepts the status quo and a research that seeks to bring about change.” Critical research studies the context of research in terms of power: who has it, how it is negotiated and what structures in society reinforce the current distribution of power. Critical educational research focuses less on individuals than on context, the context where learning takes place, including the larger systems of society, the culture and institutions that shape educational practice, and the structural and historical conditions framing practice. From the stance of ethnography, critical research not only interprets the culture, but seeks to expose cultural frameworks that oppress and marginalize certain groups of people. Critical qualitative research raises questions about how power relations advance the interests of one group while oppressing those of other groups, and the nature of truth and the construction of knowledge. The aim of critical research is not just to understand what is going on, but also to critique the way things are, in the hope of bringing about a more just society.

The study designed its conceptual framework based on Fairclough’s Critical Discourse Analysis (CDA) (1989; 2003) approach and method. The aim of CDA is to unveil latent (language) ideologies, contested relations of power and authority, and issues of inequality and oppression in society. According to Fairclough and Wodak (1997), the basic tenets of CDA are the view of discourse as a means of addressing social problems;
acknowledging power relations as discursive; and constituting a free and democratic society.

The study followed Fairclough’s triad structure of CDA which includes:
1. The analysis of the linguistic structure, forms, and meanings of the text, that is, micro-analysis using the texts of students’ research theses;
2. Discursive practices around the discourses of the participants in research consultations, that is the discursive practice of the participants in the context of the institutional context;
3. The sociocultural context in which these literacy processes occurred and within which resulting discourses circulated.

As a method of analysis, Fairclough’s CDA approach well-suited the purpose of this study to address and transform the social wrong of power and hegemony in supervision practices and processes.

There are various literacy studies related to the role of supervision in higher education. These studies brought invaluable insights about literacy processes and practices. However, based on the literature available in the field of language ideologies and CDA, the researcher is not aware to the best of her knowledge about any study in the field of language ideologies as a construct to inquire into the notions of power and authority in research consultation practices in higher education through the methodological framework of CDA. The study tried to fill the gap in knowledge in the field of language ideologies situated in research consultations in higher education by looking at discrete moments of meaning making between the research supervisees and their supervisors through various dialectical processes, and analysis at micro (textual) and macro (socio-cultural) levels of the discourses of consultations.

Critical discourse analysis is a problem-oriented and transdisciplinary set of methods and approaches and is widely used in educational research. Rogers (2011) explains that since educational processes and practices are communicative events, the talks, texts and other semiotic elements which learning entails should be analyzed through critical discourse analysis in different contexts and time. Systems of meanings are dependent upon political, social, racial, economic, religious, and cultural aspects, which are value-laden socially defined practices, and they can never be neutral.
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(Blommaert, 2005; Fairclough & Wodak, 1997). Discourse studies and educational research are socially motivated and address problems through various theories and approaches.

Critical approach to discourse analysis is based on the premise that a study of meaning is also inquiry into power and inequality. In the context of this study, CDA provides the tools for addressing the issues in educational practices and processes. In the research consultation between the supervisees and their supervisors, CDA provides the lens to analyze asymmetrical relationship between the participants of both the cases. In CDA, the choice of the method and approach depends upon what aspect of social problem is examined and inquired. The study took insights from Fairclough’s approach and method of data analysis and found it most suitable to study the issue of power and hegemony in research supervision. His approach made the scholars in the field of CDA understand the power of discourse as a social practice and in what way discourses become a source of holding power and creating hegemony. The current study took Fairclough’s method of CDA in combining a number of theories from social and critical approaches, theories of discourse, ideologies, and language artifacts to explain the power of discourse as a social practice. In such kind of analysis, patterns emerge making critical and interesting connections to reveal the social reality. A description of the approach, method and research processes is given in fig. 1 below.
Figure 1. The study’s research framework based on Fairclough’s CDA approach
3.4. Research Questions

The research question of the study was: What aspects of power and hegemony are embedded in students’ and their supervisors’ discourses in higher education around the construct of language ideologies?

Based on the research question, the following sub-questions emerged:

1. What languages ideologies are manifested in the supervisees and supervisors’ discourses in research supervision meetings at a private institution?
2. How is meaning making between students and their supervisors ensued and contested in their discourses?
3. What are the affects of language ideologies on consultation practices?

3.5. Sampling

Patton (2002) argues that “the logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry, thus the term purposeful sampling” (p. 230, emphasis in original). Selection criteria is important to select the people or sites to be studied. Le Compte and Preissle (1993, p. 69) prefer the term criterion-based selection to the terms purposive or purposeful sampling in which a list of attributes which are needed for the study are laid out and then sample is selected. According to Merriam (2009), the criteria “directly reflect the purpose of the study and guide in the identification of information-rich cases.”(p.77). Discussing the value of the case study research, Flyvbjerg (2006) argues that both human and natural sciences can be facilitated by a single case. He also argues that formal generalizations based on large samples are overrated in their contribution to scientific progress. In this case study, two MS Education supervisees, who were at the stage of writing their thesis, and their supervisors were selected as samples of the study. In discourse analysis sample size is not usually a main concern, but the main focus is in the varied ways language is used and for different aims (Potter and Wetherell 1987). According to Daniel (2011), large variations in linguistic patterning can be acquired from a small number of people. A large sample size may make the analytical process difficult to manage rather than adding to the analytic outcomes. Specifically, in the selection of
sample size in studying linguistic aspects in CDA, the main concern of the study was to ensure that it answered the research questions. For an in depth study of the power relation between the supervisor and the supervisee, two cases brought about rich and thick data. A detailed discursive data was obtained through consultation meetings and interviews, which enabled the researcher to answer the research questions and explain the phenomena under study. Qualitative case study helped in studying the participants’ perspective and experiences along with a detailed analysis of power and hegemony around the notion of language ideologies in supervision processes and practices. Using case study through the consultation meetings helped in intensively analyzing their trajectories as well as studying their voices in the supervision practices. Two research supervisees and their supervisors were selected because they were at the stage of thesis writing, for in-depth investigation of issues, patterns and trends emerging around English language ideologies. Research participants’ ideologies and attitudes towards English language were studied, keeping in perspective their divergent backgrounds, English language competence and experiences and roles in the education field.

3.5.1 Peculiarities of the Participants

Case 1: The first participant supervisor was a female, with a PhD in Education from a national university. She had a long history of English language teaching in an international university of Pakistan with a strong background in English and English language teaching. The participant spoke mostly in English. Her profile showed an extensive experience of attending and presenting at innumerable international and national conferences, conducting teacher education background, publishing research papers and attending various policy meetings and conferences such as HEC.

The supervisee was a female and a novice teacher in Education. Her educational background was quite strong, with an MBA in Educational Leadership. She was quite well-versed in educational issues and philosophy. Her English background came out to be quite modest, as was revealed in her spoken discourse.

Case 2: The supervisor was a male, with his PhD from an international university. He also had a history in education. He remained bilingual with the supervisee. The supervisee had a commerce background, with a certification of Chartered Accountancy.
He was enrolled in MS Education, to get an additional qualification. He preferred to use Urdu most of the time.

### 3.6 Data Collection Process

The data collection tools consisted of observations of research consultation meetings, study of the transcriptions of meetings and individual unstructured interviews with the participants. The data was collected from the stage of the participants’ writing of the thesis. There were five to six recordings of the research consultation meetings. There were individual unstructured interviews with each participant. The supervision meetings were the visible aspects of supervisor-supervisee relationship and therefore it was logical as well as easy to use the consultation meetings as a source of data. Additionally, the researcher attended the meetings to understand and study the data in its full semiotic effect. The interviews were unstructured so it allowed flexibility to the researcher. The interviews were more like a conversation and questions flowed out from the responses of the participants.

The aims and objectives of the study were explained to all the research participants. A verbal as well as a written consent was taken from all the participants prior to data collection. (App-1). The recordings of the consultation meetings started from the early stages of thesis writing. Two small tape recorders were placed on the table between the participants during one-on-one meetings and interviews. Meeting time ranged from 35 minutes to 75 minutes. The interviews were of 30 minutes average for all the participants.

The participants were punctual and cooperated well with the researcher. Except for the initial inhibition, the participants were quite relaxed in all the sessions. Participants in their interview slots were also quite relaxed and talked with ease and composure. The transcripts used acronym ‘S’ for the supervisors, ‘A’ for the supervisees and ‘R’ for the researcher. The transcriptions of the meetings and the interviews took more than two months time, as it was quite a long process of transcribing extensive stretches of dialogs.

CDA does not follow a fixed, regimented way of gathering data; accordingly, the researcher tried to be flexible in order to include any phenomenon worth attending.
Besides, data analysis started along with the collection of data (Fig.2). This helped the researcher to find missing information, and to probe those aspects in the next meeting or interviews. The research process was a circular process as it moved from data collection to interpretation in a circular manner to explain the theory.

![Diagram: Empirical research as a circular process]

*Figure 2. Empirical research as a circular process: Adapted from Wodak & Meyer (2009)*

### 3.7 Data Analysis

Fairclough's approach to CDA (1989; 2003) was adopted, which consists of three inter-related processes of analysis tied to three inter-related dimensions of discourse. These three dimensions are:

1. The object of analysis (including verbal, visual or verbal and visual texts).
2. The processes by means of which the object is produced and received (writing/speaking/designing and reading/listening/viewing) by human subjects, and
3. The socio-historical conditions which govern these processes.

Each of these dimensions requires a different kind of analysis, which is:

1. Text analysis (description),
2. Processing analysis (interpretation),
3. Social analysis (explanation).
In the first level of analysis, i.e. description, the focus of CDA was on textual-linguistic features of data, such as grammar, vocabulary, cohesion, etc. By studying the forms of language, one can discover the social processes and the specific ideology embedded in them. For linguistic analysis, Fairclough draws on Halliday's Systemic Functional Grammar (SFL). SFL looks at linguistic categories of grammar and genre as social functions.

In interpretation, which is the second level of analysis, the focus is on the speech acts, coherence and intertextuality, which link the text to wider social context, i.e. the way participants come to understand discourses based on the social and ideological resources.

In explanation, the researchers draw on social theory to make the ideological basis apparent. This phase was discourse-as-social practice, as it means to study the ideological and hegemonic aspects of discourse. In such kind of interconnectedness the analyst can describe, interpret and explain a particular phenomenon under study. As the figure 3 shows, the boxes are embedded into one another showing their interconnectedness as well as their interdependence on each other. According to Fairclough, “CDA must make progression from description to interpretation to explanation” (1989:26).

Following Fairclough (2003), a relational view of discourses was adopted. There were several layers of analysis and an attempt was made to look at the relations between different levels of the categories, based on the transcripts of discourses (consultation meetings between the research participants and their supervisors).
Figure 3. Discourse as text, interaction and context
A CRITICAL DISCOURSE ANALYSIS OF RESEARCH CONSULTATIONS

CDA is strongly based in theory, and faces the challenge of mediation between theories as applied to larger society and discrete moments of social interaction which takes place in texts (here transcripts of discourses). The peculiarity of CDA designs is its flexibility of approach and method of analyses.

The data was analyzed using multiple theories and approaches, depending upon the unfolded phenomenon. The transcripts were read a number of times to select and code the data. The transcripts of meetings and interviews were selected and coded based on the following categories in Table 1:

3.8 Coding Categories

The following table explains the data categories, codes and definition

Table 1

<table>
<thead>
<tr>
<th>Data categories</th>
<th>Codes</th>
<th>Types of analysis</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auxiliary verbs</td>
<td>Aux</td>
<td>Textual analysis</td>
<td>Express obligation</td>
</tr>
<tr>
<td>Diction &amp; tome</td>
<td>D &amp; T</td>
<td>Textual analysis</td>
<td>Particular lexical items to show the attitude of speakers towards various topics</td>
</tr>
<tr>
<td>Personal pronouns</td>
<td>Pp</td>
<td>Textual analysis</td>
<td>Distance and nearness of the participants</td>
</tr>
<tr>
<td>Spoken discourse</td>
<td>SD</td>
<td>Textual analysis</td>
<td>Elements of primary and secondary speakers, turn taking, speech acts, politeness &amp; discourse markers</td>
</tr>
<tr>
<td>Non-discursive elements</td>
<td>ND</td>
<td>Interpretation</td>
<td>Body movements, gestures, postures</td>
</tr>
<tr>
<td>Genre elements</td>
<td>G</td>
<td>Interpretation &amp; explanation</td>
<td>Genre chains and genre mixing</td>
</tr>
<tr>
<td>Discourse segments</td>
<td>D</td>
<td>Interpretation &amp; explanation</td>
<td>Entextualization, social actors and socio-cultural aspects</td>
</tr>
</tbody>
</table>

3.8.1 Linguistic Analysis of Discourses

Subjects and verbs were separated in order to enable searches for verb patterns and auxiliary verbs. In this study, the function of auxiliary verb phrases was to show a set of obligations for the research participants to speak in a particular genre in a structured
manner. It delimited the role of the participants to make it sound as the only option to express them. The use of auxiliary verb as an obligation made it sound mandatory to the participants to act in a structured manner according to the discipline, and demarcated the role of the participants, which was largely to follow as given.

3.8.2 Diction & Tone

Items were coded for diction and tone to understand how particular lexical items were used to show the attitude of speakers on a particular topic related to English language ideologies. The tone of the speaker also gave away the speaker’s bent towards the topic. Use of “good”, “bad” or “worst” or “incompetent” for level of language competency also revealed the speaker’s attitude in a speech community. Lack of language skills meant lack of education, emblem of illiteracy, poor educational and economic background and so on.

3.8.3 Use of Personal Pronouns

Use of you/your or me/mine has got an ideological base. It is also an ideological norm to use passives instead of calling a senior “you”. Similarly, the norm of using ‘I’ is largely used by a senior or someone high in status, to assert oneself. The probe was to find out if the research participants also used an “I” and ‘You”. This has got an ideological edge that when someone asserts it may mean that s/he has got more knowledge and authority to speak on a topic. The use of ‘them’ and ‘us’ is ideological as it studies otherness and nearness.

3.8.4 Spoken Discourse

Spoken discourse analysis plays a vital role in explaining power relations

3.8.4.1 Speakers

The study focused on primary and secondary speakers in terms of their contributive value in the discourses. Primary speakers make major contribution to a topic, whereas secondary speakers make minor contributions to a topic. This explains power relations between the speakers in a dialog.
3.8.4.2 Turn-Taking

Three types of turn taking were studied to understand the control and hegemony of speakers in the dialogs. The first was inviting the speaker, the second was the interlocutor’s self-reflection and taking the floor, and the third was the monopolization of turn if the interlocutor did not wish to participate. Turn taking explained many aspects of power and hegemony in speech.

3.8.4.3 Speech Acts

Speech acts are actions performed with utterances. Following Searle (1969), five types of speech acts were studied: Declarations, representatives, commissives, directives and expressive.

3.8.4.4 Politeness

Politeness acts were studied keeping in perspective Pakistan’s context of cultural values. Two politeness aspects were studied: negative face saving and positive face saving.

3.8.4.5 Discourse Markers

Discourse markers were used as signposts to signify signpost cues in discourses.

3.8.5 Non-Discursive Practices

This includes the actions of the interlocutors, body movements and gestures. This study investigated the actions from the observation of the research participants to learn about the implicit knowledge about their actions and construct knowledge about them. This knowledge was made explicit in the current research study.

3.8.6 Genre Elements: Consultation

a. Genre chains: To see if the consultations form any chains of genre.

b. Genre mixing: To find out if consultations were mixed with any other genre like argumentation, etc. The probe was to see who could construct an argument and what the argumentation styles were.
3.8.6.1 Assumptions: Value, propositional, existential

Value assumptions, propositional assumptions, and existential assumptions were selected so that patterns of inter-discursivity regarding language ideologies could be highlighted that could establish power-relations between supervisor and supervisee.

3.8.6.2 Statements & Qualifying Words

Social actors in the text were counted and categorized for use in representing the functions of various agents in the discourses and interviews. These social agents were analyzed according to a number of variables, including
i. metalanguage about commenting on the use of language
ii. metapragmatic layer commenting on the style, tone and discourse
iii. The status and role of English language, teaching/learning situation, educational standards in Pakistan, actors’ role contributing to the betterment or falling standards of English education in Pakistan and experience of education and its system
iv. Language policy in Pakistan and the way different governments have dealt with it in the past
v. English language competence of students. Comments and observations, showing the trend of the students and what needed to be done to uplift the standards.
vi. Consensus orientations to difference and sameness on the role and status of English, and the agents responsible for it.

3.8.7 Discourse Segments

After the transcripts were coded and reviewed, data was selected for discourse segments, and was organized according to pattern and function.

1. **Entextualization** of discourses
2. Social actor patterns: Number of references for the social actors in the discourses
   a. Realized by a pronoun
A CRITICAL DISCOURSE ANALYSIS OF RESEARCH CONSULTATIONS

b. Whether the social actor was present, absent, or backgrounded in
c. the text
d. Whether the social actor was represented personally or impersonally
e. Whether the social actor was named or categorized
f. Whether the social actor was represented specifically or generically.

3.8.7.1 Socio-Cultural Aspects

The analysis also looked at the socio-cultural level of analysis that looked at elements of larger societal matters like, language ideologies related to English language as a matter of hegemony, legitimation, and social actors’ role in distanciing or bringing nearness to the research participants, oppressions, and so on.

Figure 4. Recursivity in the research method
Source: Ethnography in Education edited by Heath & Street, 2008

As is shown in Fig. 4, the research method observed recursivity in the data collection procedure. In the light of the literature review, the plan for data collection was made with the realization that it will not be a linear process. After the first meeting, the researcher understood the trajectories of themes that were coming up and were modifying and explaining the theoretical framework. The researcher tried to make sense of the data by looking at the literature related to CDA, language ideologies, discourse, and research supervision. The hunches of the researcher were explored and the data which yielded the research findings resonating with the research questions, were clustered thematically. Other things were coded as ‘other’ and were kept for references and explanation of the
data. The researcher found that she had to visit the data recurrently to explain how the themes emerged.

The following Table 2 and Table 3 lays out the cases, data sources, the participants involved and the duration of the recordings of consultation meetings as well as the interviews.

### Table 2

<table>
<thead>
<tr>
<th>Data sources, participants and duration of case 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Case 1</strong></td>
</tr>
<tr>
<td><strong>Data sources</strong></td>
</tr>
<tr>
<td>Consultation meeting # 1</td>
</tr>
<tr>
<td>Supervisor &amp; Supervisee</td>
</tr>
<tr>
<td>Duration</td>
</tr>
<tr>
<td>48:35 seconds</td>
</tr>
<tr>
<td>Consultation meeting # 2</td>
</tr>
<tr>
<td>Supervisor &amp; Supervisee</td>
</tr>
<tr>
<td>56:37 seconds</td>
</tr>
<tr>
<td>Consultation meeting # 3</td>
</tr>
<tr>
<td>Supervisor &amp; Supervisee</td>
</tr>
<tr>
<td>44 minutes</td>
</tr>
<tr>
<td>Consultation meeting # 4</td>
</tr>
<tr>
<td>Supervisor &amp; Supervisee</td>
</tr>
<tr>
<td>43:10 seconds</td>
</tr>
<tr>
<td>Consultation meeting # 5</td>
</tr>
<tr>
<td>Supervisor &amp; Supervisee</td>
</tr>
<tr>
<td>57:06 seconds</td>
</tr>
<tr>
<td>Interview</td>
</tr>
<tr>
<td>Supervisee</td>
</tr>
<tr>
<td>42 minutes</td>
</tr>
<tr>
<td>Interview</td>
</tr>
<tr>
<td>Supervisor</td>
</tr>
<tr>
<td>40:20 seconds</td>
</tr>
</tbody>
</table>

### Table 3

<table>
<thead>
<tr>
<th>Data sources, participants and duration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Case 2</strong></td>
</tr>
<tr>
<td><strong>Data sources</strong></td>
</tr>
<tr>
<td>Consultation meeting # 1</td>
</tr>
<tr>
<td>Supervisor &amp; Supervisee</td>
</tr>
<tr>
<td>25:49 seconds</td>
</tr>
<tr>
<td>Consultation meeting # 2</td>
</tr>
<tr>
<td>Supervisor &amp; Supervisee</td>
</tr>
<tr>
<td>26 minutes</td>
</tr>
<tr>
<td>Consultation meeting # 3</td>
</tr>
<tr>
<td>Supervisor &amp; Supervisee</td>
</tr>
<tr>
<td>17:15 seconds</td>
</tr>
<tr>
<td>Consultation meeting # 4</td>
</tr>
<tr>
<td>Supervisor &amp; Supervisee</td>
</tr>
<tr>
<td>19:55 seconds</td>
</tr>
<tr>
<td>Consultation meeting # 5</td>
</tr>
<tr>
<td>Supervisor &amp; Supervisee</td>
</tr>
<tr>
<td>25:43 seconds</td>
</tr>
<tr>
<td>Consultation meeting # 6</td>
</tr>
<tr>
<td>Supervisor &amp; Supervisee</td>
</tr>
<tr>
<td>29 minutes</td>
</tr>
<tr>
<td>Interview</td>
</tr>
<tr>
<td>Supervisee</td>
</tr>
<tr>
<td>48 minutes</td>
</tr>
<tr>
<td>Interview</td>
</tr>
<tr>
<td>Supervisor</td>
</tr>
<tr>
<td>38:45 seconds</td>
</tr>
</tbody>
</table>

The saturation of findings was after three meetings. There was repetition of themes and after sometime, it got quite redundant in terms of themes and expressions. The consultations were not limited to face-to-face consultation, but the participants made telephonic calls to the supervisors when they needed any support. One supervisee also
visited the supervisor at home. The limitation of the study was that the researcher did not have access to the telephone calls and home visits, though the supervisors did share what the queries were like and what was decided between the participants and the supervisors.

Fairclough largely draws on Foucault’s approach to discourse analysis. According to the theoretical aspects to discourse, there is a focus on discursive norms, topics and themes. Foucault wanted to keep the analysis at the macro level and on context. The analysis drew on the cultural knowledge to do the analysis. Those aspects were also probed that were left unsaid. The relationship between discourses was analyzed, as there were many contrasting discourses about objects and events. Foucault also talks about the genealogy of discourses, as discourses are historical and cultural situations. In this study, aspects related to sociocultural and historical realities were also analyzed for studying ideologies.

3.9 Ethical Considerations

Ethical principles from AERA (2016) and BERA (2016) were taken into consideration and were incorporated into the thesis. A verbal as well as a written consent was taken from all the participants of the study. The participants were assured of the confidentiality of the responses and the data. A verbal consent was also taken at the beginning of the data collection process. All the transcripts were transcribed in complete seclusion and concealment from the outsiders.

Guba and Lincoln (1981) refer to “…unusual problems of ethics. An unethical case writer could so select from among available data that virtually anything he wished could be illustrated ” (p. 378). Both the researcher and the participants had a debriefing session in which the researcher explained the biases that could camouflage findings and twist them. The researcher was particularly conscious of the fact that she belonged to the same university as the participants and this could shadow their answers. Therefore, she was particularly critical of the probes.

In case studies, limitations are related to the issues of reliability, validity and generalizability. As Hamel (1993, p. 23) observes, “the case study has basically been faulted for its lack of representativeness . . . and its lack of rigor in the collection, construction, and analysis of the empirical materials that give rise to this study. This
lack of rigor is linked to the problem of bias . . . introduced by the subjectivity of the researcher ” and others involved in the case. However, case studies are designed on the premise of getting in-depth data from the phenomena and research sites. Shields (2007) argues for qualitative case studies research: “The strength of qualitative approaches is that they account for and include difference — ideologically, epistemologically, methodologically — and most importantly, humanly. They do not attempt to eliminate what cannot be discounted. They do not attempt to simplify what cannot be simplified. Thus, it is precisely because case study includes paradoxes and acknowledges that there are no simple answers, that it can and should qualify as the gold standard ” (p. 13). It is this flexibility and complexity in dealing with the data with a critical lens to probe deeply into the phenomena under observation.

There are ethical issues related to data collection techniques of interviewing and observation. Stake (2005) observes, “Qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict” (p. 459). In the consultation meeting observations, the phenomena and sites were studied in its full semiosis. In interviewing, participants were assured of their privacy by the anonymity of their identity, they were not asked embarrassing questions, for example those related to their income, their experience with certain people, probing into their likes or dislikes about certain people etc. They were also assured of their comfort level regarding the long-term residual effect of their data on people, like their teachers or supervisors. In this study, people enjoyed sharing their feelings and perceptions and commented freely on the issues related to research and research writing. Patton (2002) notifies that the interviewer’s task “… is first and foremost to gather data” (p. 405). The interviewer is neither a judge nor a therapist nor “a cold slab of granite — unresponsive to the human issues, including great suffering and pain, that may unfold during an interview” (p. 405).

During the non-participant observations of the consultation meetings, the researcher remained neutral, non-interfering and non-reactive to the consultation processes. Webb and others (1981) suggest that there are ethical issues based on how “public” the observed behavior is. In this study, except for the initial ten minute inhibition in the first meeting, the participants got accustomed to the researcher’s
presence and freely got involved in the interaction. During the data analysis stage, as the researcher was the primary instrument for data collection, she was very careful in deciding what aspect was important related to the research questions and objectives of research. Thus, it was a very careful and critical work to select data, excluding that which did not align with the research purpose.

The researcher was well-aware that anonymity of the participants needed to be strictly kept. As Punch (1994) warned: “The cloak of anonymity for characters may not work with insiders who can easily locate the individuals concerned or, what is even worse, claim that they can recognize them when they are, in fact, wrong” (Punch, p. 92). This aspect was taken care of by getting the consent form filled which pledges that the identity of the participants will not be revealed at any cost. The identity of the participants was not shared with any colleague or faculty member. The researcher strictly adhered to Patton’s (2002) “Ethical Issues Checklist” identifying the following ten items to be considered when engaging in qualitative research:

1. Explaining purpose of the inquiry and methods to be used
2. Promises and reciprocity
3. Risk assessment
4. Confidentiality
5. Informed consent
6. Data access and ownership
7. Interviewer mental health
8. Advice (who will be your counselor on ethical matters)
9. Qualitative Research
10. Data collection boundaries
11. Ethical versus legal conduct (pp. 408 – 409)

As part of case study design in the fashion of ethnography per se, the researcher was one of the insider and understood the suggestive glances, inhibitions, references to institutional pressures and inclinations perfectly well. The researcher realized many aspects and realities that would have gone unnoticed and ignored by an outside researcher. The participants expressed their confidence in the integrity of the researcher, and willingly shared any additional information. As this case study was in the...
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ethnographic design per say, the researcher was an insider, which gave her an additional edge in understanding issues and intricacies of the institution. The participants were also relaxed because they viewed the researcher as one among them. During the recordings, the researcher tried to be as impartial as possible, without interfering in the consultations. However, there was a continuous note of paralinguistic features, non-verbal communication such as gestures, style of sitting and talking. During the interviews, the researcher was more like a participant and talked about her own experiences, observations and comments related to what the participants said. The environment where these interactions took place was congenial and peaceful. A “do not disturb” play card was displayed on the door, the phones were on the silent, and the researcher made sure that events were taking place in a natural environment. The participants shared that after the initial phase they forgot that there was an observer in the room. The researcher thanked all the participated involved in the data collection process. In the data analysis, the researcher tried to be impartial and objective, and explained her bias and her position in the analysis process.

3.10 Summary

This chapter discussed the methodological framework, which laid out the data collection processes, data analysis and ethical considerations. It talked about the purposive sampling of the study, coding categories and the analysis processes. The data analysis plan gave a detailed plan of coding categories related to linguistic aspects of text, diction and style, grammatical aspects, generic elements, discourse segments and socio-cultural aspects. The chapter talked about the recursivity in the research method, which led to recursive movement in the data to understand the emerging patterns.

The next chapter will present the findings and analysis of the data according to the research questions and methodological framework discussed.
CHAPTER FOUR: Findings and Discussion

4.1 Introduction

The first chapter introduced the purpose and rationale of the study in relation to the background situation of the country and the various socio-cultural and educational realities of the context. It made a case to situate the study within the field of language ideologies to study the notions of power and hegemony in higher education. To study the construct of language ideologies in education, specifically in research supervision, the study followed the conceptual and methodological framework of Critical Discourse Analysis (CDA) in the tradition of Norman Fairclough’s analytical design (1989: 2003). The chapter laid out the research questions, and the significance of the study. It also identified the niche in literature regarding the focus of the study and discussed the ways the study would fill the gap in knowledge. The second chapter explained the theoretical underpinnings of the study on the topics related to language ideologies, CDA, its theory and method, and power and hegemony in research supervision in higher education. The third chapter talked about the methodological framework of the study within the paradigm of CDA. It laid out the data collection plan and the details of data analysis and the sampling and peculiarities of the participants.

This chapter lays out the findings and discussion of the data related to language ideologies and power and hegemony in research supervision as unfolded by the analysis of CDA. The findings concern two case studies, each related to the supervisee with the supervisor. The purpose of this qualitative case study was to investigate the notions of power and meaning making in students and their supervisors’ discourses in research consultations in higher education around the construct of language ideologies.

For data analysis, consultation meetings and the interviews were selected. The study aimed to explore the critical discrete moments in discourses in which power and domination were built discursively by the participants around the theme of language ideologies. For the analysis of ideologies, this study borrowed insights from the critical strand of ideology as given in Woolard’s (1998) division of ideologies. It is concerned with the inhabitable positions of power in social, political and economic fields. According to this strand, “Ideology is seen as ideas, discourse, or signifying practices in
the service of the struggle to acquire or maintain power (Woolard, 1998). For some proponents of this critical stance, ideology works as a tool in the hands of dominant social groups in the struggle for power.

There were two case studies of two MS (Education) supervisees at the level of writing their thesis, and their supervisors. These cases were selected as purposive sampling to study their discourses related to Education in research consultation meetings with their supervisors. The researcher’s interest was in the field of Education and she wanted to study how discourses in this field become hegemonic.

Considering the research questions of the study, the findings are categorized under three major themes, which are:

a. Manifestation of language ideologies in discourses of research supervision;
b. Meaning making ensued and constructed between the research participants; and
c. Affects of language ideologies on consultation practices.

The findings and analysis of both the cases will be discussed simultaneously to study each case individually and also to see the commonalities and differences between the two cases. In the excerpts that are selected for analysis, the acronym ‘S’ is used for the supervisor, ‘A’ is used for the supervisee and ‘R’ is used for the researcher. The excerpts of the consultation text and interviews are given in italics for identification.

4.2 Theme One: Manifestation of language ideologies in discourses of research supervision

The research question was: What languages ideologies are manifested in the research supervisees and their supervisors’ discourses in research supervision meetings? The section attempts to answer the research question by discussing the prevalence of language ideologies in discourses of supervisees and their supervisors.

4.2.1 The structure of the Research Consultations

These texts were a part of regular research consultation meetings between the supervisor and the supervisee. According to Fairclough (2003), text analysis is not exclusively linguistic analysis, but also includes ‘interdiscursive analysis’, that is, seeing
texts as consisting of different discourses, genres and styles they draw upon and articulated together.

4.2.1.1 Case One

The first meeting opened with the consultation focus on supervisee’s first chapter and the supervisor read the thesis on the computer. The consultation meeting was entirely led by the supervisor and very little space was given to the supervisee to give her input. The meeting was largely led by questions asked by the supervisor:

*S: So was it ok? Did you follow? So what happened in this?*
*A: Design and implementation, design the whole course*
*S: The process of course development for the teacher? Okay stage 1 was planning, the course stage 2, was it modifying the course? Alright, so you planned the course?*
*A: hmm*
*S: And then you modified the course 2?*

(Case 1 Meeting Transcript 1 Row 127-131)

There were many clarification sought by the supervisor. It was partly the supervision style and partly because the research writing could not make the aspects clear. Because of the seeming deficiency in supervisee’s research skills and writing skills, the supervisor had to stop reading repeatedly and ask for clarifications. The supervisor in her interview also expressed this aspect.

The supervisee was conducting research on Information & Communication Technology (ICT), and its role in education. The choice of vocabulary pertained largely to the themes of research writing of the MS thesis in Education, aspects of ICT, Higher Education Commission’s (HEC) role in national education, condition of ICT in schools, socio-cultural aspect of embedding ICT in education, general attitudes of the socio-cultural aspect of education in Pakistani society, and teaching learning situation in Pakistan. The main agents of the meeting attributed meanings to words in the educational practices, which textured the relation of lexical choices.
The consultation as a form of discourse was also a source of establishing the power relations between the participants in this interaction. Discourses as social practices were determined by the social situation in which these participants were, specifically the relationship between them as the supervisee and the supervisor. According to Fairclough (1989), language is a part of society; it is a social process and socially conditioned linguistic and non-linguistic aspects of society. There is an internal relationship between language and society, which is dialectical in nature. Since language is a part of society, linguistic aspects are social aspects.

Institutional regimentation of structure and control affected the structure of discourses. In these consultation meetings, the supervisor chose question-answer format. The consultation was a mix of consultation and teaching. As in a regular teaching session, usually the elicitation comes first, in the same pattern the consultations started with a number of queries, elicitations, clarifications, and comments. The particular feature about the meetings was the continued concern with the structure and organizational pattern of the thesis. The supervisee’s low proficiency in English could be observed in her humble pronunciation patterns, broken sentence structure and grammatical errors (This is discussed in section 4.2.4.2 & 4.2.4.8)

Discourses were concerned with social conditions which were related to three different level of social organization (Fairclough, 1989), which relates to the level of the social situation, the level of the social institution, and the level of society as a whole; it is the relationship between texts, processes and their social conditions. The discourses were largely affected by the structure and convention of the institution of power (education).

There was a continuous effort on the part of the supervisor to keep the discourses within the genre of research consultation. According to Cutting (2002), there are three types of contexts: The situational context, background knowledge context and co-textual context. Situational context refers here to the consultation meeting, to the immediate physical co-presence that is, the situation where the interaction was taking place at the time of speaking. Background knowledge refers to cultural norms. For instance, in the research consultation meetings, supervisees were expected to behave in a certain manner, dress in a formal manner and adhere to their supervisors’ speech with respect.
Supervisors, on the other hand, held power over their supervisees and they were expected to disseminate knowledge to them. Wardhaugh (1985) highlights this aspect as follows:

“Since participants in a conversation usually do share a certain amount of background knowledge about ‘proper’ behaviour and the ‘right’ way to do things, much of what they say can be understood if we, too, are familiar with the knowledge they share. Their references to places, times, and events and their accounts and descriptions are related to what they know and what they believe the others know. A participant in a conversation must believe that he or she has access to the same set of reference points that all the other participants have access to; all he or she needs to do in conversing is use those points for orientation, and listeners will comprehend.” (p. 18)

Background knowledge can also refer to shared knowledge between interlocutors. As in cases one and two, both the interlocutors had the background knowledge of their subjects.

As the meeting progressed in case one, the level of understanding between the participants increased, and more aspects entered their discussion. They talked about other social agents who were two faculty members from different departments; about a senior student; they also talked about other members like Pakistani teachers and students in general; other students whose thesis the supervisee studied; and teachers who were referred as coordinators in ICT. They also referred to the institutes of HEC and a public university, shortcomings of these institutions, and commented on the kind of work produced by students of those institutions. Towards the close of the meeting, the supervisor relaxed and made the supervisee at ease by encouraging her not to lose hope and keep up the efforts. She gave example of a senior student who was in a similar situation and kept up the high spirits and positive attitude towards thesis writing. The meeting ended with planning the future work while the supervisor would be on leave. In the subsequent meetings, the structure repeated itself with a change of contents.
4.2.1.2 Case Two

In case two, the structure of the meetings was different in style from the first case in a number of ways. There were various moves and strategies used which gave consultations a very different style. The supervisee was conducting research on the philosophy of Imam Ghazali, a renowned Muslim philosopher and educationist, and he was concerned mainly with the themes of the study. The supervisor had conducted research on Iqbal, Pakistan’s national poet and philosopher and his philosophy, and this was the commonality between the supervisee and the supervisor: both took Muslim scholars and drew comparisons between them. What was noteworthy was the absence of language concern, which was a predominant concern in case one. In case two, an absence of language concern was itself ideological. The supervisee spoke in Urdu throughout the meetings, whereas the supervisor switched codes between English and Urdu. They equated Urdu with eastern values and regarded it a symbol of nationalism; as a result, the supervisee felt empowered in using the national language.

In terms of style, case two consultations were pitched at a much flexible level than the first case. The first meeting started with the supervisee’s concern that he could not concentrate on the analysis of the data. He did not feel fit to work; thereupon, the supervisor put forward a number of advices. He suggested that the supervisee should transfer the data on his mobile phone so that he could listen to the recordings while driving. He also advised him to take vitamins, dry fruits, honey and herbals and take medical advice to enhance his energy level. The supervisor gave example of his own supervision hardships and challenges, how his supervisor got inaccessible, and he had to try with a new supervisor for whom he was the first PhD supervisee—“the first born in PhD”. Since he had attended a course on research themes and data collection methods, it got very helpful for him to carry out the PhD study. The skills he emphasized were critical thinking skills and strategies in research. He used the expression “I used my mind a lot” in many different ways. There was ample of discussion at the conceptual level related to Iqbal’s works, and the ways to cluster the emergent themes. The supervisor did not read on the computer; rather the supervisor asked the supervisee to send him the work so that he could read ahead and give him feedback in the next meeting. The consultation time was spent on ways of managing data, clustering themes, categorizing the themes,
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contacting the research participants for interviews, transcribing the data and narrating the experiences of the interview. The session was also a motivating session. The supervisor drew comparisons between the supervisee and his own research experiences, survival difficulties in a foreign land regarding facilities and keeping a positive mindset to wade past the difficulties.

The voice of the supervisee was heard and was encouraged. It closely coincides with CDA’s advocacy model to give voice and power to the marginalized groups, such as the supervisee. In the following excerpts, the supervisee’s plight could be heard:

A: I have seen since the past one and a half month this is happening, uhhh not being able to concentrate on the analysis.
(Case 2 Meeting 1 Transcript 1 Row 3-4)

A: I can get involved in critical thinking. I get involved in that what could be the problem, how to solve that problem The only problem is that of not getting down to study, not being able to study.
(Case 2 Meeting 2 Transcript 1 Row 24-5)

As compared to case one supervisee, the supervisee in case two discussed his problems freely with the supervisor. His voice was heard and encouraged and was consoled during the consultation meeting:

S: Okay the best way for this is that when you are travelling you transfer the data in your mobile phone.
A: Sir, how to categorize I don’t understand.
S: Don’t worry. Things will be alright. If you keep on listening to it for you work When you will sit like this you have to put your mind to work, you have to think more, when you have listened to it a lot of times so themes on their own will start generating in your mind.
(Case 2 Meeting 1 Transcript 2 Row 33-35)
4.2.2 Stages of Data Analysis

Fairclough’s (1989) three inter-related processes of analysis are tied to three inter-related dimensions of discourse. (Please refer to 3.6 of the Methodology section for detailed discussion). These three dimensions are:

1. The object of analysis (including verbal, visual or verbal and visual texts).
2. The processes by means of which the object is produced and received (writing/speaking/designing and reading/listening/viewing) by human subjects, and
3. The socio-historical conditions which govern these processes.

Each of these dimensions requires a different kind of analysis, which is:
1. Text analysis (description),
2. Processing analysis (interpretation),
3. Social analysis (explanation).

Based on these stages of data analysis, the current study looked at the text analysis in the first section, and dealt with interpretation and explanation together in section two.

4.2.3 Section One: Text analysis

In the first level of analysis, i.e. description, the focus of CDA is on textual-linguistic features of data, such as grammar, vocabulary and cohesion. By studying the forms of language, one can discover the social processes and the specific ideology embedded in them. This study took relational approach to text analysis in the convention of Fairclough’s text analysis (2003). The text is a source of meaning making by the responses of the interlocutors involved in a dialog. As suggested by Fairclough (2003), meaning making entails three analytically separable elements, which includes the production of the text, text itself and the reception of the text. As producers of the text, the focus is on the speakers or writers; the reception of the text puts the focus on interpretation, on the interpreters, readers, or listeners.

The internal features of the text consisted of grammatical categories, which are mentioned below to understand the power relations between the participants.
4.2.4 Auxiliary Verbs

4.2.4.1 Case One

The subjects and verbs were separated to find the auxiliary verbs, which express obligation, possibility, suggestion, probability or definitiveness of action. The pattern of auxiliary verbs showed more directness in supervisor’s statements owing to her powerful position.

*can, should, I want to, I am, should be used, I have explained, I have seen, maybe you can say that*

*S: I would say modifying the existing course okay, So, you must have it in these three stages.*

*A: Yes, ma’am.*

(Case 1 Meeting 1 Transcript 1 Row 139-140)

There was an element of compulsion that could be seen in the supervisor’s tone and the use of auxiliaries. There was no hedging and there was a direct assignment of work. Rather than expressing probability, the supervisor opted for obligation and definiteness in her use of verbs. This aspect brings out the element of unequal power in their relationship. The supervisee did not put up any resistance and accepted the directive as given. The element of supervisee’s acceptance of suggestions, directives and advice is present throughout the consultation meetings. In this way, the text of their talk shows inequality in the way supervision was carried out. Since there was very little reaction by the supervisee on the issues raised by the supervisor, the supervisor took more space and floor of conversation. Conversely, the supervisee became more quiet and submissive. This could also be explained as an element of fear in supervisee regarding making comments or asserting her position on any matter.

The supervisor asked for action and since the beginning of the meeting, this set the tone of the interaction. This directness was mainly due to her command of the situation as a supervisor. Her command of English also added to her confidence level. Conversely, there were many ordeals for the supervisee: she had to manage the dialog in English as most of the time supervisor chose English as the language of communication;
reciprocally, the supervisee also regarded that as the standard practice, and tried to be a member of English speaking group. This was a matter of identity also as the supervisee perceived English as the standard norm of communication in research and higher education contexts. Secondly, the supervisee possessed very limited research skills. This placed her in a further disenfranchised position. Supervisor taught the research skills during the consultations. Thus, there was genre mixing with teaching, with teaching taking a foreground of research consultations.

4.2.4.2 Politeness

The supervisor used polite phrases:

S: *It seems to me that your context*,...
S: *Can I have a look over here*....
(Case 1 Meeting 1 Transcript 1 Row 56, 57)

The politeness in supervisor’s language was due to her educational background. The polite phrases form part of language ideologies, as Ivanic (1989) has shown in the honorific use of language. Politeness is a matter of awareness of where to use polite phrases. In this context, the awareness of the supervisor was critical as her role was clearly defined as unequal. Politeness, which acts like an ideology, influences the way interlocutors interact with one another. Goffman (1963), talks about the negative and positive faces of the speakers. In the turns of talk in case one, the supervisor’s negative face is more obvious. Negative face refers to the desire to see one's action unimpeded by others. This aspect is present throughout the supervisor’s linguistic behaviour. This could be explained in terms of the supervisor’s anxiety to make the supervisee follow the research work, and in order to make the supervisee focus on her work, she made the needed action very clear and definite.

The form of interaction was manifested in turn taking, feedbacks (for example, laughter) and the use of mitigating strategies. However, in the conversations it revealed that politeness did not reciprocate in supervisee’s discourses. This explains the educational background of the supervisee, as uninhabited to courtesy phrases. The
supervisee hardly used any polite phrases. As for instance, when she wanted to know about the examiners of a public university she used an imperative statement:

\[A: \textit{Share the names}\]

(Consultation Meeting 1 Case 1 Transcript 1 Row 234)

The supervisee’s lack of politeness was due to limited linguistic resources rather than the intent to be impolite. The supervisor had the background knowledge about the supervisee’s limited language skills, and she ignored the imperative. The supervisee translated from the Urdu expression: ‘naam share karein’. In Urdu, \\textit{karein} means politeness. According to Holmes (1992), “Being polite is a complicated business in any language. It is difficult to learn because it involves understanding not just the language, but also the social and cultural values of the community” (p. 296). In this educational setting, the supervisee’s expression would be regarded inappropriate.

Generally, the extensive use of interruptions in a discourse between two competing interlocutors can lead to conflict, as interruptions denote power and control over discourse (people with power can interrupt their subordinates without facing any serious repercussions). The supervisor interrupted the supervisee on a number of occasions, even in the little efforts of communication that the supervisee made. These interruptions were not meant to intimidate the supervisee consciously. Such interruptions came when there were a number of pauses in supervisee’s responses. Their dialogs overlapped due to the intention of the supervisor to fill the gap in conversations.

\[A: \textit{In National Qualification Framework in national qualification framework I went (pause of 10 seconds)}\]
\[S: \textit{Did you do that?}\]
\[A: \textit{In this details were coming so} (again a pause of 10 seconds)\]
\[S: \textit{ok, that’s good}\]
\[A: \textit{(overlap of speech) I did that}\]

(Consultation Meeting 2 Transcript 2 Row 404-428)
4.2.4.3 Case Two

Politeness was used in another way by supervisor’s soft expressions in the use of auxiliary verbs:

S: You can do one more thing. After office you can come to my place, you can try,

Goffman terms face as “an image of self delineated in terms of approved social attributes” (1963: 5). In this context, the supervisor used positive face, which refers to the desire to be appreciated as a social person. There was a level of comfort between the supervisor and supervisee and they both strived for mutuality of thesis building and sharing and valuing each other’s ideas and arguments. At no stage did the supervisor try to intercept the supervisee’s talk. The power play was very little and the supervisor encouraged the supervisee to get involved in long stretches of talk.

However, in matters related to work the supervisor used the imperatives:

S: ... after that on one side you will write their sentences that they have said and then from that the meanings that you are deciphering, alright?

(Case 2 Meeting 1 Transcript 1 Row 234)

There was a lot of explanation given by the supervisor through the strategies of giving examples from his own work, citing experiences from others’ work, and narrating instances of how he dealt with such situations while doing his own thesis. There was an obvious level of democratization of talk, which gave supervision a colour of equality of treatment and mutuality of ideas.

4.2.5 Grammatical Mood

4.2.5.1 Case One

The supervisor used a number of declarative statements:
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S: I would say modifying the existing course...planning the course means that only you planned it and decision making, which was a follow-up of this these five things

(Case 1 Meeting 1 Transcript 1 Row 234-235)

There were also imperatives with a tag question at the end like ‘ok’, ‘alright’, ‘yeah?’ These statements were both statements and questions. The speech function was to provide the information and to ask for confirmation. There was a strong link between declarative clauses and statements. The supervisor herself provided the rationale and justification most of the time. There was very little room left for the supervisee to justify her work. This may be because the supervisor had very little trust on the research skills of the supervisee, and she tried to dictate the way the research work should go forward. The supervisor did not attempt to facilitate the supervisee towards creative and critical thinking, or to look at the research work in a creative manner.

There were also directions given by the supervisor. Bach and Harnish (1982:47) explain that directives “express the speaker’s attitude towards prospective action by the hearer,” and suggest different types of directive sub-classes: Requestive; requirement; prohibition; permissive and advisory. They also differentiate requestive and requirement acts by saying that whilst the former does not expect compliance on the part of the listener, the latter does. Also according to them, when speakers make a requirement speech act i.e. a speech act requiring the interlocutor to take some action, they are presuming that they have authority over the hearer. In case one there were requirement directives, asking for action from the supervisee in the form of commanding the course of action, demanding an action, directing the way forward, instructing how to go about writing the various parts of the thesis, prescribing the course of action and requiring a response.

There were also a number of negatives used in the text, in which the supervisor refused to accept the supervisee’s assertions:

S: “It’s not identifying resources....”

(Meeting 2 Transcript 2 Row 33)
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S: “It’s not coming out....”
(Meeting 1 Transcript 1 Row 45)

S: “You have adapted it that’s why it’s not clear....”
(Meeting 1 Transcript 1 Row 50)

S: “So it’s not identifying resources, this is not literature review, it’s not planning....”
(Meeting 1 Transcript 1 Row 204)

S: “I don’t know what it is, this is not the purpose of the study”.
(Meeting 1 Transcript 1 Row 334)

In these statements, there is an element of absoluteness in supervisor’s negation. There was a strong denial of aspects related to research in the meeting. There was no attempt at consultation with the supervisee about the work. The supervisor gave no space to the supervisee to defend her work or argue in its support. There was a single focused understanding of issues, which the supervisor regarded as final, as the focus of the discourse was on the research skills and the organization of contents. This aspect shows power play in the relationship between the partners. The supervisor was not ready to accept any explanation and the supervisee seemed to be so intimidated by the negation of her ideas that in these turns of dialogs she was particularly silent. The unequal relation between them resulted in the supervisor’s hegemonizing the consultations.

The supervisor also used a number of interrogatives. This was also ideational as the supervisor had the authority to ask a series of questions, because of her powerful presence. In the meetings, the supervisor used open-ended, close-ended and tag questions to elicit information. However, the supervisee rarely came up with longer stretches of explanation. She rather preferred to give very short replies, to questions like:

Why are you studying this?
(Meeting 1 Transcript 1 Row 33)
Altogether, the grammatical moods built the style of discourses. Following Whorf’s basic premise, grammatical organization is cultural, social like other aspects of social and cultural patterning (Blommaert 2006). Silverstein (1979; 2006) furthered that linguistic form is indexical, indexing context through ideological inferences: a particular form stands for a particular social and cultural meaning. Co-textual context has two parts: Grammatical cohesion and lexical cohesion. Grammatical cohesion refers to the linkage of referring expressions. Grammatical cohesion in turn has three components, reference, substitution and ellipsis, (Cutting, 2002:13).

In case one consultation meetings, there were lesser suggestions and most of the time it was either the denial of the supervisee’s assertion or asking for clarification. There were lesser coherent devices used for meaning making than the questions asked by the supervisor. Ideologically, access to certain discourse type is ideological as it is granted to powerful agents in communication.

The focus of both the partners was to get the organization of the thesis in place. The supervisor went on to larger issues of deliberation, such as impact of ICT at national level, its place positioned against the global markets, processes and practices at global level, and how initiatives could be drawn to import strategies for the local use. Even though ICT was the supervisee’s subject, very little input came from her. It could be because of supervisee’s limited knowledge in ICT. It could also be explained in terms of supervisee’s lack of confidence to indulge in an academic debate with the supervisor. The distribution of power was so unequal between the participants that the supervisee
preferred to leave the stage completely to the supervisor and found it easier to comply with all her ideas.

4.2.5.2 Case Two

Affirmatives and declaratives were used in the discourses of the supervisor, with less negatives and interrogatives. This created a mood of facilitation, mutuality and equality of both the participants. The supervisee could disagree, argue in favour of his ideas and could share his experiences freely with the supervisor:

A: *I am trying to sit for the whole evening and do five to six pages of transcription.*

S: *Oh that is too much. Like I used to take two pages per day and it came out well*  
(Meeting 2 Transcript 2 Row 89-90)

The supervisor used tag-questions, like alright or ok. The texts were largely structured by narratives and explanations, comparing strategies of research adopted by other people and using one’s critical thinking to decide which approach in research should be taken. The supervisor narrated an account about his own strife when he was doing PhD:

> From her then I remotely requested that you become my supervisor. She had never actually supervised “PHDs” she used to supervise Masters ... she used to always say to me that I am a first born that is first born in PHD.... but she was very helpful but there were many things that could not explain, but fortunately I had done a project..., so that was very helpful to me and then I used my mind a lot that okay in terms of themes ... in which way you will do artifacts, in which way will do pictures, in which way will do syllabus so this was the same way in which way I will do Iqbal.  
(Meeting 1 Transcript 1 Row 233)
This is a fibula story narrated in a particular way in his conversation. According to Fairclough (2003) fibula is a series of logically and chronologically related events presented in a certain manner, though it may be different in its actual chronological order, providing the listener with distinct traits, which transform them into characters and focalizing the story in particular point of view. The supervisor joined certain details of the account of his own supervisor, highlighting the idea that although she was new to the PhD program, she worked brilliantly and made him realize issues conceptually. At the same time, he connected the issue with two aspects of self-development. Firstly, he did a course in research, which helped in understanding research concepts; secondly, he used critical thinking to think about research creatively. Through his narrative, the supervisor set the precedence for the supervisee. The supervisor selected events to motivate the supervisee who sounded in low spirits in the early part of the meeting. This narrative was a combination of direct and indirect reporting to create an impression of real events in his academic life from which he took inspiration.

What is notable in all these dialogs and turns of talk was the level of comfort and informality used in the consultation meetings, which helped in putting the supervisee at ease, who was under a lot of stress of his work as well as his MS study. The research related issues were discussed with ease and flexibility of style. The way supervision was dealt in case two shows how important it was for this supervisor to build the supervisee’s comfort level and to give him the space to think creatively and freely.

4.2.6 Pronouns

4.2.6.1 Case One

There was an excessive use of ‘I’ & ‘you’ pronouns by both the participants. There was also an occasional use of ‘we’ and also ‘they’ in references to Pakistani teachers and students. The use of personal pronouns for the supervisee seemed quite direct. The gap in politeness could be explained through Brown and Levinson’s (1987) model of politeness where they talk about the relative power of the senior, which demands a high level of politeness from subordinates or students towards seniors or supervisors. In this context, while the use of personal pronouns may be appropriate from
the senior, it may be perceived as unsuitable from the supervisee. However, as the familiarity index between the participants was high, this usage could be justified.

4.2.6.2 Case Two

The personal pronouns “I” and “you” were largely used by the supervisor:

S: *I mean you cannot go exactly as per this, in it we will find that from the discourse unit only*  
(Meeting 1 Transcript 1 Row 217)

The supervisor used ‘I’ but also used ‘we’ instead of “you” in many places. The tone was homogenous and democratic in giving instructions to the supervisee. The supervisee did not use personal pronouns with the supervisor and talked in terms that are more general. This can be seen in the following dialogs:

S: *You have understood from their sentences. All these three things you pick and send to them and say that you see this I have done correctly okay in that the benefit will be this that if you don’t send theirs.*  
A: *Now those meanings have to be deciphered that same exercise. This is understood through the themes.*  
(Meeting 2 Transcript 2 Row 99)

4.2.7 Lexical Items

4.2.7.1 Case One

The lexical items related to technical vocabulary of ICT were used excessively in the text: Video blogs, blended learning, teacher driven action research, etc. This was the supervisee’s domain and here the inherent power struggle could be seen where the supervisee was in the main or subject position and guided the supervisor. The discoursal element of power was high in these exchanges where the supervisee’s subject indicated her control on the topic. Lexical cohesion consisted of repetition, synonyms,
superordinates and general words. Another item was the use of research language in lexical items, such as the purpose of the study, problem statement, rationale, survey, literature, etc. Since the supervisor and supervisee constructed their domains where they were in powerful positions, their struggle for power was contested in very soft ways between them. Supervisor’s domain was academic English, and by virtue of being an English language teacher throughout her career, her adherence was more towards language structure and writing skills.

S: Then it’s identifying, identifying resources, ohh okay/ now I got it alright so it’s identifying resources.

(Meeting 1 Transcript 1 Row 156)

The supervisee used an incorrect expression ‘identify’ instead of ‘identifying’ which created confusion. The supervisor shared in her interview that being an English language teacher, she was most attentive to such defects. The ideological base of such an assertion made the supervisor appear more powerful. Her English language skills were a strong aspect of her identity, which left the supervisee in a more disenfranchised position. The supervisee’s domain was ICT and she tried to make her mark in her input, still it left her in a less powerful position. English has become one strong indicator of membership in lower, middle or upper class strata of Pakistani society. While a lack in English is interpreted as the low socio-economic levels and poor education standards, high socio-economic group is associated with better standards and elegant style of living: Education from elite English institutions, and sophistication and refinement in mannerism and behaviour. Thus, English language is the most obvious indicator of status, and has become the structured norm in education and social practices. In this sense, English is responsible for creating classes, and may become an exploitation tool for power, authority and control. The political history of the country evidences how political agencies controlled English by allowing access of English education to few and denying it to others. As a case in point, the supervisor’s speech repertoire was rich, whereas the supervisee could use English in disjointed phrases.
4.2.7.2 Case Two

The participants’ discourses were textured by lexical items pertaining to knowledge, critical thinking, goals of education, research writing, thinking out of the box, and mainly by Islamic references and Muslim scholars. While the lexical items commonly pertained to research and writing, the discourses and the lexical items largely differed in its orientation to Islamic lexis and knowledge based expressions. English was regarded a problem, a stigma in the discourse. As the supervisee expressed:

A: I don’t have the problem, how the mind has to be used and what is to be done there is no problem in understanding this. I know that what is to be done, what is not to be done, where is to organize what and for that after sitting on the chair, after opening the laptop that comes in reading that English isn’t it. So yesterday I put extreme pressure on myself said that I will open the computer and start.
(Meeting 1 Transcript 1Row 127)

The notable aspect was the ordeal of ‘reading that English’. For the supervisee, the other aspects of research writing were not a problem. It was only the English element that was challenging for him. Ideologies related to language have a dominating role to play as people attribute efficiency or deficiency in work related tasks of language. In this way, language ideologies have a vital role to play in the lives of the people, as it was a limiting factor in the supervisee’s case.

Critical thinking was mentioned repeatedly, for instance in the following dialog:

S: Now when you sit like this so then you have to put your mind at work and have to think critically about the data. In this you have to think mare critically. You have to think and concentrate. When you have listened to the data a lot of times so themes on their own will start generating in your mind.
(Meeting 1 Transcript 1Row 267)

In terms of knowledge of organizing data, the goals of education could be seen. The supervisor repeatedly emphasized on a robust and in-depth analysis of the data to
understand and make sense of the emerging themes, which link up with the research objectives and questions. In case two, the supervisor facilitated and encouraged the supervisee to think critically and acquire meanings from the research data. As in the following dialog:

*S: And in some people I have seen that they have given different methodologies for analysis, analyzing for different methodologies but in this basically you can see that first of all you have jotted down the main ideas that you have taken, from, the verbal interview. This is a rich ground for you to analyze themes. Ask yourself what you have I learnt against your research question number one or two or three. Don’t take the answers for granted but link up with the earlier responses.
*A: Like I have written themes in front of each response. I have done this since the beginning and this has helped a lot in data analysis.
(Meeting 2 Transcript 2 Row 230-238)

The supervisor also showed his confidence in the supervisee’s capability to carry out the task independently. There was stress on philosophical debates and making sense of the phenomenon under study. There were references to history and philosophy of education. As in the following dialog:

*S: okay so to answer number one you have done this done this thing when you do Imam Ghazali then you will have another analysis, project done whatever, you draw . Don’t think it’s a very difficult job. If you make a direct comparison, you will have to do proper analysis of Imaam Ghazali to find out that he said this thing about this aspect for theme clustering he said this because finally you are going to do a comparative analysis if they should match Imam Ghazali said this on this issue and school people say this on this. Isn’t it I mean is it ? Imam Ghazali’s philosophy is related to Islamic values and education to him meant inculcating the philosophy of Islam among the students. Isn’t it?
*A: Yes yes ok there is one thing that is occurring to me.
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S: Sure, share it.

A: One thing that is occurring to me is that our focus that there are nine interview questions and all of them are diverging research question aims and objectives what should they be and there is a question that how far did do you think that you have achieved, my aims. How will I link it to Imam Ghazali. I don’t think this will be possible The rest will be possible. what are the general aims and objectives. What you’re your institute think that pertains to aims and objectives how should they be implemented, I mean planning and objectives

S: You see you have to read carefully and understand the philosophy of Imama Ghazali and then think of your context and see what is possible to implement. In those days it used to be like this that....You see you will use this in findings that he said this this and implemented this this and this, we believe they have succeeded in then in your recommendations you will project your discussions discussions in detail, and you will critique on that what they perceived and what they have done, in what/ where they are going, And that can even be compared to what uhhh Imam Ghazali said. Hmm you can compare that with that.

(Meeting 2 Transcript 2 Row 280-314)

Supervisor encouraged the supervisee to probe deeper into the philosophy of Imam Ghazali. He wanted the supervisee to think in terms of a thousand year back historical conditions, reflection of the philosopher on education and the way the society could be changed and moulded in terms of Ghazali’s interpretation of Islamic teachings and educational philosophy.

There were repeated Islamic references to study the data in the light of Islamic and religious aspects:

S: This sentence of theirs with whom is related is related with training or related with religion or is related with Quran. After that you will make its themes. Okhay, the one that is related to Quran, the one that is related to Hadith that, is related to religion, this is related to training. Because you are using open-ended questions you will be flexible with the interviews.
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(Meeting 1 Transcript 1Row 334)

The supervisor referred to Islam and its teachings and lessons from Quran and Hadith in the expressions used in the supervisor’s narrative of five years that he spent in Malaysia. The genre mixing with narratives and Islamic references gave the consultations a religious fervour and connected the topic of research to the Islamic philosopher Imam Ghazali.

S: Alhamdolillah I enjoyed/ five years of mine. They were quite enjoyable. I was telling someone a story about a person that he after smuggle wuggle went out on to Allah’s way so I have already completely gone out on to Allah’s way. So for me things had become very easy. All the hardships that were I didn’t use to mind them I felt happiness in that. Its value has been realized
(Meeting 2 Transcript 2 Row 167-212)

Islamic references came out in abundance in his dialogs. In another account of his childhood, similar ideas were built up:

S: I have seen like this in childhood that I used to say something to Allah that Allah Miyan do this and with the grace of Allah the thing used to happen. I was not surprised but had trust that Allah will give me
(Meeting 2 Transcript 2 Row 232-234)

The supervisor used Islamic references as a motivating strategy for the supervisee:

Allah Miyan, in reality, in my opinion Allah’s treasure will never finish. So it is a little bit you have to do with dedication. Once you will start In sha Allah Ta’Allah then you will see that you will come in rhythm and you will not be stressed.
(Meeting 2 Transcript 2 Row 245-248)
Though it may seem a little out of place in research consultations, the participants integrated knowledge with Islamic values and trust in Allah. This was the driving force behind their discourses, which united the conversations together in a harmony between the participants. The hidden discourse seemed to be based on the idea that conducting research study was a service in the way of Allah. This connected the subject to Sufism, to Islamic teachings and philosophy. Since the research topic was the philosophy of a Sufi Muslim scholar, the entire environment of the consultation was united by the Islamic ideologies. The lexical items were all geared to mutual development of these themes. There was an equality in the talk between the participants. The only assertion that the supervisor made was when he guided the supervisee towards philosophical issues of the study and organizing of the thesis.

4.2.8 Internal Relations

4.2.8.1 Case One

Internal relations of language structures were also of absentia in supervisee’s discourses. It may be that the supervisor’s command on English overwhelmed her, and she chose to be silent most of the time. According to Fairclough (1989), silence works as a tool for the lesser powerful as they can refrain from being corrected or checked.

A: even more, to increase the font size?
(Case 1 Consultation Meeting 3 Transcript 3 Row 198)

A: because different types of blended learning
(Case 1 Consultation Meeting 2 Transcript 23 Row 156)

A: not working teaching, teachers not teaching through blended learning
(Case 1 Consultation Meeting 1 Transcript 1 Row 230)

This lack of paradigmatic features of the structural aspect of language in the supervisee’s discourses made the supervisor appear in a more powerful frame.
English language has become a commodity in education, for language is perceived as an artifact that could be possessed, taken control of and made use by the powerful. Language ideologies serve the purpose of understanding language as a social practice. Silverstein’s referential ideology of language has contributed in understanding language in its socio-cultural context. According to Blommaert (2005), the cause of linguistic and social inequality in society is because of the incompetence of the speaker to perform at a desirable level in society. The value and function of language are assessed and judged by the people. The linguistic difference or poor performance of people is regarded as inequalities between speakers. According to Bourdieu (1971) and Bernstein (1971) this explains any account of prestige and stigma in language. It also showed the social impact of inhibiting low performance which was ideological and which in turn affected the supervisor’s talk. This is the instrumental ideology of language. For the supervisee, language did not serve as a tool for getting things done, that is, her work got delayed by excessive linguistic corrections made by the supervisor. The analysis also revealed the supervisee’s acceptance of supervisor’s control and authority. This aspect made the whole text ideological with the strong hegemonic role of the powerful. The section attempted to demonstrate through the use of language what language ideologies were manifested in the discourses of the participants. It also showed how silence was also ideological. Language was seen as a social practice, and as such, the aspects of linguistic, non-linguistic and silence contributed in making power and control revealed in consultation practices.

4.2.8.2 Case Two

The consultations were marked by its genre mixing with narration, argumentation and relationships of compare and contrast and cause and effect.

*S: I had gone out of the way to uhhh give credibility to my research so that is what I believe and that is what I think I mean this is what my approach is. I would like my students, uhh uhh my supervisees to have a very reliable research / a thorough research
With these statements, the supervisor laid the stage of his interview. There were continuous references to three aspects during his interview. The first was a criticism of structuredness of thesis writing, and English was equated to structured norms in writing; the other reference was a positive one, related to knowledge aspect; and the third strong reference was related to Islamic education. It would be discerning to note that while its structured aspect had a negative import, knowledge and Islamic education had positive connotations in the text.

The data shows genre mixing with argumentation. In the following excerpts, the genre mixing could be seen:

S: I had problem. It is actually how you take it. You have to think positively and that is the key to your success.

(Meeting 2 Transcript 2 Row 15-16)

The data shows genre mixing with narration. This narration also mixes genres with compare and contrast and cause and effect relationship:

I had a supervisor. When I went on a plane now I am writing to him he is not replying. I found out that he had left and gone. This was his irresponsibility. He used to be a little careless with his work. I had a co-supervisor, from her then I remotely requested that you become my supervisor She had never actually supervised “PHDs” She used to supervise “Masters. So she then became ready. She was Malay, she used to always say to me that I am a first born that is first born in “PHD”. that is but she was very helpful but a lot of things that the first supervisor was not being able to clear, she explained those things to me. I used a lot of critical thinking. That resulted in my getting creative and critical thinking and helped me greatly to complete my thesis successfully.

(Meeting 2 Transcript 2 Row 157-167)
4.2.8.3 Code Switching

The participants of the study switched codes at three different levels. The first level of code switching was tag switching. In this kind of code switching, the supervisor of case one used a single word at the end of the utterance in which one English word was used in longer stretches in Urdu. In case one, the supervisor used tags such as ‘ok’, ‘alright’ to check understanding of the supervisee. In this case, it was not the low competence level of the supervisor; rather, she was a proficient speaker of English, and wanted to be sure if the supervisee, who was a modest speaker of English, followed her directives. Some linguists argue that tag switching is not real code switching, because there are no alternation between grammars but it is just borrowing of a few words. However, according to the sociolinguistics tag switching can have the same function as that of complex grammar structures.

The supervisee in case one, also used tag switching and code-switching from Urdu to English in interactions:

A: [YEH TO MAINE SIRF EK] page [PAY,] first [1+] page [PAY MAINE] conceptual framework [DAYDIA HAI] {Translation: this is what I have done is to give the conceptual framework on one page}
(Meeting 1 Transcript 1 Row 25-26)

In this tag switching, the supervisee used only the technical terms in English with the flow of the Urdu dialog. This could be because of the fact that one may want to be associated with the English-speaking group. Using English is also a way to show formality in formal situations such as the research consultation meeting. The fact remains that people may not be competent to operate in both the languages competently. They may still switch codes at their level of competence: Ideologically, one may use English words at the minimum level in order to give the affect of being a speaker of English and show his membership in English speaking group or community.

The supervisor in the first case switched code at the intersentential level, that is the code switching at the level of clause boundary. Expert users of language use this type of code switching. The supervisor composed sentences in English, and in order to
simplify the sentences and to remove the distance between her and the supervisee, used this kind of code switching.

* S: This is the one, okay. These are your identified resources. You are identifying this so that you could identify and understand problem and purpose. Aap samajh rahi hain na? [You are following, right]  
  *(Meeting 1 Transcript Row 123-16)*

The supervisee in case one used intrasentential code switching that is not just a random mixing of Urdu and English but it occurs largely due to syntactic constraints, and code switching may occur at the boundary of a phrase.

In case two, the supervisor was bilingual and spoke in one code at a time. If he spoke in English, he continued in perfect English speech. When he switched to Urdu, he spoke in complete Urdu sentences. The supervisee sometimes switched codes at the intrasentential level; otherwise, he spoke in Urdu throughout the meetings and the interview. This aspect shows the comfort given to him in using the mother tongue. The supervisee was more concerned with the concepts and deeper aspects of knowledge building rather than the use of English in his conversation during the consultations.

4.3 Section Two: Interpretation And Explanation

This relates to stage two and three of Fairclough’s (1989) triad structure of CDA. In the analysis, these two stages will be dealt together for the sake of groupness of interpretation with the explanation, from discourses to larger societal level in the analysis of data.

4.3.1 Power Relations

The study borrowed insights and followed the critical strand of ideology, as given by Woolard (1998), which is related to social, political and economic power, and ideology is seen as ideas or practices in the struggle to acquire or maintain power. Ideology works as a tool for dominant social groups to seize power. This study borrowed insights from the critical stance of ideology to study power and hegemony in the consultations meetings. The study identified a social wrong of power and hegemony in
supervision practices, and analyzed discourses of the supervisees of research and their supervisors. The purpose was to unveil hegemonic presence of the dominant actors, and the way they act in supervision practices. According to Lenin (1999), ideology is the tool in the contestation of power, a tool, property or practices of dominant groups in society. CDA’s concern is a social wrong, which it studies in the discourses of the people involved, and tries to raise awareness among the people about this social wring to eradicate it for social well-being.

4.3.1.1 Case One

The supervisor held a powerful role in the supervisory position, was well-versed in research, in academic administration and in English language teaching. In comparison, the supervisee was well-versed in ICT and in her subject she took lead and guided the supervisor. There was a struggle for power between the supervisor and the supervisee, related to their subject positions. Power relations are between social groupings in institutions, and are relations of struggle. As in this case, the participants were engaged in thesis writing and the consultation meetings constructed the reality.

S: Now where has the purpose gone. Lets’ proceed I have understood this much. But there is no specification. Why have you done like this. I don’t approve of this kind of analysis. This is not what I want. Have you looked at our published theses. Do read them and then only you will be able to do it correctly.

Meeting 2 Transcript 2 Row 244-246)

Class struggle is the central aspect of social relations between people. Language ideologies are responsible for creating classes among people. According to Fairclough (1989), struggle for power and profits of one class depend upon the exploitation and domination of another. People, who possess power at a particular moment, persistently try to sustain it, while the others who do not possess power try to make a case to possess power. In this situation, the supervisor exercised control through language and language ideologies, which contributed in understanding the class struggle between the partners. The use of English was itself ideological where both the partners were in a struggle for
meaning making. This status quo continued; however, supervisee’s knowledge of ICT brought about social change as ICT was supervisee’s domain and by virtue of that, she was supplying information and knowledge to the supervisor. Discourses effected social structures and contributed both to the social continuity as well as to the social change. This power struggle was opaque and it was the power behind the discourse where language ideologies were at play in its most powerful form. According to Thompson (1984), “[Ideology] is essentially linked to the process of sustaining asymmetrical relations of power-to maintaining domination… by disguising, legitimating, or distorting those relations” (p. 4). The superseding aspect of language made the supervisor win the power struggle because of the high instrumental value of English; whereas, ICT was more easily available to private and urban population. According to Fairclough (1989), “This is true whether one is talking at the level of the particular situation, or in terms of a social institution, or in terms of a whole society: Power at all these levels is won, exercised, sustained, and lost in the course of social struggle” (57).

### 4.3.1.2 Case Two

There were some very significant aspects related to language ideologies. Both the supervisor and the supervisee perceived research writing as an artifactual view of language, which was structured and patterned according to intuitive regimentation. As compared to case one where this position was justified, in case two both the participants strongly opposed it. According to the supervisor:

*S: I am not very much in favor of structured writing... but now to satisfy a supervisor you have to carry out many many things which I feel are not the basic requirements of research but anyway for following any style or following any uhh in a pattern you have to make sure that uhh you do uhh you follow the pattern to what it says to be*

*(Interview 1 Transcript 4 Row 135-137)*

In this dialog, the supervisor made a very critical remark, that to satisfy a supervisor the supervisee has to do many things. The supervisor was aware of the
state of affairs in supervision and the kind of hegemony that was prevalent in the consultation meetings in the department and in the institution. He was very critical about this play of power in supervision and was totally against it. That is why the kind of supervision practices that are observed in case two consultation meetings expressed democracy and equality which is in sharp contrast to case one consultations where there is a high handed display of power and hegemony in the consultation practices. The case two supervisor created mutuality and agreement of ideas rather than imposing them on the supervisee. He did agree that writing should be formatted properly, but does not agree on the matter of making it too structured. He felt that this was done to satisfy a supervisor, while in the writing process, supervisees were not learning anything. In other words, it was a matter of following the dictates of the supervisor, of acquiring the style of research and thesis writing according to the supervisor’s will, selecting lexical items words of his choice and the formatting of the thesis of his preference. This is the power play in supervision.

In another account, he said:

S: Writing has become very structured because arlier hundreds of years back I would say research was very natural ... there were no methodologies or there were not fixed methodologies or there were not more fixed frameworks...but for the last hundred years or so they have uhhh developed a very peculiar framework for different types of research probably to give it uhhh better credibility, that’s what they say but one thing is definitely there that when you put too much of uhhh uhh limitations, restrictions uhh as far as the style for the framework is concerned, the student works under pressure, he doesn’t feel the freedom...you know to adopt different ways of research so this is there now but what I can feel is students are very apprehensive when you take them into research they are more concerned about methodologies and the framework and the requirements.

(Interview 2 Transcript 2 Row 276-290)

The supervisor gave examples from history that were better times, as there were no methodologies or frameworks. He used negative expressions for structured aspects in
thesis writing. These expressions in the early part of the interview made the supervisor take subject position as an educationist who was onto analyzing the patterned structure of thesis writing. As compared to case one in which the supervisor was all concerned with the form and structure, case two was all against it. Firstly, it was the matter of satisfying a supervisor, who was referred impersonally and categorized in a general way. There was an assumed powerful existence of a supervisor, which was taken as a universal truth. This strategy was used to show the stress level of the students who had to take an additional burden, which was not a part of their research work. Next, he regarded research framework as peculiar, as it served the purpose to give credibility to their work. The expressions “limitations”, “restriction” and “pressure” are the co-hyponyms of constraint, through which he expressed that there was no freedom for the students. Concern and apprehension brought the fear element among the students towards research. The effect of these expressions created an imagery of research as a formidable activity. The research and the tension associated with it were pitched against each other, and the supervisor gave references from this position.

English was also perceived as negative, and made research writing even more fearsome. English as a structured norm, was regarded as a commodity, used by the seniors in the institution as the basic requirement for academic administration. In this view, English was seen as an artifact and this artifactual aspect made English the instrument of seizing or continuing control in domains of power like educational institutions. Although English was not a mother tongue, it was the preferred code in private institutions. In the institutions of higher education, it was expected that the English of students would be of ‘very high order’. There was laughter after this dialog, which became satirical as the participants knew that competence in English was largely a difficult ordeal for most of the Pakistani students. This also speaks of the kind of private institutions that were in the offing, where so-called English education was imparted and whose products were largely mediocre students. The supervisor indicated the negative impact that such research demands bore on students, which constrained them:

*S: Uhh in a way that he doesn’t feel very free to carry out research as he wants / he is more restricted by other things*
There was an opposition in the meanings created through the contrasting words like restricted and free. These words created an imagery of prison, which was used for supervisees who were restrained and did not have the freedom of expression. This brings in Gramsci’s theory of hegemony, which sees the domination in society through coercion or consent. In this situation, Gramsci’s idea of hegemony (Shaw, 1983) through consent could be seen, where the ideas and values of those in power were used to persuade the subsequent classes of people that its rule is legitimate. There was a constant reaction shown by the supervisor against the institution’s policy to legitimize the structured norms of writing. The classification of ideas into left and right wing words represented the structures as restrictive; while freedom was regarded as ideal in research and knowledge. The legitimization of this discourse was in reference to authorization where the supervisor had access and freedom to make such a discourse. He rationalized his talk by analogies to historical times, by comparing east with the west, by bringing in moral evaluation through religious references and through narratives. The comparison to western structures was regarded negative, whereas research in the eastern values was regarded as free and a worthwhile goal.

4.3.2 The Power of Discourse

4.3.2.1 Case One

The supervisor’s asking for explanation showed the power of discourse vested in her position: The supervisor had the authority to ask series of questions, give instructions and teach most of the time. The supervisee answered her queries, complied with her directives and explained the issues that were raised. According to Fairclough (1989), power in discourse means powerful agents control as well as constrain the discourses of the non-powerful agents. This is in resonance with the orders of discourse and the social order. By virtue of their identities as supervisor and supervisee, both of them followed the institutional orders of discourse, which was behaving and acting in specific ways through discourses. The orders of discourse also laid out an inherent understanding of which discourse type to draw upon, and which one was suitable in that position. This choice
positioned participants in specific roles. The supervisor was seen giving directives to the supervisee in the following statements:

   S: Whatever is there leave it.  
   (Consultation meeting 2 Transcript 2 Row 127)

   S: Look at it again, check it out again.  
   (Consultation meeting 2 Transcript 2 Row 129)

   S: So I’m saying that you will do all this.  
   (Consultation meeting 2 Transcript 2 Row 136)

According to Fairclough (1989), it is the prerogative of the powerful partner to determine which discourse type to draw upon. The supervisor selected the directives as the discourse type to which the supervisee submitted, and in this way, it became strongly ideological. Ideology played an important role in sustaining the powerful position of the dominant actor. Relationship between ideology and social power was more in the form of consent than coercion. However, as a characteristic of modern society, power through consent was seen in less apparent way (Fairclough, 1989); rather, there was hidden power behind obvious pleasant expressions. In the following interaction, the supervisor used her power to convince the supervisee.

   S: I am suggesting to you, then it’s your own prerogative. I would say modifying the existing course. Okay, so you must have it in these three stages.  
   A: Yes ma’am.  
   S: I would have completely removed it.  
   A: Okay ma’am.  
   S: Because what you are saying is not at all correct.  
   A: Yes ma’am.  
   (Meeting 1 Transcript 1 Row 265-273)
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There was a strong element of submissiveness in supervisee’s tone and she readily took the domination and overpowering style of the supervisor. There was a strong power play as the direct disagreement is given in a very scholastic manner.

4.3.2.2 Case Two

Positive power was existent through suggestions for well-being, improvement in studies, and creating insights in research matters. There was a lot of flexibility granted to the supervisee in data collection. There were uneven levels of emphasis given to the work: the supervisor was most adherent to insights and observations at the conceptual level of the work. However, he was flexible in structural matters of institutional control and regimentation and the requirements of English.

S: you know to adopt different ways of research so this is there now but what I can feel is the supervisees are very apprehensive when you take them into research they are more concerned about methodologies and the framework and the requirements and over it all now English has become a requirement which is not our tradition... focus on English a lot ... and then it is expected that English will be of very high order (laughing sound... so this is all I think gives a very negative impact on the researcher or its repressive for the researcher ... he doesn’t feel very free to carry out research as he wants he is more restricted by other things ... which are actually not the part of research but which form the framework of the research.
(Interview 2 Transcript 2 Row 312-322)

Supervisor had a strong realization of the dilemmas of the students about the restrictions that are imposed upon them in writing and researching. Most of the students who were doing their graduate studies in the Education department came from the Pakistani system of education, which was Matriculation and Intermediate, based on content and rote learning system of education. These students were never given an opportunity of learning through concept-based system. There was no exposure to critical and creative learning. Thus, it was quite an ordeal for them to think critically through the problems. The
structured manner of writing which further restricted their thinking and confined them to formats and strict organizational styles added to their plight. On top of that, English language posed its own challenges. To argue in English and frame their rationale and justification in English was quite challenging as these students came from backgrounds where English was taught as a subject and not as language.

4.3.3 Power through Non-Verbal Communication

Language as a semiotic element was manifested in non-verbal ways also, in gestures, body movements, voice and rhythm of talks.

4.3.3.1 Case One

During consultation, the supervisor was slightly bending forward for reading the text of the thesis on the computer. She rarely glanced at the supervisee, and spoke in clear, less jointed sentences; whereas the supervisee’s talk usually did not exceed beyond a few disjointed words. The style of sitting of the participants during the consultation meeting reflected the unequal relationship of the supervisor and the supervisee. The supervisor’s presence was strongly felt and she held the floor. The supervisee was speaking in broken sentences, keeping her gaze and her voice low. The supervisee frequently clasped hands and continuously swung her legs in anxiety. The supervisor was sitting straight with a relaxed posture. Most of the time she was speaking as if in a soliloquy and the supervisee in the various turns kept very quiet. This is the display of soft power by the supervisor, which turned the environment into a power play and affected the conversation styles and tone of the participants.

4.3.3.2 Case Two

The participants sat in a relaxed manner and spoke with ease and composure. The supervisee had the laptop opened in front of him and glanced at it to read out the main aspects of research, and the supervisor explained those aspects. They laughed on many occasions, and shared jokes and personal accounts of humour.

4.3.4 Voice
4.3.4.1 Case One

There was a significant absence in supervisee’s input because of her silence. On many turns of the talk, the contribution was in ‘hmm’ sound or ‘ok’. As has been discussed earlier, the supervisee’s silence could be because of lack in English and knowledge of research skills. According to Blommaert (2005), “… issues of voice would be identified as crucial in explaining inequality… the capacity to accomplish desired functions through language. More accurately, it is the capacity to create favourable conditions for a desired uptake….” (p. 68). Voice may be associated with the most prestigious variety such as English and it may be denied to those ranking poor or lower levels. Discourse analysts also study the speakers’ contribution in a discourse. Bublitz (1988: 161) talks about “primary” and “secondary” speakers. Primary speakers make major contribution to a topic, typically by performing speech acts (e.g. directives and informatives). They perform topical actions such as introducing a topic and closing it. Secondary speakers make minor contributions to a topic, and they usually perform supportive roles through speech acts like agreeing, supporting, approving and doubting.

4.3.4.2 Case Two

The voice of the supervisee was heard and he was successful in making his mark on many aspects related to research. One stress that he was relieved of was the use of English in conversations. He spoke in Urdu throughout the meetings and interview and was confident and sure of topics and themes of his speech. Speech community that the participants had created had its norms with the central figure that is the supervisor, who completely agreed to Urdu as the medium of communication in the consultations. This gave confidence and encouragement to the other actor- the supervisee. This was also instrumental in giving voice and equal participation to the supervisee. Voice is a social issue; it is a matter of functions, which is affected by the social values. According to Blommaert (2005), such values are found in orders of indexicality, which are unevenly distributed in society, with unequal access to these values. What may be appropriate or highly valued in one society may not be valued in another community.
4.3.5 Speech Communities

4.3.5.1 Case One

The supervisor constructed an impression of success and self-evaluation of value. The struggle for power was evident in the expressions that no one stopped her and she laid down the policies:

“I have played quite an important role as to uhh as far as policies are concerned”.

She had been lucky because she had an edge as the head and as a supervisor, and because she got good supervisees who followed her. She constructed her identity as the head of the department, as the lead of the PhD program, as a faculty and as the research supervisor. In this way, she displayed joint orientation in multiple speech communities and set up her powerful positions in all the identities. Speech communities are practical constructs and concern social-semiotic practices and indexicalities based on language ideologies (Blommaert, 2006). In speech communities, a person may have multiple belonging so it can be seen in the case of the supervisor in her diverse roles in which she displayed control and power. According to Blommaert (2006), “Multiple belonging is the rule, and shifts in discourse may signal shifts in orientation towards, or inclusion of other community-identifying indexicalities” (p. 515). This is in reference to Foucault’s orders of discourse in which people assume their roles and behave in particular ways, which is according to the norms of an institutional structure.

S: I am an educationist plus a language teacher

R: Hm

S: So anything that hasn’t been written well I get distracted my understanding just goes down, dips down.

(Interview 1 Transcript 4 Row 33)

In these exchanges, the supervisor’s role as an English teacher superseded her other roles. She found it difficult to follow the contents in supervisee’s writing because of
language deficiencies. This aspect distracted her and she repeatedly got into correcting the language errors of her supervisees. Later, she realized that this aspect was putting extra pressure on her in her supervisory role, while other supervisors may not feel it that way. The supervisor’s joint orientation in educational community, her identity as a language teacher, and her role as the supervisor were in a struggle for identity and she found her role as an English language teacher was becoming challenging.

4.3.5.2 Case Two

The supervisor showed his membership in multiple identities and took his stances from those positions. Language ideologies construct speech communities and people’s membership in them depends upon their position. His multiple belonging was as a supervisor, as a scholar, as a Muslim scholar, and as an educationist, and he created his identity very distinctly in his different roles. As a scholar, he had a very broad concept of education and refrained from limiting himself to norms and structures. As a Muslim scholar, he designed his discourses from Islamic perspective. As an educationist, he wanted his students to do thorough research with an open mind. The supervisor came out as a nationalist who displayed his alliance with the East and with Pakistan in particular. His own PhD study was on the poet of the East, Allama Iqbal and his obsession with the East made his orientation strong towards eastern values, education and norms of research. This constructed his identity as a Muslim scholar. As a nationalist and Muslim scholar, there was differentiation and otherness built in his talk. The pronouns “we”, “our” and “us” were used to show his solidarity and oneness with the East and with his people as a nation who had “very strong belief system”; whereas, West was named as an “alien”, “some other people” whose theories were based on “assumptions”. Through the expression of opposition between very strong belief systems of East versus assumptions of the West, the text became ideological in its make-up. Bakhtin (1986a) emphasized that “the speaker himself is oriented… toward such actively responsive understanding” (p. 69) that is taken up by dialogical aspect of his utterance. Simultaneously, the speakers orient themselves towards what Bakhtin(1986a) calls a “superaddresse” whose presence is presumed. Bakhtin gives example of God as absolute truth and the speakers may
assume His presence. In this situation, the “superaddressee” was overtly referred to and the speaker aligned himself with Allah, the God.

Speech communities as volatile communities came up in supervisor’s comments about the western supervisors. As language ideologies posit, membership of people may change according to the situation. When talking about the western supervisors he acted as an educationist, and sided with their approaches, and critiqued the eastern supervisory structures

There is a difference. There we find the professors get a lot involved in the research. It is rather you know uhh there they have a lot of money for research and they would research, are sponsored and they are also utilized so the professors show a lot of interest in any research which is being done under them and I heard that in America at the time of defense the supervisor is uhh fully involved in defending what his supervisee has done.

(Interview 2 Transcript 2 Row 126)

In these sequences, there was a rationalization for the western structures, which were legitimized and were given full credit. People take such subject positions in long stretches of time and remain stable. Because of this, Gramsci has called the ‘composite personalities’ in which the same person can occupy many subject positions. As Foucault has pointed out, the speaker is not only the author of his words but also the product of his words, to which Althusser (1971) adds that ideology is about constituting subjects, and has to do with positioning people or subjects.

S: I am supervising a research so I should be fully involved into it regarding selecting the topics or selecting the supervisees with the topics that I am comfortable in but sometimes like here when they don’t find any supervisor simply they put it on you (laughing sound)

(Interview 2 Transcript 2 Row 57-61)
This had an ideological import as now the constraint was on the supervisor and he was supposed to supervise the allocated supervisees. The supervisor had to accept this hegemonic load. This talks of power behind discourse, which is also a discourse type. In the institutional set up, people are conditioned to talk in particular ways, which relates to the orders of discourse. The supervisor’s interest might not be in the topics of his supervisee’s research but his role and identity made him get involved in research.

The entire text was unified with the connotations of standardization. There was an excessive use of expressions such as: Patterns, strict, fuss, standardization, creativity is compromised, hampered, extinguished, a man doesn’t feel free, institutes are judged, strictly, tension, nervous, stress, assessed, and system. The use of these expressions gave a colour of constraint and confinement and the struggle of the speaker was to break the chains, of constraints in research. Language ideologies provided useful insights into the indexical or the social meaning of language. These lexical items narrated the story of hegemony and dominance of a language in academics and the way it disenfranchised people, taking away the pleasure of acquiring knowledge and conducting research free of unnecessary pressures of the system. It narrated long histories of geo-political hegemonies and control in the education system of this country. The language ideologies were formed due to historical and political reasons in sub-continent, in the form of colonization. These ideological perceptions perpetuated in postcolonial language policies and theories of language planning (Blommaert, 1996; Errington, 2001). Language ideology condemns dominating languages, as they are one of the main causes of hegemonizing the minority languages.

Contrastingly, knowledge and Islamic values and traditions were used with positive expressions:

A: Research is very good, every human being is research oriented, encourage, facilitate research, obsession, passion, things become easy, they fall in your way, broad concept of knowledge, independence in research, anything which involves intellect, universities have to be given a lot of freedom.

(Case 2 Interview 2 Transcript 2 Row 230)
The positivity is due to the subject position that the supervisor took with his free and independent orientation to research and knowledge. Language use is indexical in nature. When speakers use language, they adhere to orders of indexicalities or norms of language. In this way, his identity was displayed not only as a supervisor but also as a Muslim scholar. These were inhabitable identities, which he claimed and performed, and there were also prescriptive identities attributed by the others. The supervisor ascribed the identity of a Muslim scholar and wanted the others to see as such. According to Archer (2000), identities are the construction of ‘self-consciousness’ a continuous sense of the self, and people are involuntarily situated as upper or middle class in society and assume social roles. According to Fairclough (2003), self-consciousness is the basis of social identities, inclusive of social identification in discourses or in texts. Identities need to be recognized by the others in order to be established. As can be seen in these exchanges, identities are established by dialogic processes, but these identities are ascribed by others long before the utterances. The researcher realized the identities of the supervisee and the supervisor even before the consultation meetings. However, identities were also attributed during the dialogs when the supervisor and supervisee ascribed identities as Muslim scholars.

This groupness of the supervisor among the Muslim scholars made his identity distinct from the other supervisor in case one. Their commonalties were in guiding the supervisees in research. However, they showed large differences in orders of discourses, that is their discourses showed different choice of words, their styles of supervision spoke of different manner of supervision and approaches, so was the order of indexicality different.

4.3.6 Subject Positions

Subject positions are the positions speakers take up in their discourses.

4.3.6.1 Case One

In taking up their subject positions in discourses, the supervisor and supervisee showed the discoursal rights and obligations in their roles. It decided what they could say
and what they could not say within this particular discourse type. It was highly unlikely that they would indulge in a social talk. In occupying these subject positions, they reproduced them; it was only by being occupied that these positions continued to be a part of social structure. According to Fairclough (1989), discourse determines and reproduces social structure in the most creative ways through orders of discourse and other aspects of social order. Fairclough talks about two elements of reproduction of social structure: One is conservative, in which power structure remains relatively stable; and transformatory in which there is a shift in power relations through social struggle. In this consultation, the power relations were generally conservative in which their roles as supervisor and supervisee were stable; however, they were tranformatory also when the supervisee was seen taking subject position and provided information on ICT. This was also a source of bringing about a social change, in the form of changing the status quo between the participants, although meek it could be. The supervisor had to adjust or renew in a constantly changing world—here it was the technological advancement of ICT. In order to adjust to the transformation in the order of discourse, it was necessary to hold on to her position as an English language teacher.

4.3.6.2 Case Two

The supervisor acted like a mentor to the supervisee. The tone showed his patronizing style. He gave advice to the supervisee in matters related to health, and tips for concentrating on studies and managing his time properly. The supervisee sought advice in non-academic matters also. He expressed respect and admiration for the supervisor’s insight and command of the subject. Since both the partners were involved in research on two Muslim scholars, a wavelength was established on the topic of research. Both of them took their positions in the Islamic stance, with religious connotations and references to Allah (God), seeking His help and benevolence in the worldly matters. They also gave ample of references to religious scholars, who were involved in Islamic teaching and research. As such, supervisor’s consultation was closer to preaching (Tabligh), which has a high reverence and honour in Islam, which incorporates the methodology of inviting Muslims by emphasizing the greatness of one Allah. There was an overall presence of Islamic discourses which gave an Islamic colour
to the discourses of consultations. The supervisee used Urdu throughout the meetings and interview, ascribed himself the identity of a Muslim scholar, and built a connection with the eastern values and Islamic culture. In this ascribed identity, he viewed himself empowered. He held on to this identity and wanted the others to view him in this way. Language spoken by someone and that person’s identity cannot be separated. According to Kramsch (1998), there is a natural link between the members who speak a particular language and that group’s identity.

4.3.7 Artifactual View of Language

4.3.7.1 Case One

The following excerpt presents the view of language as an artefact.

S: So I am extremely particular about the language and the students get very distracted and I do realize that as well that you know when I am looking into the academic language they don’t seem to understand what I am really trying to say but they trust me because they know that I have been a language teacher they trust me entirely and uhh, I tell them that look for example what you saw today as well I was checking the language and if I check the language I get distracted from the content.

(Case 1 Interview 1 Transcript 4 Row 133)

The supervisor looked at language from the denotational view, which regards language as an artifact. The artifactual view looks at language as transparent, structured and contextless, which characterizes people. In this view, language is seen as consisting of grammatical structures with clear functions. This notion of language categorizes people in different social groups. According to Blommaert (2006), in this view, language becomes ‘manipulable’ It is a view that a particular language is used metaphorically as an object, which consists of a standard variety and is tied to literacy, focusing on grammatical structure and vocabulary. In this way, language becomes the object of normative control, of institutional regimentation and orientation towards centres of authority (Silverstein, 1996). From this view, particular genres are created, which emerge
from central authorities, and become a source of control and power, and language becomes an object to be possessed and controlled by the powerful authorities. By virtue of this concern, language takes concrete shape as the standard variety, or a particular language becomes the preferred language of communication in particular domains and achieves supremacy over other languages or varieties. This aspect is very pertinent to peripheral nations like Pakistan, where English is the language of communication in all the higher domains of power like government, army, judiciary and education, and as such, it is the most saleable and desired commodity. Since consultation texts were seen as stable, contextless artifacts, and as such, became the objects of bureaucratic control in its institutionalized practices in the domain of education.

Contrastingly, language ideologies look at language as a social practice, and in this way language ideologies have contributed in a big way to understand the sociocultural aspect of language. Any act of language is a social practice and as such, supervision and consultation practices are social practices. It explains Silverstein’s referential ideology of language, in which language is understood as contextualized and relational: It is sensitive to the situation in which language is used, and tries to understand the characters or agents of communication. Genre of research supervision is not a contextless practice. Rather, genred forms are contextualized forms and are accompanied by identities, roles of characters, which affect topic organization and affective and epistemic factors.

In the following excerpts from the interview, the supervisor realized that the factor of language correction became frustrating for the students in terms of delays caused due to language revisions and corrections:

*S: They go and search and uhhh, based on this search they add that language and uhh, and it turns out to be a good piece. When I was teaching Mphil students uh qualitative research I had this portion of academic writing and uhh, those students were lucky because they knew what academic language is all about they knew the organization of the language, so I didn’t have much problems with you know the MS setup from out, and even this one PhD that has come out because I taught that language.*
The supervisor realized that the students’ flow of ideas was distracted due to language barriers. She used to teach academic English in her MS program but that course did not exist anymore. Students had no support system in their research thesis regarding language and consequently, it fell to the supervisor to correct their language more than the contents. These ideological aspects are central to contextualization procedures (Gumperz, 2002), and it explains in Hymes’s terms the ‘‘second linguistic relativity’’ (1996). In this context, the supervisee understood the supervisor’s directives and its full ideological role of correction and authority. The research framework was modified and developed by the supervisor for it to make sense. The construction of the ideological discourses further left the supervisee in a less-powerful role. The indexical value that is the social meaning of language might change in a big way while linguistic forms may remain stable. Language functions are presupposed and are complex as they are affected by time and space as well as by orders of indexicality. The social meanings of language are relative and are complex. What a person may be saying in a particular situation may be differently understood when the same thing is said in some other context. Street (1994) presents the ideological approach of literacy, which is viewed as highly contextualized, deriving meanings from various socio-cultural and educational affects on students’ lives and beliefs. In this way, students’ writing is never neutral, but is engaged with social factors like power and control. Lea and Street (1998) look at student writing as situated within institutions’ policies and academic practices. Academic Literacies (AL) approach from which this study borrows insights from, looks into literary events as well as literary practices to understand how an instance of literary event affect students’ writing (Heath,1983). Boehe’s study (2016) on contingency framework can bring useful guidance for supervisors and research students in identifying appropriate supervisory styles under varying circumstances, and suggests that no single supervisory style is effective in all situations. It is also expressive in modality of the supervisor’s evaluation of the truth. In this case, the supervisee’s lack of English language skills equalled her lack of research skills. There was an implicit power relation, which came in the explicit correction of supervisee’s work.
4.3.7.2 Case Two

The supervisee and his supervisor perceived language as a means to achieve the aims of education that is English was used to accomplish specific purposes in academics. Talking about his class fellows in the secondary and higher secondary levels, the supervisor narrated the plight of the students coming from the Urdu-medium backgrounds who could not adjust to the academic demands due to deficiencies in English language skills. According to him, language was how you think and react, but the tragedy that happened to Pakistan as a nation was that they disowned their own language for the sake of English. His friends were brilliant, but they lacked in language, which made them suffer severely in their academics. Paradoxically, he narrated the success of his children who had done O levels:

*S: I, being a student of how perceptions develop or how the conceptual framework is developed, I can see what part that language has played in the development of my children’s personalities... they have been brought up learning very good English because they were put through O levels and A levels... I mean I am amazed that what I wanted to give them... but what the school has given them through the language I can see their perceptual framework nearly entirely developed ....

(Case 2 Interview 1 Transcript 4 Row 210-216)

He was sympathetic towards his class fellows who were smart and intelligent but suffered challenges due to lack in English language skills. However, he appreciated the conceptual development of his children, who were from English medium backgrounds.

*S: Selection of themes for life that is based on what they have learned in English. The themes mix the English.

(Case 2 Interview 1 Transcript 4 Row 220-221)
In Pakistan, despite the commitments of constitutions to replace English with Urdu, English language medium is a sought after goal of the students and parents as English open gates to educational opportunities. According to Rahman (1997 b), English led to the emergence of politico-economic inequality in Pakistan as English education is accessible to elites only. According to Shamim (2008), the ruling elite is responsible for creating classes by carrying a dual stance toward English language by acknowledging the role of English in progress and development, and on the other hand favouring Urdu as the medium of instruction in public schools which have a major entry of the population. In this way, English has become a gate-keeper of not letting the 70 per cent (Razzaq & Forde, 2014) of the Pakistani population in quality English medium schools. However, the situation completely changes at the level of higher education where the medium of instruction is English and students are required to do their studies in English. This is an imbalance in school and higher education policies. According to Javed (2017), in its makeup, the language policy of Pakistan is very similar to the language policy followed by the colonial rulers to hold back higher education for the elites. These paradoxical policies make it extremely difficult for the students from the Urdu medium backgrounds to access and get successful in higher education.

Supervisor’s critique of the western educational patterns was by drawing a comparison between the western models of writing with those of the East:

*S: It is at the international level but uhh they are what I feel their approach is more intellectual whereas our approach is more formative more framework more following the framework. The English should be perfect the comma should be there the punctuation should be there whereas I think it is not so*

*(Case 2 Interview 1 Transcript 4 Row 256-260)*

In his talk, he lamented the fact that western approaches look at conceptual level, whereas in the East, people confined themselves to smaller issues such as punctuation. Language ideologies affected the educational sector in a big way. The ideological aspect of language is historical which provided stable patterns of indexicalities. This makes people to look at the norms of language as a common knowledge and social convention.
Language use is intrinsically normative as every act of communication is tied with indexicalities that provide the basis for speech communities. There was a debate on the western model and following those models:

\[ S: \text{Why we are carrying out research around the western theories or theories developed by the west. Western theories are mainly based on assumptions and for us it’s an entirely different you know scenario or framework, with a different psychology of the people … we have our own very strong belief system which has been I think neglected a lot, when you carry out research from the alien perspective or perspective of some other people} \]

(Case 2 Interview 1 Transcript 4 Row 289-296)

The supervisor came out as a nationalist who felt responsible for safeguarding eastern values at large and of his country in particular. English was compared to western culture and values. In his discourses, English carried the symbolic power that is the values associated with language in the minds of the speakers. According to Rahman (2002), in Pakistan English is associated with modernity, western values, knowledge and education. English carries positive attributes of a formal kind, as this language is used by the elites. This symbolic load makes it a powerful language. As compared to English, the supervisor lamented the lesser indexical value and evaluation given to the eastern values and the Urdu language. Urdu was seen as a carrier of eastern values. Urdu carries incremental value, and is the sign of unity of the people of Pakistan. In the study, the participants equated eastern values with Urdu and Islamic values; whereas, modernity was equated with English language which was on the rise. In his talk, the supervisor did realize the quality education imparted in English but wanted to keep a restricting role of English, to use it for instrumental purposes, and not to import western values and culture, as western culture was positioned against Islamic values and ideologies.
4.3.8 Voice of the Less Powerful Participant

4.3.8.1 Case One

The voice of the supervisee was in accordance with the supervisor’s assertions. An understanding developed between the participants based on the topic of ICT in education. The centering authority that is the supervisor laid down the norms of supervision style and structure, and the supervisee was in complete agreement with the supervisor’s authority. The topic of ICT worked as a bridge between them and they occupied their positions in their roles. According to the supervisee in her interview, there was mutuality and sharedness in whatever they did, and the supervisor did not impose anything. She appreciated the supervisor’s updated knowledge and realized that those supervisors who were in more practice had the updated knowledge. If her supervisor did not have that expertise, it would have made a lot of difference. She was not dependent on the supervisor but there was a lot of “mind matching” that was happening and with mutual understanding.

A: Experience is going good, because when I had made this proposal, so my supervisor took a lot of interest in the topic, and uh this is something of a lot of satisfaction for me, that she understands this topic, otherwise if, without interest, if any topic is taken by the supervisor also, so both cannot enjoy in the coordination ... and I am also learning that how to write that in proper academic way.

(Case 1 Interview 2 Transcript 3 Row 56-60)

The supervisee realized that her supervisor was a reading based supervisor. She appreciated the efforts of the supervisor that she rendered relentlessly to read the writing on the computer and gave spontaneous feedback. She commented that her supervisor was not among those supervisors who just sat and told tales. She talked about some challenges also:
A: To keep focus that what we were doing, converting that into academic English writing in the correct way, that it looks correct and is also being understood... It’s a challenge for me

(Case 1 Interview 1 Transcript 4 Row 145-147)

In the above exchanges with the researcher, the supervisee used ‘challenging’ for writing and in order to overcome that difficulty she took a piece of writing and revised it many times before showing to the supervisor. These accounts narrate her hard work and difficulties in meeting the challenges of writing. The supervisee’s voice complied with the supervision style, and she submitted to the educational system and the institutional practices of supervision. According to Blommaert (2005), voice is crucial in explaining inequality. The issue of voice is a social issue, concerned with function, which is affected by the social ‘values’. Every difference in language can be turned into difference in social values, in difference and inequality. According to Gumperz (1982), “Language differences play an important, positive role in signalling information as well as in creating and maintaining the subtle boundaries of power, status, role and occupational specialization... (p. 6-7). Such values are found in orders of indexicality, which are unevenly distributed in societies and not everyone has got access to them. When people move in physical and social space, their orders of indexicality also changes: What functions well in one unit will not work in another unit. According to Hymes (1966), linguistic functions need to be understood in their complex way, in the way language works in societies. According to Blommaert (2005), part of this linguistic and thus social linguistic inequality depends upon the inability of the speakers to carry out certain discourse functions based on the resources available to them.

4.3.8.2 Case Two

The supervisee found the supervisor’s consultation as engaging. There had been many philosophical debates on Al-Ghazali’s philosophy of education and he was quite confident that the discussions made him get a firm grasp on his topic. However, the supervisees was very clear and open regarding the use of language:
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A: In thesis for example uhh, it is said that use this type of language and use these words, but in using this structured language, the meanings changed from inside and originality finished.
(Case 2 Interview 2 Transcript 5 Row 177-179)

In the fashion of his supervisor, the supervisee expressed his displeasure with the structured norms of writing:

A: Meaning that what I am wanting to write, that what I am wanting to say the words that I am wanting to use in place of that I am changing the words then meanings are not what I want to say and that difficult English has to be brought.
(Case 2 Interview 2 Transcript 5 Row 193-196)

His concern regarding the prescriptive writing was that the originality of the work got lost when writing was structured in a regimented way. Regarding the philosophical work, he was confident that it had already been done, and now he was giving it shape and form in the fashion of institutional structure. There were concerns like these:

A: Content of literature review should be this much. In that write in this way, link this paragraph with that paragraph plus uhh “APA” style, that is one pain.
(Case 2 Interview 2 Transcript 5 Row 153-155)

He regarded research writing as a matter of cutting and pasting contents in different sections. He talked about the process of getting approval of the thesis, which necessitated steps like being reviewed by the BASR, then further revision based on comments, then defence, etc. He felt that at the Masters level such a rigor was very demanding. He mentioned that he had complete freedom in his research work and the supervisor encouraged him to think critically through the problems. There was disagreement on some aspects of literature review but they settled it through argumentation.
He mentioned about a reviewer who told him to give the research presentation in English, which frustrated him:

A: Now this mentality is against the educational framework. That absolutely destroys and finishes educational development. That mentality I can see over here. We are the ones to promote experiential learning and research but actually we are not being able to break through the structure and come out and a structure also of the west has been adopted. Why? There is no answer to this….there is so much attention given to English but is it adding any value to my work?

(Case 2 Interview 2 Transcript 5 Row 233-240)

The voice of the supervisee was distinct, indexing his identity as a Pakistani Muslim scholar. His identity was framed with his overall disposition, appearance and dressing. He was clad in shalwar kameez (Pakistan’s national dress, which is also emblematic of informality and casualty), and carried a beard (the mark of Muslim identity). When he deliberated on matters related to eastern values and Islamic philosophy, his appearance and reality matched very aptly, creating an overall aura of a Muslim scholar. Camps and Ivanic (2001) defined voice as “self-representation” in all human activity. Silva and Matsuda (2001) pointed out that “voice is not necessarily tied to the ideology of individualism” (p. 36) and also stressed the inevitability of voice as a result of intentional or unintentional uses of “socially available yet ever-changing repertoires (p.40). This concerns not only the individual, but the surrounding social relations (Bakhtin, 1981; Fairclough, 1992; Ivanic, 1998). His voice was distinct and self-assuring when he discussed that English was imposed on the people of this country, and was responsible for a certain mentality. Though he meant the mentality of the examiners, it was equally applicable to the social practices at the national level, which he thought was not adding any value to academics. According to him, there was an undue attention given to English, which was useless and futile.

A commonality was seen between him and the supervisor. He was in many ways echoing what his supervisor had expressed in matters related to English language and western values. One difference, however, was that the supervisor was appreciative of the
quality education that was imparted in English medium schools. In research, the supervisor felt that the conceptual aspects should be dealt primarily, and later on the structure could be applied to writing.

4.4 Theme Two: Meaning-Making Ensued and Contested in Consultations

The second research question was: How is meaning making between supervisees and their supervisors ensued and contested in their discourses? The question tried to answer the research question by looking at meaning making strategies in the discourses between the supervisees and their supervisors. Meaning making strategies were different in case one from case two; therefore, the analysis will look at the cases separately.

4.4.1 Case One

4.4.1.1 Coherence

The meaning making was broadly studied through coherence of the utterances through semantic markers, coordinating and subordinating sentences. The coordinating conjunctions were used in compound sentences generally with but, because, so, and, or. There was an occasional use of subordinating conjunctions. The supervisee largely used simple sentences, with few coordinating conjunctions in compound sentences, whereas the supervisor used both the coordinating conjunctions in compound sentences and subordinating conjunctions in complex sentences, such as: If, when, before, then, because if. The supervisor used complex sentences, due to her competence in English language.

4.4.1.2 Syntactical Structure

Since it was spoken discourse, the utterances were marked by disjointed sentences by both the supervisee and the supervisor. The broken syntactical structure reflected the stream of continuity in the text. Most of the time a topic or a theme took many exchanges to complete. There were ellipsis and false starts in the dialogs as meaning making was continuously in process. According to Archer (1995) and Sayer 2000), there are two causal ‘powers’, which shape texts: they are social structures and social practices; and also social agents, the people involved in social events.
4.4.1.3 Confusion in meaning making

In case one, meaning making worked not only through connectors, but also by interrogative mood. The supervisor questioned for information, confirmed a matter with tag questions, and checked if the supervisee understood by tag questions like ‘alright?’, ‘ok? There were many ‘but’ and ‘and’ for opposition and addition in meanings, where the supervisor was largely not agreeing with the supervisee’s writing, or style. The supervisor emphasized APA, organizational structure and how meanings were unfolded in the text of the thesis. This preoccupation reflected strongly in the comments of the supervisor.

S: So it is the data, it is the data, these are identifying resources, you are identifying this so that you can understand problem purpose
A: Exactly
S: Ok so it is not identifying resources this will be literature review only
A: To some extent we can say
S: But because identifying resources doesn’t make sense to me at least
A: Hmm, actually this is a part of this model and I I adapted this model
S: Have you adapted this as well?
A: Yeah
S: You have, that’s why it’s not clear, so if you say literature review, it’ll make things a little bit clear because literature review is a set, phrase, identify resources
A: I think I will found it from real time environment, where lab is available computers are working or not
S: Now then that is, that is not literature review
A: Hmm
S: Then it’s identifying
A: Resources
S: Identifying resources, ohh okay now I got it alright so it’s identifying resources
(Case 1 Meeting 1 Transcript 1 Row 121-154)
In this exchange, the element of meaning making was created in many turn taking processes. A turn is the speaker’s control of the floor. The supervisee did not seem to be clear about ‘identifying’ or ‘identify’ resources which created confusion regarding understanding this term. It had partly to do with the way the supervisee’s writing was seen. A confusion of the phraseology was a matter of confusion between both the partners and the supervisor herself tried to solve the confusion, which was ‘identifying available resources’. From the exchanges, it can be seen how little input was there from the supervisee to clarify the confusion over the term. The supervisor created the meanings according to her own understanding. They came to a mutual agreement that it was ‘identifying’ resources. The noticeable aspect was the supervisee’s overarching dependence on the supervisor to create meanings from the supervisee’s text. There could be many explanations to this but mainly that the supervisee had difficulty in explaining terms in research writing context. She had started with thesis writing without any prior training from the institutional support system, as there was none.

Another explanation could be the information gap between both the partners. No discussion took place between them except for the reading and discussing the thesis on the computer. At the conceptual level, there seemed to be very little discussion on the thesis. The exchanges revealed the low level of confidence of the supervisee which was evident in her dialogs. She knew that it was not literature review but was not able to spell it out and left it to the supervisor to unpack the terms. Genres dictate forms, carry stylistic features and decide about the content, direction of interpretation, situatedness in a particular event, social identities, and relationships valid in the event. According to Blommaert (2006), “Utterances are therefore packed with indexical meanings: Every utterance is genred, topically organized, linguistically coded, gendered, accented, stylized, and so forth” (p. 513). Ideologically, classes are created on the basis of language and research writing. The class relation between the supervisee and supervisor was produced in educational discourse, which is the hidden agenda of education. This makes it so important to analyze discourses for social meanings, as it is in the discourses that people may be legitimizing or delegitimizing specific power relation without people being aware of them. Therefore, it is important to raise people’s awareness about self-consciousness. Educational is the field in which class relations are mostly reproduced.
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Therefore, it becomes imperative to create awareness about what class relations are reproduced through this field.

### 4.4.2 Constraints in Speech

#### 4.4.2.1 Case One

Power in discourse means the powerful participant controls and constrains the input from non-powerful participants. Fairclough (1989) distinguishes between three constraints:

1. Contents, on what is said or done
2. Relations, the social relations people enter into in discourse
3. Subjects, or the ‘subject positions’ people can occupy

The supervisor mostly composed the contents of discourses. The supervisee either answered in brief disjointed utterances or answered in ‘hmm’ sound which showed agreement and acceptance of the supervisor’s assertions. Back-channels are also a form of feedback, where interruptions are allowed by the listener to support the speaker. Common expressions of back-channels include “mm” and “uhh hu” “ok” “ohh,” and laughter, by which listeners signal to the speaker that they are paying attention and the speaker can continue speaking. Ibrahim and Rafik-Galea (2006: 116), on the other hand, explain that back-channelling is the vocalisation produced by conversational interlocutors who are in a listening role at the moment of utterance that will not disrupt the primary speaker’s speakership or turn. The social relation was that of consultation between them and both of them occupied subject positions in their roles. These constraints were imposed on the participants to behave in a particular manner linguistically. However, there was no direct control on the supervisee. The constraints were rather derived from the customary tradition of the discourse type of teaching which it drew upon. However, the supervisor exerted power in an indirect manner by selecting the discourse type. Powerful participants, in this way, can constrain contributions of the supervisee indirectly by indirectly constraining them (Fairclough, 1989).

S: Have you seen our published theses
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A: yes ma’am, ma’am I have seen Ms Leenah’s thesis, first I saw Ms Sohaila’s then Ms Leenah’s
S: Haven’t got Leenah’s so far, there are more changes are coming but yes have you seen Sohaila’s
A: Yes you had said to check other people’s that’s latest check that out. Sohaila’s old
S: But in that
A: In Leenah’s also there was no methodology but you told me to write for the understanding

(Case 1 Meeting 1 Transcript 1 Row 265-275)

In this excerpt, the supervisee re-exerted herself, as compared to earlier exchanges. In the series of exchanges when the supervisor wanted to know if the supervisee had visited the repository of theses, the supervisee preferred the latest as recommended by the supervisor. She regarded Sohaila’s thesis as old, upon which the supervisor tried to give some explanation but was pre-empted by the supervisee that in Leenah’s thesis there was no methodology. It came as a complaint that the supervisee was made to write for clarity but the others were not given this task.

In these sets of exchanges, the supervisor was obviously in a commanding position demanding explanation. This explains the accessibility of holding educational discourses in academia. Although the dialogs revolved around the supervisee’s work, it seemed that the supervisee did not have the access to these academic debates. This is also emblematic of power and authority in academia. The obviousness of unequal power relations between the participants discloses the aspect of discourse of power—who has the access to the discourse of power in academia. The supervisee by virtue of her humble educational background, and being lesser informed in academic matters, could not hold the dialog with control and confidence. The supervisor demanded an answer.

S: There will be thousands of such models but your model is different from the others
A: Hmm
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S: Is it or its not?
A: Yeah of course
(Case 1 Meeting 1 Transcript 1 Row 254-258)

The explanation was demanded as if in interrogation, which left the supervisee further disempowered.

4.4.3 Gap in Meaning Making
4.4.3.1 Case one

The supervisor argued at a conceptual level. Interestingly, there was hardly any input from the supervisee. The supervisor talked about ICT in Pakistan, a concept adopted from the West and then it was adapted to suit the needs of the local students. She discussed about the problem of adapting ICT to make it worthwhile for increasing learning and at the same time making it interesting. This conceptual input by the supervisor could have been very fruitful in triggering an argument and adding up the ideas by strategies of localizing the ICT. However, it was a one-sided monologue where the supervisee needed a lot of input by the supervisor. This raises the question of the powerful role of the supervisor, need of modification in styles of supervision, and giving voice to the supervisee.

S: That research you are conducting where and why you are doing it that you have that when you yourself were a student so you had realized that these things are very less in your colleagues
A: Are lacking
S: Bring it from there, isn’t it?
(Case 1 Meeting 3 Transcript 3 Row 123-128)

The supervisor tried to stimulate the supervisee by bringing her focus to the time when she was a student and she had realized that ICT skills were very scarce among her fellow teachers. The supervisor was making a case, a rationale for her study. The supervisor directed the supervisee towards critical thinking about ICT and tried to link it
to the analysis of her situation. This point related the dialog to education and socio-economic element and the system of education in Pakistan. Universities and higher education institutes continually complain about the lack of critical thinking skills among the higher education students. One cause of this lack in critical thinking skills could be a gap in pedagogical application to inculcate these skills among the graduates. Teachers may not be able to integrate these skills into their teaching practices, because these skills demand reflection and analysis.

As can be seen in the following excerpt:

S: The low level here you are saying the low level of advanced proficiency among the informed classes adds to the present state of affairs of the data ignorant natives. Who are these natives?
A: Illiterate people
S: No data ignorant natives see like you are a native of this country. I am a native, native is somebody who has been living over there whose the land the land and you can very conveniently say that I belong here. I’ve been staying here for a very long time native what does the native do the first time that I read this I felt that data ignorant natives is people in the west. Who are they? The low level of advanced proficiency among the informed classes, now who are these people? Who are these people the informed classes
A: literate people literate people
S: adds to the present state of affairs of the data no, no, no it doesn’t match with this. You read it again or tell me in Urdu what you are trying to say in this sentence. The low level of advanced, proficiency, among the informed classes that means illiterate classes
B: Hmm
A: Yes? Adds to the present state of affairs of data ignorant natives who are the natives? Now you know what is happening (clears throat) the place you have borrowed this that writer would be talking about it uhhhh talking about one area and its follow up is what you have given here. What is it?
B: It's paraphrase
A: *But it’s not fitting in it.*

B: *Ma’am it’s actual quote is the low level of digital literacy among the educated classes contributes to the status quo of information illiterate citizens*

A: *Now you see it’s another thing now, when you say illiterate citizens*  
*(Case 1 Meeting 1 Transcript1 Row 222-146)*

As can be seen in the conversation, the meanings were searched and there was a surge to fill the information gap around the term ‘illiterate’ and ‘citizens’ by both the participants having different connotations of meanings. People’s own ignorance in knowledge domains make them lose a place of privileged position in domains of knowledge. This factor further disenfranchises people to get access to knowledge. In these exchanges, there was a struggle to find meanings. The supervisee had paraphrased the lines from some research article and was trying to fit them here. There was a propositional assumption that meanings would fit into the new context. This was also recontextualization of the text. Understanding local context is a matter of utmost importance in research as well as pertinent in this study. Pakistan, with its sources of opportunities as well as set of limitations, allows for the progress of a few selected while leaving out the others. Not every aspect of technology could be assimilated in the local contexts and situations. Similarly, understanding the limited socio-economic factors of the situation and the scanty technological support were a part of contextual realities. The institutional membership had not catered to the students’ needs of writing and English for Academic purposes, leaving the students in a less privileged position. The country’s history narrates an unequal educational opportunities among the institutions. Elite and privileged students are able to get quality education, whereas those belonging to mediocre socio-economic backgrounds are not able to access quality education in Urdu medium institutes. This inequality in education has created imbalance of power in higher education also.

### 4.4.4 Unequal Contributions

In the research consultation practices, English language and ideologies were the force behind discourses, which showed the effect of power in the discourses. English has
penetrated into the nation’s life to that level where English is synonymous to good writing skills or research. The constraints on the supervisee in these consultations were to speak in a particular manner, show gestures of respect and be formal in the talk. English was the preferred language in consultations, but both the partners switched codes very frequently. From the supervisor’s perspective, the underlying cause could be to make the supervisee feel relax, could understand her and engage her in the discourse. However, this yielded much lesser contribution from the supervisee. The subject position of the supervisee was also restricted as she did not get the space to present her viewpoint. The supervisor mainly initiated the topics. This was a highly routinized activity and was carried out in a professional manner by the supervisor. There were no gaps in the discourses for any informal talk; rather the surge was to keep it as matter of fact as possible. In the sense of thesis structure and appearance, a lot of ground was covered. Given the dynamics of access to linguistic forms and contextual spaces controlled by the centering actor, there is inequality, which occurs due to gaps in producing normative function, which are called pretextualities. People enter communication based on the resources and capabilities of the pretextualities which allow them to behave at a certain level or below that level. According to Blommaert (2005), misunderstandings or big communication slips between people may occur when their communicative functions do not match their resources. Blommaert (2005) talks of invisible contexts, which influence language long before they are produced in utterances and explain why certain utterances were produced or failed to be produced. This is in line with Bakhtin’s concept of intertextuality, which explained that every utterance is charged with historical intertextuality and political-economic pretextualities.

4.4.5 Institutional Constraints

There were constraints on the supervisee, other than the supervisor. The power behind discourses belonged to the power holders in an institution. These could be members of Board of Advanced studies and Research, the HEC (Pakistan), the members of research council and various organizing bodies. All these exerted pressure on the supervisee, and affected the consultation meetings. The supervision practices were realized as embodying dominant ideologies of consultation practices that is the ideologies
of those who control education. The power behind discourse means ‘the whole social order of discourse is put together and held together as a hidden effect of power’ (Fairclough, 1989: 46)

4.4.6 Silence

It was an important ideological work where silence was used as a defence by the supervisee, as she knew that there was some problem in explaining the meanings but could not spell it out and remained silent on the matter and resorted to short responses. “Silence is another weapon for the less powerful participant, particularly as a way of being noncommittal about what more powerful participants say; but the latter may again be able to force participants out of silence and into a response by asking…” (Fairclough, 1989:113). The supervisor’s elicitation of information was a strong ideological work, and the more powerful partner sustained power due to this ambiguity.

4.4.7 Hierarchies

The hierarchies were built on the variety of language used. English is superior than Urdu. Language attitudes are not formed in a vacuum; they are strongly influenced by social and political factors, such as power, as in the case of the dominant language(s) used in the government, within the media and educational authorities. There is a correlation between high status languages and their use in important domains. The converse is true; low status languages become subordinate, undervalued and unused.

Hierarchies were built among the participants, not only based on organizational hierarchy, but also because of their educational background. The supervisor was privileged to get education from the finest private English-medium institutions and then higher education from abroad, while the supervisee belonged to a public nomenclature group. Educational background was, therefore, one source of social stratification; it affected the language repertoires of the people, as well as their worldview formed out of their exposure at different educational and socio-cultural levels. This is the case of political and economic stratification, projecting values like power, authority and domination. According to Blommaert (2005), power in language works in a complex manner, as it divides the varieties of language into big or small. A variety of language is
deliberately chosen by the elite class, which Rahman (1999) regards standardization of a language. This act becomes a political act, as it creates inequality and devaluation of other varieties of language. At the social level, using a variety of language, which is used in power domains, makes that variety the language of elites, a mark of superiority and privilege (Kroch & Small, 1978). According to Rahman (2002), because the elites justify the use of the variety of a language, it is ‘in the interest of elites to promote’ that language, ‘as the single model of correctness’ (Cooper 1989: 135). The ‘ideology of standardization’; as Milroy and Milroy call it (1985), serves to confer authority and legitimacy on elitist power, elitist institutions, and elite culture. The elites are seen as being intrinsically superior rather than being powerful. Notably, every centre is stratified with different level, scope and depth (Blommaert, 2006).

4.4.8 Genre

The genre chains in the meetings were formed between consultations and teaching. During the consultations, the supervisor was continually giving directions for action, asking for clarification, confirming, suggesting, opinionating, sharing information, and negating views. All these functions were carried out in a very systematic manner, leading towards thesis writing. Participants in their interactions built up the contents as well as the language of the thesis. In the consultations, the genre of governance emerged. According to Bjerke, (2000) such institutions can be considered as interlocking elements in the governance of society. The genres of governance are characterized by recontextualization, which is the appropriation of elements of one social practice within another, placing the former within the context of the latter, and transforming it in particular ways in the process. The supervisor observed in her interview:

*S: They [computers] are not in working condition, they are just lying over there, new new computers come they are locked under lock and key and dust collects on it but nobody uses it, then you say that may be you will get the computers, that we get all these things we get funding so we have the online courses so HEC has given access to it to orient the teachers whatever it is/ so that computers are introduced.*
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(Case 1 Interview1 Transcript 4 Row 243-248)

There is another recontextualization in

S: ...give some background, in this purpose that teachers work in well reputed schools they are at high levels/ they are not teaching/ they are not teachers but they are coordinators or whatever it is/ and they are trainers/ teacher trainers in their own institutions.

(Case 1 Interview1 Transcript 4 Row 267-271)

These utterances seemed to be picked from some survey, a report, a talk in the educational seminar, or a talk between the colleagues. This seemed to be carried over from the documents of HEC or from the talk of the evaluators from HEC, and even in discourses of the institutional management. Texts carry indexical, metapragmatic values, besides denotational meanings. Texts are transmitted, as discourses are lifted out of its interactional setting and are transmitted together with new suggestion of context (Bauman and Briggs, 1990:73), that is original pieces of discourse, which may be socially, culturally, and historically situated unique events, are lifted out of their original context and transmitted into another context or discourse (Blommaert 2006). This entextualization takes into account the reflexive nature of language usage (Lucy, 1993). Agha (2005) points out, “The typifiability of voices (whether as ‘individual’ or ‘social’) presupposes the perceivability of voicing contrasts, or the differentiability of one voice from another” (p. :39).

From the local talk about the research genre, the meeting touched upon the global issue of the use of computers which were going waste. There was another global aspect of teachers not teaching through ICT and students were not studying through ICT. Teachers needed to have some knowledge of ICT. One guideline in Pakistan’s Educational Policy 2009, under good governance, clause 71 says:

“Over the past few years, the private sector has been attempting to bridge the gaps and ills of education system like inequitable access, poor quality, high drop outs etc. These efforts have sometimes been through formal agreements with the relevant
governments and sometimes on an informal basis. It is being increasingly felt to institutionalize the arrangement to receive optimal results across the country instead of incremental efforts in sporadic areas. The question arises of where the private sector can assist. Practically, in every possible educational input, the private sector can assist in all areas of educational inputs. Where exactly would depend on the specific area or domain. Some of these inputs, inter alia, include point # 8. Information Communication Technology (ICT)”.

Despite the NEP 2009 documentation of governing the use of ICT in education, no efforts have been made at large scale so far to make computer literacy accessible to the students of Pakistan. The genre of consultation was at a vast scale, connecting the local issue to the national and to the global. The discussion, which took place in some other genre surfaced in this context.

4.4.9 Legitimation

In case one interview, the supervisor was not very confident about the capabilities of her supervisees:

*You know our students are not into research uh they are quite hesitant hesitant they are reluctant uhhh they don’t express it that way but you can feel it because they are not progressing and uhh but then they get the hang of it and I think that hang comes uh when they are more into their third chapter... and then they start realizing how they have just started the collecting data you know they feel comfortable at that time... they start trusting themselves. It’s not that they don’t trust me I mean they definitely listen to me and you know they comply with the suggestions that I give them but they don’t trust themselves they don’t have the confidence and that starts coming when they are in in chapter three or they have almost completed ... they say alright now we can run but its it’s quite a tortoise run that they do from chapter one to chapter three.*

*(Case 1 Interview 1 Transcript 4 Row 373-289)*

In these exchanges, the supervisor expressed her uneasiness with the slow progress of work till chapter three of the thesis. In these exchanges, coordination
conjunction ‘but’ is used to show the opposition of ideas and these ideas were built quite coherently into the text: ‘But you can feel they are not progressing’; ‘but they don’t trust themselves’; ‘but it’s quite a tortoise run’. The meaning making between the participants at this stage may be compromised for the sake of language and organizational structure. The discussion at a conceptual level was wanting and might have hindered the process of understanding the higher-level thinking. The talk between the participants rarely reached the level of critical thinking of the concepts, their applicability to larger societal levels and the value of the study in the field. This aspect brought to focus the aspect of legitimation, which every system of authority wants to establish, and according to Berger and Luckmann (1966), legitimation has the value to explain the basic aspects of institutional tradition. It was the order of supervision, which needed a systematic approach of research understanding and writing. In social life, the legitimacy of actions and institutional procedures are questioned. The supervisor questioned the legitimacy of thesis writing and projected it as a procedure of institutional legitimation.

The supervisor classified the supervisees among those who lacked confidence and their progress was slow in terms of understanding research and writing demands. The supervisor viewed this phenomenon in terms of globalization. There was a sense of generalization of the concepts emanating from the supervision practices. The expressions of categorization of students into ‘not belonging’ to the convention of research, come in a sequence: such as:

*The students are not dumbs, dumbos, but they don’t know about it [writing], they are not familiar with the conventional research conditions, they are crying for our support, they are crying for support.*

*(Case 1 Interview 1 Transcript 4 Row 334-337)*

As the supervisor related not-so-good language skills of her supervisees, it brought into picture the issue of language inequality, which created a divide between the people and became a constant source of frustration for both the parties involved. The inequality took a concrete shape in the following exchanges:
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S: Yeah probably if I was supervising uhh a candidate in the UK and the US I would give them more levy ...since the environment is that way they’ve already gone through that academic rigor they have the language although we know very well that the language may not be academic ...but they have that language and they are more relaxed they are more free and they are not dependent ... but over here the students tend to be dependent and if you don’t give it to them ...they might just say that the supervisor is not serious.

(Case 1 Interview 1 Transcript 4 Row 356-363)

Two aspects will be discussed here. First, there was a direct comparison of Pakistani mediocre students with the centering countries where English is their first language. This comparison seemed hardly justifiable as the context, agency, socio-cultural and geo-political aspects were wide apart. The context and limitations were considered in a different light. It was not only the language factor but also the disposition, attitude and outlook of these two sets of students, owing to their different cultural perspective. Because of the typical mindsets, Pakistani students are more demanding and dependent on the supervisor. They want to be over protected and guided at each step; whereas, in the west people are made independent. The differences of the contexts become a source of discrimination. This is the continuous social process of classification of people under the social phenomenon of ‘globalization’. Another concept that surfaced in the interview was the aspect of appearance and reality. According to Fairclough (2003), events need to be viewed as the effects of the causal powers of social structure and practices, and of the agency of their participants. He differentiated between explanatory logic and logic of appearance. The representations of logic of appearance do not go any deeper than the surface realities or appearances. In the consultation meetings and interviews, there was the absence of explanatory logic. The talks usually dwelled at the surface level of appearances, of forms, structure and organization of thesis. It could hardly be seen to be existing at the deeper conceptual level.

Over the longer stretches of texts, the case one text was united by the semantic relation of examples and cause and effect relationship. The parataxis is used generally, with some hypotaxis used by the supervisor. As a social change, the supervisor talked
about her supervisees who she used to teach academic writing in MS courses and that helped them in writing better thesis. This is the causal change over time in the educational set up. The text is promotional rather than analytical, persuading that this is the only possible option to help the supervisees than to indulge them in a dialog. In the following exchanges, rationalization, which is a form of legitimation, is used. Supervision and its expectations are in the rationalization process with an emphasis of how research writing should be carried out. Instrumental rationality takes up agreed ends and legitimizes the supervision practices. The actions and attitudes of the supervisor in the structural norm of the institution was to achieve the aim of getting the thesis written in the way the supervisor had planned.

I guide them right at the beginning, there has to be you know a preview and a review in the beginning so that a reader doesn’t keep on, you know, flipping the pages because the reader doesn’t have the time. Interest diminishes when you keep on turning pages.

(Case 1 Interview 1 Transcript 1 Row 423-427)

The norms were rationalized as universal truth and sought a moral evaluation of the supervision practices, as self-evidently justified. According to Fairclough (2003), the rationalization is related to moral evaluation as the causes and aims for the procedures of rationalization suggest value systems of ethical aspects of right or wrong which are assumed and taken for granted and get generalized as the way of being.

4.4.10 Seeking Hegemony

In the following excerpt, the relation of meanings can be seen in the use of hyponymy in the supervisor’s talk:

A: It seems that since you know our students are not into research uh they are quite hesitant, they are reluctant uhhh they don’t express it that way but you can feel it because they are not progressing and but then they get the hang of it and I think that hang comes uh when they are more into their third chapter
The words ‘hesitant’, and ‘reluctant’ are the co-hyponyms of doubt. These expressions can be seen as co-hyponyms of the doubt usually the supervisees have in their own capabilities and thus there is low self-confidence in writing thesis. These expressions show the equivalence of meanings with one another. It amounts to building up the meanings of writing the thesis by subverting the difference of the hang that comes in the writing of the third chapter. Thesis writing was a risky activity for the supervisees in general, which was highlighted by the supervisor. Such an activity seeks hegemony and control over the other agents and groups, by subverting the difference between doubt in writing and the opportunity of getting the hang of writing, and thus classification between good and bad pieces of writing. Such kind of hegemonic meaning making was pervasive throughout the text and successfully evaded any other option of supervision. The hegemony of this style of supervision sustained as the only possible kind of supervision. Other instances of equivalence were through the use of hyponymy for a positive change, in expressions such as ‘getting the hang of it’, they start realizing’, ‘they feel comfortable’, ‘they start trusting themselves’, ‘they definitely listen to me’, ‘they comply with the suggestions’. However the classification of difference was through expressions which show the slow progress of supervisees: ‘They don’t trust themselves’, ‘they don’t have the confidence, that’s the time they can run but it’s quite a tortoise run. A metaphor tortoise run is used here to show the slow progress of supervisees. The meanings relate to appearance and reality. The appearance is the need of the supervision to support their writing which followed a traditional style of supervision which was regarded as the only suitable style. The reality is suggestive of the need to make supervisees independent thinkers and to take responsibility of their writing. This aspect is successfully subverted in the dialogs, and success is related to the form and structure of the prescriptive supervision style practiced. The supervisee related it thus:

_In one or two concepts, problem was occurring in my explaining that if like I talked about professional development in the last class so, ma’am was saying that in what way personal professional development is happening... so, that I was not_
able to make ma'am understand, I felt that, so ma'am then changed it a little bit...so it’s not like that we are making the supervisor dominant over us...based on that she is talking / she is not shooting arrows in the wind

(Case 1 Interview 2 Transcript 5 Row 189-206)

In the following different excerpts, the supervisee further accepted the authority of the supervisor and showed appreciation and gratitude for having guided her.

Now the way I have been taught, the way I am wanting to do research, so, I have complete liberty that yes, like it happens that expert or even our mothers say that to us that if you cook this thing in this way so it will be much better that she felt ... that ours we get that tip you know this tip that is not given by everyone... that those that are hidden tips to give quality to that things

(Case 1 Interview 2 Transcript 4 Row 321-326)

Expressions of: The way I am wanting to do research; I have complete liberty, so it will be much better used positive connotations and as explicit assumptions were categorized in the positive light. Value systems and its assumptions are discourse specific. The discourses associated with these assumptions were ideological, as assumed meanings have ideological significance. According to Fairclough (2003), “...one can argue that relations of power are best served by meanings which are widely taken as given....Seeking hegemony is a matter of particular meanings in the service of achieving and maintaining dominance and this is ideological work” (p.58). As can be seen in these excerpts, power was accepted and submitting to power meant accepting hegemony. The supervisee assumed that whatever guidance was given to her was for her own good. A comparison was drawn between the supervisor and a mother who gives very valuable tips to her daughter to guide her in cooking. The arguments that the supervisee drew upon were of compare and contrast. The referral of a mother meant someone who can be trusted without doubt. In the same manner, the supervisor served her that purpose in research. This is value assumption, and it is abstract because of which it exists at a larger
level of belief. This is an ideological work, which makes people accept power and hegemony of agencies. The text of the supervisee was coherently linked by the dynamics of praise and admiration of the supervisor, using positive connotations with the choice of positive words: *Experience is good, supervisor took a lot of interest, a lot of satisfaction for me, increased knowledge of ICT, I am also learning to write that in proper academic English.* There are value assumptions in the text with the ideological load it carried. This could be explained as ideological common sense, which is the common sense in the service of sustaining unequal relations of power (Fairclough, 1989) in varying degrees. Ideology is most effective when it is invisible, and this invisibility is achieved when ideologies enter into discourse as the background assumption and not as explicit elements of a text. These ideologies are revealed through cues. The supervisee in this text was involved in automatic gap filling, supplying the missing meanings from her own assumptions and it was done mechanically and coherently, being less conscious of it, and in this way made the position of language ideologies secured. Language ideological struggle could be seen between the participants. Within the same institution, they were in different positions and developed different language ideologies. The dominant participant, the supervisor, took the dominant discourse type in the consultations, and it was legitimized as ideal discourse in that situation; whereas, the supervisee equated language skills with good writing and with good research skills.

### 4.4.11 Meaning Making through Words

In the disconnected pieces of extracts, three words have been selected for analysis of ideology and common sense around language ideologies. These words are: ‘liberty’, ‘expert’ and ‘quality’. The dictionary gives fixed meanings of these words, but as utterances of discourse, these words were given one possible interpretation, so that its meanings could be understood as being transparent. According to Fairclough (1989), words do not have simple meanings; they are a part of meaning systems and the effect of power. In the interview, the supervisee was asked about her experiences of the research consultation meetings and the attitude of the supervisor towards supervision and towards the supervisee’s work. The situation gave an interpretation of the meanings according to the contextual realities and relationships of the people involved and guided towards the
appropriacy of discourse. In this sense, the appropriacy of the context demanded socially pleasant answers from the supervisee when she talked about the supervisor. The situation expected a high praise from her for the supervisor, for various different reasons: For social pleasantness; for responding in a positive way for the senior; for the well-being in general and for the thesis in particular. This was a research interview, genred in the research domain, and this was no place for complaints or raising issues. Such instances display effects of power even when the powerful agent is not visible. To react in a positive manner about the supervisor, was a commonsensical assumption, an important element between these participants. There were a series of probing and suggestive questions put forward by the researcher to make the relations of power transparent in the supervisee’s discourses. In her subject position, the supervisee used the imagery in the use of the word ‘liberty’. With the global meaning of being free as a nation, as citizens of a country, being bestowed with political and social rights to vote, and access to legal systems. The word has mainly the local meaning related to the context, her subjecthood as commonsensical carried ideological meanings. Subject positions that people occupy constrain them to act in a particular manner. ‘Liberty’ was seen as representing her case in relation to her supervisor and the constraints on her position made her assume that she was free in an environment where the ‘expert’ was around to safeguard her rights and felt as secured as with her mother, who checks the quality of work and endorses it as correct. An authorization from a senior actor legitimized the work and made it seemed authentic. Liberty was given to her and here it was the supervisor who had given her the liberty. The agency or the people who can grant liberty, are in a position of power and they may choose to give certain groups liberty while constraint the others. In both the cases it is the power display in the positive way in the case of the supervisor, and negative in the case of others who do not belong. The words ‘expert’ and ‘quality’ have the connotations of academic excellence. The supervisee assumed that following the supervisor would lead her to a sound and secured academic position. This revealed the supervisee’s overarching dependence upon the supervisor. There was a surge to be secured and successful and she found that possible through her dependence on her supervisor. In this sense, language ideologies played a significant role in making social meanings transparent.
4.4.11.1 Case Two

Coherence. The meaning making in the text of the consultation meetings were studied using coherent devices and coordinating and subordinating sentences. There was also a surge to understand the turn taking aspect in the interactions. The sentence structures were coherent like in written texts with a minimum of broken syntactical structures. There was unity in the text by the use of semantic markers, and a variation of compound and complex sentences. The supervisor guided how to manage the research data and explained through narrating his own experience, which was suggestive and interesting at the same time. Coherence in the supervisee’s text was also because he used Urdu throughout his talk. Because of this factor, there was rhythm and variation in his speech, and he talked without any inhibition. There was an element of imagery in the way he described processes that were facilitative in understanding and retaining the information. There was an overarching adherence of the supervisor toward meaning making and explaining aspects of data management to the supervisee. He was also explaining that some people may adopt a specific approach but I tried like this and it worked out well. He was trying to instil in supervisee how to be selective in approach and to adopt that approach which suited his needs. The supervision style was largely bent on stimulating critical thinking skills by instigating analysis and synthesis, as can be seen in the following extract:

S: In some people I have seen that they have given different methodologies for analysis, was analyzing for different methodologies but in this basically you can see that first of all you have uhh jotted down the main ideas that you have taken from, the verbal interview. In this basically what I learnt against a question...After transcribing I made a column and wrote in it on the left most column and then I took out main ideas highlighted and then I transferred to the next column which were the main ideas. ..After ideas I put them in a category that which ideas are related to what, after that I took out themes which were a broader...

(Case 2 Interview 2 Transcript 4 Row 247-256)
In this extract, there was a further elaboration of how he clustered the themes from the data. Again, the supervisor mentioned how some people did the thematic division, and presented his own style and supported the claims by showing through the process of doing it. The element of meaning making was quite high as the supervisor’s elaboration move made it a motivational move for the supervisee. This move had a ripple effect on the supervisee and it started his thinking process, which was passive in the beginning of the meeting.

4.4.12 Subject Position
In the following dialog, the supervisee took the subject position and shared the way he wanted to organize his ideas:

A: Now what I’m understanding is that at four levels it can go and the research themes that will emerge from research questions that is the interview questions…we will connect it with the main ideas… you can even navigate if there is a new theme coming you will write here You will select that theme and in it give as a sub-heading…

(Case 2 Interview 2 Transcript 5 Row 231-236)

The supervisor agreed with his ideas and added to them.

S: If you make a direct comparison, you will have to do proper analysis of Imam Ghazali to find out that they have said this thing about this aspect for theme clustering he said this because finally you are going to do a comparative analysis if they should match Imam Ghazali said this on this issue and school people say this on this. Isn’t it?

(Case 2 Meeting 1 Interview 2 Transcript 2 Row 177-182)

In these exchanges, there was supervisee’s equal level of participation in the meeting. He set up arguments in support of his research assertions with the expressions: One thing that is occurring to me is that our focus…. He himself put up a number of
questions, which he proposed to answer. There were propositional assumptions in these questions, which showed his inclination towards exploring the research topic in depth. As compared to the first case, the supervisee in case two carried research claims, propositions and arguments in his interactions, which are a mark of graduate 21st century skills, and also an element of non-traditional, constructivist approach. He was careful enough to show his own limitations in the work of Ghazali by saying that linking his study to Ghazali’s philosophy and thought would be difficult for him. He was evaluating the scope and depth of his work and was trying to position the study according to his research aim and objectives. As compared to the first case, it can be observed in case two that the supervisee mainly did the organization and structuring, and conceptually built the ideas.

The supervisor gave shape to the supervisee’s clustering of themes. The supervisee was in the subject position and the supervisor was inquiring about Ghazali’s philosophy and his work. The supervisee took the lead in discourse and wanted to do the exercise on clustering of themes: *Right, so let’s do this exercise of clustering.* Such kinds of assertions are hardly noticeable in the first case where the supervisor was doing most of the work. In case two, the supervisee informed the supervisor how he was doing the analysis of the themes by looking at the aims and objectives of the study.

Towards the end of the dialog, the supervisor followed the supervisee’s proposed line of action to work on the clustering of themes. In these exchanges, the element of freedom of the supervisee and democratic practices of supervision based on equality could be seen. There was no pre-determined plan of the supervisor to cover ground in a specified manner. The consultation was given direction by both the supervisor and the supervisee. The supervisee and the supervisor had distinct roles; social and educational changes gave multiple aspects of their being. They were affected by the new enlightenment coming through constructivist and post structuralist approaches. They were also influenced by democratic set ups in education and supervision practices through their readings, courses, classroom practices, and arguments related to new ways of being. The social identity and the dialects associated were taken care of. According to MacIntyre (1984), the aspect that makes a culture distinctive is its characters, which are a culture’s most prominent identities. These characters have stability over time, and though
there may be major social changes, these characters will continue to be pervasive through social life. As modern educationists, some supervisors have a more liberal approach, which could be seen in this supervisor’s disposition towards the supervisee. Fairclough (2003), talks about the agency of the characters, and their causal forces, and the distinct roles of characters in shaping events and texts. Effectiveness of supervision from this perspective depends upon the consultancy and its relationship to how consultancy is viewed as a social practice and social structure by both the participants. It also depends upon the capacities of the characters. In the consultations of case two, it can be seen that the characters were not confined within the traditional role of supervisory relationship. The supervisee was given autonomy not only on the basis of emancipatory spirit of the supervisor, but also upon identifying and encouraging the capability of the supervisee. The social difference was at a much lesser level despite their distinct formal roles. There was a high level of mutuality and symmetry between both as they co-constructed reality with shared consent and agreement. This aspect is in contrast with the first case where the agency dictated a distinct level of identities complying with the traditional approaches of supervision. There was much lesser mutuality and symmetry between the partners in the first case. That is why much lesser dialogicality was seen in the first case, as compared to a higher level of dialogicality and communication in the second case.

4.4.13 Non-Verbal Cues

The supervisee showed utmost respect to the supervisor through his polite gestures, lowering of eyes when talking to the supervisor, sitting with folded arms and speaking in very soft tone. This style may be due to continual practices from school days when teachers were regarded as gurus, the fountain of all knowledge, and disciples were followers who were ambitious to get knowledge from the teacher. One distinct aspect could be the religious factor also. The role of a teacher as the ‘ustaad’ is of supreme stature and disciples are supposed to keep their eyes and voices lowered in front of uestaad. These gestures seemed to have stable meaning, though other factors could change. However, the supervisee was quick to build arguments owing to the environment of the meeting, and largely due to the encouragement provided by the supervisor.
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4.5 Theme Three: Effects of Language Ideologies on Consultation Practices

The third research question was: What are the affects of language ideologies on consultation practices? The following themes attempt to answer the research question.

4.5.1 Style and Identification

Styles of people emerge in dialogs in communicative practices. People are social agents and personalities. According to Fairclough (2003), in textual analysis there is a study of how people address each other on the basis of dialogicality, and how far there is understanding or nearness between them or how farther they are removed. Identification in texts depends upon individuality or collectivity of ‘I’ and ‘we’ or ‘they’ or ‘them’. Another aspect related to style is the vocabulary and the use of metaphorical expression. Language ideologies are formed through the combination of particular discourses and registers, institutional structures, and professional practices. For instance, Silverstein (1979, 2003) gave examples of pronouns and honorific language use. The analysis of the specific linguistic forms are organized to attain ideological effects. According to Blommaert (2006), language ideology has contributed to the understanding of cultural variability, of concepts such as inequality, for example, the forms of regimentation used by bureaucracy can differ strongly from those used by laymen. Language ideologies take artifactual replica as the norm, which is the determiner of identities, as people are regarded as middle class or upper class based on the variety of language that they use: Those speaking with an accent become distinct from those who speak accentless, i.e. the elites or speakers of English as their first language. This necessarily leads to inequality in society, in case of less powerful or minority language because of the absence of a grammar or orthography or a dictionary, restricting roles of languages to community, or home domain, and not that of development, education or work.

4.5.1.1 Case One

The style of supervisee and supervisor is emblematic of the language ideologies on consultation practices. In the following excerpt, the language ideologies are seen to be impacting consultation process.
A CRITICAL DISCOURSE ANALYSIS OF RESEARCH CONSULTATIONS

S: Yes so this is incomplete isn’t it?
A: Hmm [1-]
S: Summary of this is also there
A: There are four thousand words, do tell me should I make it six thousand?
S: Yes see I will tell you what all can be done in this.
A: Hmm
S: Alright isn’t it one thing that this you have done all of this in one mouthful
A: Hehe I have all of it
S: This will lead to indigestion
A: Hehehehe
S: So this has to be broken into pieces so that people can digest it.
(Case 1 Meeting 1 Transcript 1 Row 321-333)

In these exchanges, the supervisor used a metaphorical expression ‘mouthful’, and another one ‘indigestion’ to create an impression that what the supervisee was giving was too heavy and dense for the people to follow. This is again a hint towards the writing skills where things seemed to have clustered in unclear dense information. The supervisor wanted the writing to be mellow and spread evenly so that the readers could find it easy to follow. Language ideologies are reflected in this exchange in which the writing sample reflected the incompetence of the supervisee. Ironically, there was no emphasis on the receptive skills for learning. Writing is the identity of a person, which has not fitted the institutional regimentation of form and structure. However, looking at the lacks one wonders what provision or support institution has provided to the students to fill the gaps in the skills of English language and writing skills. A strong and ongoing support would have made the students self-sufficient. Therefore, the question arises whether this control is hegemonic for gatekeeping and controlling the entry of masses from higher domains of education. Throughout the consultation meetings, there was an emphasis on writing and it was corrected as a preference. However, the style of error correction pertained to provisional and current issues rather than a wholesome knowledge and skill building practice. The supervision style suggested institutional regimentation in which all the graduates were expected to write in a particular manner in order to get through with the
A CRITICAL DISCOURSE ANALYSIS OF RESEARCH CONSULTATIONS

educational and administrative bodies. Such processes move in a stratified field, signalling particular meanings by means of using particular forms. According to Blommaert (2005), the functions of centering actors are attributive, “These attributions are emblematic: They centre on the potential to articulate (hierarchically ordered) central values of a group or system” (p. 75). They produce indexicalities, which the other social actors have to follow in order to be social. This whole process gets very ideological in its make-up and talks about the socio-cultural, educational and historical processes of regimentation and hegemony of generations of people who pass through these systems. What takes place in institutions of power is in the strongest sense of power play and hegemony, as generations after generations are inscribed with such structures and regimentation. Centering institutions are what Anderson (1983) calls “imagined communities”; though imagined, they have the power to penetrate specific behaviours and create groups.

S: Yes do this also and this also in the course development plan you write that its objectives that we people have taken are those after referring them from western countries but we have adapted them so that these are able to fit in our environment use we have limited access to whatever it is then that also you bring in this that in what way it is limited access? What do people say? Alright isn’t it? On the look of it everybody is getting a mobile but when they in this way come into digital so universities do not have access, schools do not have access so put all these things to make it rich…. you’ll have to make it rich isn’t it? Like you know you go out in the shop and and you buy a suit for yourself but uhh that those clothes will only look good if you are if you have got a good hairstyle uhh you got uhh decent make up on uhh otherwise then those clothes of yours will be meaning less ...so you see there has to be a little bit of decorum right from the beginning to the end

(Case 1 Meeting 3 Transcript 3 Row 337-350)

This passage is paradoxical in its makeup. It is noteworthy that power and hegemony dwells in one area but is criticized in the other context. The supervisor is
guiding the supervisee to include aspects of inequality in her thesis that students do not get access to digital technologies in universities, as the providers do not make provision for the equal supply of the digital facilities to universities. Strangely, one aspect in education, that is technology was addressed as a way of raising awareness among the authorities, but the main area which needed to be addressed, that of language and academic writing, was not given consideration in the life of a university. The supervisor used metaphorical expression of *making it rich* that is the arguments needed to be strengthened by referencing the context of Pakistani universities and schools. The imagery of decorum was used for the appearance of thesis, giving it a metaphorical look of pleasantness in reading, making it rich with references of good clothes and a nice hairstyle. The supervisor was so preoccupied with the thesis that the document was personified like embellishments on a rich woman, all decorated, and presented in an elegant style. According to Fairclough (2003), styles are realized in metaphorical expression, which is one of the ranges of linguistic features. Messages about social identity (such as, social class) and personality are carried through such words. The supervisor wanted the thesis to be containing all the elements of good writing skills, with good referencing, and having the most suitable appearance of an academic document. What is noteworthy over here is that the supervisor hinted upon all the elements pertaining to the appearances, but hardly used any aspect of reality, which was the profundity and depth needed in such a research document. The efforts were largely spent in getting the elements corrected, which is of course a partial reality. However, discussion and arguments did not dwell on a deeper plane of things. There was talk of socio-cultural aspects but these did not exist at a philosophical level, of how the aspects pertaining to ICT led to for example, cognitive learning, socio-psycho levels of progress and development.

In the consultations, apart from the language use, the styles of the participants were also studied. The way participants sat, revealed their assumed identities as well as the ascribed identities. Assumed identities are the identities people take on themselves, for example the supervisor assumed the imagined position of the supervisee who must be obedient and submissive in front of the supervisor. Fairclough (2003), argues that style also involves relation between language and body language: “Body language is based in
the physical materiality of bodies, yet it is clearly semioticized in the sense that various genres have relatively stable meanings” (p. 162) According to Harvey (1996a), it is necessary to recognize the dialectical nature of the discursive and non-discursive world, in which the non-discursive world internalizes the discursive world. This also speaks of the socio-cultural beliefs of students towards their teachers/supervisor as supreme beings. These are values of the culture prevalent in sub-continent where teacher is regarded as a guru and the disciples have to follow the dictates of the master. This attitude is reflected in the element of respect showed in the way the supervisee sat, the way she bent forward frequently to listen, acknowledge, agree, nod, keeping her hands away from the table in between the participants, lowering of gaze more often. All these gestures suggest her submissiveness and docile attitude. Her silence at most of the time could be because of her being overwhelmed by the supervisor’s presence. The supervisor’s attitude showed that she was in complete control of the situation. She read the thesis on the computer and corrected, frequently asking for clarification, explanation, checking understanding for the things she suggested, giving instructions, and teaching most of the time. Such gestures and moves were strongly influenced by social and political factors, such as power. This was ideological as there was a correlation between high status language (English) and its use in important domains. The converse was true; low status languages become subordinate, undervalued and unused. The supervisor’s style showed the language-ideological assumption that this variety (English) was the norm; an institutional regimentation towards the centre of authority that Silverstein (1996) refers to-the variety regarded as standard because of the socio-historical process of re-location and re-migration to and from main English speaking countries, which leads to normalization and codification of language as the standard variety. This is what Blommaert (2006) refers to as “a pragmatics-and-metapragmatics in which linguistically trivial features such as accents prevail” (p. 4)

The expression “good” reflects the quality of language as good or worst is predominantly present among people at all levels. Such expressions are the recognition of the existence of a standard norm. The centering institutions create a ‘socio-political evaluative stratification in language usage, with “better” or “worse” forms of usage; these centre actors transfer beliefs at the lower levels of operations, and thus a general belief is
created in the society, which is facilitative of creating socio-cultural stratification (Blommaert 2006). According to Gumperz (1982), one of the functions of centering institution is gatekeeping, regulating access to linguistic forms and contextualizing spaces. English has become one strong indicator of membership in lower, middle or upper class strata of Pakistani society. While a lack in English is interpreted as the low socio-economic levels and poor education standards, high socio-economic group is associated with better standard and elegant style of living; education from elite institutions (and one strong indicator is English medium institutions); sophistication and refinement in mannerism and behaviour.

Thus English language, the most obvious indicator of status, has become the structured norm. In this sense, English is responsible for creating classes, and may become an exploitation tool for power, authority and control- the political history of the country evidences how English has been controlled by the political agencies, by allowing the access of English education to few and denying it to others. As a case in point, the speech repertoires at different levels are labelled as rich or simple, identifying people and allocating benchmarks as educated, elite, from high socio-economic strata, sensitive, and so on. The supervisor was able to use her individuality because of her position and authority. Her voice was distinct because of her educational background; however, the same could not be expected from the supervisee who belonged to a mediocre background. The instrumental value of language is regarded powerful, what it can buy in the market. The desire for power, and high socio-economic aspirations could lead people to learn a language, and the elites could teach it for political reasons. All the machineries of the state serve this purpose: Of creating inequality by dominance and by denial of access to elite education.

The style of the supervisor was largely controlling because of her role, her education and status at the university gives her the identity as a powerful character. By virtue of her role as a supervisor, her discourses frequently represented her stature and style of leading the conversation and keeping it within the structure of the research consultation.

The supervisee might be close in social relation with the supervisor but the genre of research meeting made her behave in a formal, distant manner. These three meaning
are reflected in text, that is representation (discourse), action (genre) and identification (style). This is what Bourdieu & Waquant (1992) call ‘habitus’ of these participants involved in the meeting, “...their embodied dispositions to see and act in certain ways based upon socialization and experience, which is partly dispositions to talk and write in certain ways” (Fairclough, 2003: 29). The action that is the dialog, discourse that is the representation of the consultation practice and the style that is the identification are different elements flowed into each other, rather, they internalized each other, thereby forming dialectical relations with each other (Fairclough, 2009). This is called orders of discourse, of behaving and acting in a particular manner appropriating the forms of institutional regimentation.

Styles of both the participants were also realized phonologically, through their pronunciation, intonation, stress and rhythm. In supervisor’s style, there were proper intonations at correct points, with rising and falling tones. The stresses were on correct places, and her pronunciation was largely flawless. There was rhythm in her talk because of correct intonation and stresses. Even the volume pitch was louder and clearer with utterances, which showed her confidence level owing mainly due to her command of English and her social position.

One of the distinct aspects of supervisee’s identity was her lack of correct stresses in talk, mediocre level of pronunciation and the casual way of talk as if she wanted to get over with the conversation. There were obvious hard consonants used with a hard /d/ sound in ‘and’, ‘told’, ‘decision making’, ‘video’, ‘find’, ‘did’, ‘data’, ‘for your understanding’, ‘additional material’. Another factor noticeable in supervisee’s pronunciation was her lack in proper vowel sounds in /a/, /e/ and /o/ sounds. Some words came with a sharp realization like in beneficial the /e/ sound was accented as /a/ sound, which was very impactful, indexing this speaker belonging to a mediocre educational background. There was also lesser consonant blending, like in ‘implementation’. There was also a use of ‘what’ with /v/ sound. All these aspects of her pronunciation patterns largely affected her overall pattern of pronunciation and revealed loads of socio-cultural and educational realities of the person. Coming from a public school, the basic tenets of correct pronunciation was not known to her and even exposure to the educational environment of this university did not make an impact. It could be discerned that
pronunciations are social practices and they inscribe more or less a durable mark on the way people utter sounds in words and sentences. The supervisor and supervisee’s pronunciation, stress and intonation patterns inscribed identities as pronunciation gives away the educational and sociocultural background of people.

Most of the time the supervisee refrained from answering in complete sentences and gave information in quick succession of subjects and nouns. This was the use of nominalization to avoid pronouns:

A: Administer and analyze data and compare with baseline test

(Case 1 Meeting 1 Transcript 1 Row 133-134)

The social actors were represented as the main subjects of the action—both the participants of the meeting were represented in the foreground, and the action or the consultation revolved around them. The other characters were backgrounded but some of them did have a strong impact on the main characters. The reference was strong for two characters: Faculty Leenah and Sohaila were referred to in appreciative way, which was noted but not really liked by the supervisee as she quickly tried to change the topic in both the cases. Another senior student Zeba was mentioned but the supervisee changed the topic by asking the names of a public university’s examiners. These characters were referred to by pronoun ‘she’. These social actors though were not present as active agents but were instrumental in revealing certain ideologies. Leenah’s work was appreciated by the supervisee; whereas Sohaila’s and Zeba’s work was appreciated by the supervisor. There was a comparison between these agents and the supervisor and the supervisee seemed to have taken position on this. This aspect is again ideological as symbols of excellence were set up for the supervisee as exemplary for quality work done. As the supervisor reduced differences between herself and these two students of MS, she was also implicating it with value assumption regarding their work, and in Zeba’s case for her attitude: ‘I really liked what Zeba said…’. This was an implicit proposition assumption which was distancing from the supervisee and giving her the examples of the good students, and at the same time it was also intertextuality through which the supervisor was bringing in other texts, of Zeba’s to this consultation text. The reference to HEC and
a public university was like an actual artifact personified as an agent with the pronoun ‘it’. These agencies were passivated, and affected by their processes. Both the agencies were given in a dismal light. HEC was branded with bad governance, of not providing to the academia what it was mandated to do—the computers for the training of ICT, though it is mentioned in the National Educational Policy 2009 to provide the facilities and resources of computer training to the students and teachers. The same is true for a public university where no one bothers to read the theses of the students, and the examiners hardly give any comments to the students. Other actors were the teachers and students who were not learning and teaching through ICT.

The dialogs were organized in a manner that the supervisor controlled the organizational pattern by initiating talk and asking questions and eliciting information. The supervisee answered her questions and added information.

*S:* identify your own professional learning, now you tell me that identify resources, and identify your own professional learning, you are giving me its connections, ok.
*A:* Hmm
*S:* They are not connected with anyone, so why is that?.. Identify resources, identify resources so what is it from within they are not connected with anyone, so why is that?.. /Identify resources, identify resources
*A:* Means that which resources are available to the researcher, to the teacher
*S:* No but, so it’s availability of resources for the researcher
*A:* Yes
*S:* And then identify your own professional learning/ what is this?
*A:* These are the outcomes that what will
*S:* No but don’t you think that this is all mixed up I mean this is not coming out very clear
*A:* Hmm

(Case 1 Meeting 4 Transcript 4 Row 177-179)
In this series of exchanges, the supervisee was providing content information to the supervisor. Main work related to research writing and its organization was carried out by the supervisor who was actually involved in the text’s main organization. She was making the supervisee realize what the organizational features of research writing were. The supervisee’s dialogs were mainly in phrases and in disjointed sentences whereas the supervisor’s dialogs were in complete sentences. The way writing was organized by the supervisee seemed to lack clarity. From the initial stage to the middle stage of the meeting, the supervisor was mainly asking questions to find out what the supervisee exactly meant. The meaning making was carried out by asking interrogatives, and the supervisor gave a direction to writing. The supervisor throughout the meeting led the high-level organizational features.

In the following exchanges of the interview, the supervisor expressed aspects of supervision in which the language ideologies were seen to be influencing the supervision:

*S: Uhh,, I have been termed as a hard task master but I don’t impose things on them. I’m not strict with them I present myself in such a way that they do it, for example the student who just left she was supposed to come to me at uhh ten past eleven and that was settled between me and her but I forgot about it and it was five past eleven so I called her but other supervisors would never do that*

*R: Hmm*

*S: So some say that you know even pushing somebody is being a hard task master but until now nobody has said that my hard task mastership has been a negative thing for them*

*R: Mmhmm*

*S: so if they have given me a title I don’t mind but as long as they do their work that’s what I want.*

*R: Hmm*

*S: But if they don’t do it upsets me it upsets me for a number of things, it’s not only that personally I get upset because if they don’t do things and if they don’t follow the schedule...*

(Case 1 Interview 1 Transcript 4 Row 154-169)
Altogether, the passage was united by the style of supervision. The lexical items that were used related to her style: *Hard taskmaster*; *so if they have given me a title I don’t mind hard task mastership*. There is a process of categorization and classification of negative and positive ideas by strategically negating the negative ones. The metapragmatic layer explains the self-analysis of the supervisor. There was a mood of self-thinking in these dialogs, as the supervisor was denying actions that were not to her liking. Like interrogatives, which can be used by powerful agents, negatives are also expressed by those in power. Negating is used as a hyponymy over here for the expression of negating things, which she didn’t want to happen in supervision. There is always identity work at play in the language use where speakers adhere to orders of indexicality or norms or rules of language like in conversations (Silverstein, 1998). By producing such norms, they situate it in relation to other norms. People group themselves or other people based on the conversation style. Language ideologies have contributed in understanding identity work. In these exchanges, the supervisor was identified as a hard task master. According to Silverstein, (1998) “The systematically reproduced indexicalities are often tied to specific actors, centering institutions” (p. 404). These central institutions or centering actors impose ‘doxa’ in a particular group. The centre plays an attributive role as it presents indexicalities to which the others have to orient in order to be acceptable or socially pleasant. The values presented by these attributes give meanings to central values of a group or system. This centering is mostly homogenizing, aligning with the centre and reducing the difference. This creates normative meanings. Thus, in the case of the supervisor it can be seen that her personal views and perceptions were homogenized into a norm. The central agency or institution were “imagined communities”, though they were imagined but had the power to stimulate specific behaviours and generate group membership. The supervisor created a community where the supervisor and her supervisees shared common beliefs and the ideational concept came out in her image portrayed. In this way, language ideologies impacted the supervision practices in a strong way.

Another aspect that is of interest to language ideologies in its critical stance is the theme of inequality. This is also of special interest to CDA as well, as it is mainly
focused on giving voice to the voiceless. It is the capacity to make oneself heard in socially ‘placeable’ communication. There is differential access to forms, to communicative resources that put constraints on functions. In this case, there was an absentia of particular forms of literacy that was seen in supervisee’s repertoires and the absence of English language in the case two supervisee. There were also differential access to contextual spaces in differentials to interpretation. Both the differentials were one of the functions of centering authorities. These differences are unevenly distributed. Not everyone has the access to interpretation as it is stratified and unevenly distributed and consists of power. In this case, the research supervision held tremendous power. It is because only some people have access to such spaces and interpret words as they do. The supervisor interpreted ‘hard task master’ in her way of imagining it to be of extremely positive value and denied any negative connotations attached to it, which was her imagined identity

The supervisor interpreted the situation according to the way she looked at the differentials:

*S: The supervisors are also not aware of the research methodology, research approaches
R: Hmm
S: So that also bars the students from actually doing good research, and number two as far as educational research is concerned, educational research stresses on qualitative and quantitative, whereas in the other disciplines its mostly its quantitative so the supervisors that we have they are good in quantitative but they are not good in qualitative and one of the reasons the most important reasons that I have realized why they are not good in qualitative because qualitative research requires writing

(Case 1 Interview 1 Transcript 4 Row 277-284)

In the Metadiscourse on language and quality of writing skills, the aspect of language ideology is revealed in the way text is transmitted through entextualization.
S: Whereas in the other disciplines it’s mostly quantitative so the supervisors that we have they are good in quantitative.
(Case 1 Interview 1 Transcript 4 Row 112-113)

The expression seems to have been picked from a social talk in a meeting or symposium and has been recontextualized into this interview. Another recontextualization is in following dialog:

S: It requires language and we are not good in language or in writing.
(Case 1 Interview 1 Transcript 4 Row 133-134)

The Metadiscourse used here talks about writing and language that become obstacles for the students. The remarkable aspect about this discourse is that the supervisor was not only commenting on the students’ capacity of research but also on the limited capacity of the supervisors. One of the main contributions of the study of language ideologies is the recognition of texts with formal, poetic patterning which is indexical, that is meaningful in itself. According to Blommaert, (2006), “Whenever people communicate, they produce forms that fit a particular genre, carry concommittal stylistic features, and thus produce metapragmatic messages about content, direction of interpretation, situatedness in a particular event, social identities, and relationships valid in the event” (p.513).

Metadiscourse is also used by the supervisee, when she described the process of writing:

A: Experience is going good, because when I had made this proposal, so my supervisor took a lot of interest in the topic, and uh this is something of a lot of satisfaction for me, that she understands this topic, otherwise if, without interest, if any topic is taken by the supervisor also, so both cannot enjoy in the coordination, know about her knowledge, so in that also more or less I feel that
there is an increase because, she continuously says that I don’t have this much
digital literacy, but ............ after reading this you will have to define it also, so
her knowledge is also increasing and I am also learning that how to write that in
proper academic way.

(Case 1 Interview 2 Transcript 5 Row 18-26)

As could be seen in these dialogs the supervisee is in complete agreement and
harmony with the supervisor. There was an element of complete awe, reverence and
belief that whatever the supervisor was saying was absolutely correct. This aspect also
explains the element of submissiveness and acceptance of authority. She holds the
supervisor in a very sublime position, which could be because of many reasons. One
explanation could be that the supervisor was in a very senior position, was the head of the
department and was exceptionally experienced in research and scholarly activities.
Secondly, the supervisee was a staff member of the department and reported to the
supervisor. The reporting relationship also affected the power balance, and left the
supervisee in a much submissive position. Another justification for her meek and docile
behaviour was her own lack of research skills, research-writing skills and English
language skills. All these lacks made her even more dependent and incumbent on her
supervisor.

4.5.1.2 Case Two

In the interview of case two, the supervisee expressed that the supervisor
encouraged the thought processes of the supervisee. He was not providing ready-made
answers and easy way to the supervisee for finding answers. He was recommending
creative thinking related to Ghazali’s work to extract themes from the data. He
encouraged the supervisee to concentrate, to think critically about the themes by recurrent
listening and pondering over the data. What was remarkable here was the level of
confidence that the supervisee showed by saying that he knew how to make his mind
work and how to cluster ideas; there was no problem in that. The real problem was to
motivate him to sit and work. Two aspects are noteworthy here. The level of trust he had
in the supervisor made him owe up to him that he was finding difficulty in settling down
to work. This was the symmetry between them. The second aspect was the element of English that suddenly came up. The motivation in reading came from reading in English was said jokingly. The cause behind the pun could be a referral to his own situation that English was a forced language, which people specially students from modest background found difficult to write and speak. Secondly, it could be poor English skills of the research participants, which the supervisee was supposed to listen and transcribe.

In the following excerpt, the supervisor was narrating his experience and relationship with his supervisor. The supervisor’s identity was inscribed as a gratified student as he spoke high of his supervisor. He was drawing comparison between his earlier assigned supervisor and the new supervisor that he had approached. The supervisor was making definite claims about his supervisor and used intensifiers: ‘She was very helpful’ was repeated and then her attributes were listed. In doing this, an ideological work was carried out in the positive way. He acquired the attributes of his supervisor. According to Fairclough (1989), education as an institution reproduces the ideologies among the students.

S: okay themes alright from your interview now in which way you will do artifacts, in which way will do pictures, in which way will do syllabus so then this was that same way in which way I will do Iqba.

(Case 2 Interview 2 Transcript 4 Row 134-137)

His supervisor had given clarity to the thesis at the conceptual level. Conceptually, it helped him a lot and he knew how to organize his thesis. The thing that was notable was his appreciation of critical thinking skills, as he “used his mind” and understood how to deal with the data. In this excerpt, the supervisor made evaluative statements for his supervisor, giving credit to her qualities. He appreciated the high quality supervision in the way she stimulated thinking and developed research data into thematic clusters. These were higher order skills, which he admired in his supervisor. He continued the legacy of his supervisor by bringing such qualities from a foreign land and practicing them in Pakistan. This was a highly ideological piece of excerpt as it spoke of educational ideologies. The power of supervision was revealed in a very soft light. This is
the power behind the discourse, as he had the power to choose his style of supervision. Education is one institution that reproduces power in most forceful ways (Fairclough, 1989). In this context, the supervisor had the power to adopt his own style of supervision as he could compare his earlier assigned supervisor and the new supervisor and he actually personified the style of the new supervisor. As autocratic force embodies power and authority so does the choice of a democratic style. Power and authority may not only be negative; it is also positive, according to Woolard (1992) as it is able to resist hegemones in education.

There was a matter of getting the work reviewed by the supervisor. There was an obligation modality that the supervisor would not be able to read thirty pages, but can ‘scrutinize’ one section that was finalized. The term scrutinize has a heavy connotation used in the context of education. This seemed to be picked from law or the medical field when people or documents are scrutinized for clearance or medical screening, or in education where exam papers are scrutinized for correction or review of marks. The intertextuality gave it a different appearance. This seemed to be a little strange in this context of supervision where there was a lot of mutuality and understanding between the partners. What one may choose to discern is that the word might have been used casually by the supervisor, otherwise the connotations may not have meant that to be a scrutiny. The intertextuality could also be seen in the various themes that have been discussed by the supervisee.

The case two supervisor told the supervisee to carry out a very important task and that was to evaluate and judge for himself if the aspects of Ghazali were presented, or they were changed by the other schools of thought. He was supposed to cluster ideas and to see if they fell in agreement in the right hand column or disagreement in the left hand column. This showed his trust on the supervisee’s skills and quality of work.

4.6 Summary

This chapter presented the findings of the themes against the research questions of the study. The findings of the study were clustered under three main themes. The first theme was the manifestation of language ideologies in the discourses of research supervision. The theme was further divided into the structural aspect of the research
consultations, which looked at the structure and pattern of research supervision on the basis of language affected by ideologies. The second sub-theme was the textual aspects of the consultations, which analysed the linguistic aspects of the language of consultations and how they contributed in constructing ideologies about language. The second theme was related to the ways meaning making was ensued and contested in consultations. This theme analyzed the larger stretches of dialogs to understand the meaning making between the supervisees and their supervisors. It studied aspects such as coherence, argumentation and narration in the construction of the texts through which latent and covert ideologies of language could be investigated. It studied the aspects of power and hegemony in texts of the participants, the power in discourses as well as the power behind discourses. There was also analysis of legitimation as well as delegitimation of language with a focus on rationalization. There was a discussion of appearance and realities in the meanings of discourses. The style of the participants spoke of the subject positions they occupied and in doing so created a centre around which the minor characters revolved. It is the identity work at play as the characters unfolded their styles. These themes reveal the language ideologies in the research supervision.

The next chapter will present the conclusion of the thesis with a discussion on major findings and recommendations for the implications of research supervision in higher education in Pakistan.
CHAPTER FIVE: Conclusion and Recommendations

5.1. Introduction

The main purpose of this research was to investigate the notions of power and meaning making in two MS (Education) supervisees and their supervisors’ discourses in research consultations in higher education around the construct of language ideologies. The aim of the study was to analyze the participants’ spoken discourses during the consultation meetings and the interviews. In this chapter, the main findings of the study are given under the research questions. The research methodology followed Fairclough’s (1989; 2003) approach to data analysis, which consists of three inter-related processes of analysis tied to three inter-related dimensions of discourse. These three dimensions are:

1. The object of analysis
2. The processes by means of which the object is produced and received
3. The socio-historical conditions, which govern these processes.

Each of these dimensions required a different kind of analysis, which are:

1. Text analysis (description), the focus of CDA was on textual-linguistic features of data, such as grammar, vocabulary, cohesion, etc. By studying the forms of language, one can discover the social processes and also the specific ideology embedded in them.

2. Processing analysis (interpretation), which is the second level of analysis. The focus was on the speech acts, coherence and intertextuality, and these link the text to wider social context, i.e. the way participants come to understand discourses based on the social and ideological resources.

3. Social analysis (explanation), in which the researcher drew on social theory to make the ideological basis apparent. This phase was discourse-as-social practice, as it means to study the ideological and hegemonic aspects of discourse. According to Fairclough, “CDA must make progression from description to interpretation to explanation” (1989: 26).
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The outcomes of the study will be discussed along with the main themes. The chapter lays out the recommendation emerging from the study. Furthermore, the limitations of the study will be described, followed by the implications of this study. The research questions that guided this research are given below along with the themes and the findings are given under each research question:

The research question was:

What aspects of power and hegemony are embedded in research supervisees’ and their supervisors’ discourses in higher education around the construct of language ideologies?

Based on the research question, the sub-questions emerged as follows:

1. What languages ideologies are manifested in the research supervisees and their supervisors’ discourses in research supervision meetings?

Theme one: Manifestation of language ideologies in discourses of research supervision

Following Woolard’s (1992) critical stance of ideology, this question played a vital role in investigating how discourses became the source of power relations between the supervisees and their supervisors, during the consultation meetings. Discourses were viewed as social practices, and “texts, processes and their social conditions both the immediate conditions of the situational context and the more remote conditions of institutional and social structures” (Fairclough, 1989:21) were studied. Discourses were positioned against institutional structures of thesis writing to explore the concept of power and hegemony. Very important findings were revealed through this question. The case one discourses of the participants were largely affected by the institutional structure and control, which influenced the supervision practices and gave them a highly structured form. Language was a major concern in the consultation meetings, which became a source of establishing asymmetrical power relations between the participants. Class struggle in social relations affected the discourses. The non-egalitarian layer of power manifested itself through language ideologies, as language became a source of creating classes among the people. The powerful agent [the supervisor] controlled the discourse types topically and the social order through the orders of discourse. Language ideologies played a very important role in sustaining the dominant position of the powerful agent. The non-verbal communication also displayed the soft power of the dominant partner.
The voice of the supervisee was silent on many occasions. The study’s submission is that language played a vital role in constraining the contributions of less powerful participant, and was a source of creating inequality and incapacity to achieve desired goals. The artifactual view of language was taken, which made language ‘manipulable’ and an object of normative control and hegemony. The study highlights the role of language ideologies, which look at language as a social practice and explains socio-cultural processes. In this way, supervision is also seen as a social practice, as contextualized and relational. This aspect of language reveals that students’ writing is never contextless and contains power and control. This finding points toward the gap in supervision practices and the need for more democratic approaches and inclusive approaches in supervision. The voice of the supervisee was silent at many turns of discourses, which is a crucial aspect in explaining inequality in supervision.

The case two was in a sharp contrast to case one in approach and style of supervision. The structure of supervision was very flexible and there was no constraint on language. The findings reveal an analytical approach toward the philosophical debates on a Muslim scholar. The ideological index was very high as the supervisee’s preferred language of communication remained Urdu, and he was given this autonomy and freedom by the supervisor. His identity emerged as a Pakistani Muslim scholar and he wanted to ascribe this identity to himself, because he felt empowered in it. The artifactual view of language was strongly opposed by both the participants, and was taken as a constraint in the way of conducting research and acquiring knowledge. The notable finding was the element of Islamic references included in research work and a disapproval of western structures of research, which equated with English language and education; while the eastern way of free education was equated with real knowledge and service in the way of Allah. The power of discourse was revealed through its strong adherence to conceptualization of knowledge, critical and creative thinking and equality in education. The voice of the supervisee was given strength and encouragement by the supervisor. The findings revealed that the participants expressed disapproval of the rationalization and legitimation of western norms in academia, specifically in supervision. This connected the topic to the socio-historical processes of normalization of western structures and English language in the country. The identity of the participants as
Muslim scholars was very evident and language ideologies played a key role in ascribing identities and roles to the participants. The most important finding was that the supervision turned into preaching. The genre of preaching (Tablīg) has a high place in Islam, which gave a very Islamic colour to supervision. This was in sharp contrast to case one where genre of consultation was mixed with teaching.

The second research question was:

1. How is meaning making between supervisees and their supervisors ensued and contested in their discourses?

Theme: Meaning making ensued and contested in the participants discourses

The second question led to the exploration of how meaning making was ensued as well as contested in the discourses of the participants and how language ideologies came to play a part in meaning making. The findings revealed that in case one a gap in meanings and understanding occurred on the basis of language flaws in the contributions of the supervisee or in her silence. A gap in supervisee’s research knowledge and language skills contributed in making her participation limited. This factor reciprocally imposed constraints on the access to knowledge. The gap in awareness and realization of the socio-economic limitations of the supervisee was one big factor in her low participation and motivation. The findings revealed the need for space for the lesser powerful participants for freedom of expression and autonomy. There were also constraints from other powerful institutions such as HEC, various governing bodies of the university and academic administration on the supervisee. Given these restraints, the strategy of silence was adopted by the lesser powerful agent as a defence. This was a strong ideological finding, which explained the process of meaning making. The position between the partners was understood as of unequal power, where hierarchies were built based on language quality and educational levels. The power was accepted by the supervisee and guidance was viewed in a positive way. The authorization of the supervisor legitimized the supervisee’s work.

In case two, the meaning making was smooth and reassuring. There was no confusion on language matter, and while the supervisor was bilingual the supervisee remained conversant in Urdu. There were arguments, claims and discussion at the
conceptual level. Since the voice of the supervisee was heard, he was encouraged in further participation. He was able to acquire and practice 21st century skills of creativity and critical thinking and took a constructivist approach to knowledge.

2. What are the affects of language ideologies on consultation practices?
Theme three: Affects of language ideologies on consultation practices

The third theme related to affects of language ideologies on consultation practices. The findings revealed how language ideologies explained cultural variability and inequity in education. The ideologies revealed a gap in institutional facilitation in writing and research skills of the students. Another gap was an emphasis on error correction and feedback provisionally and in fragments rather than a comprehensive knowledge based practice. The finding highlighted the need of the centering authorities to organize composite and wide-ranging plans to cater to the students’ needs. The findings revealed the difference between appearances and realities: While the appearance of the thesis with its organization and form was given primary emphasis in case one, reality was given main importance in case two. In case two, development of concepts were focused and academic aspects were explored. Education reproduces power in the most influential ways. The supervisor in case two continued the legacy of his supervisor who was value-driven and sensitive toward her supervisee.

5.2. Recommendations

Based on the research findings and discussion of the themes, the study presents the recommendations for bringing about a change in research supervision.

5.2.1. For the Supervisors

The study recommends that the supervisors should not consider English language as a criterion for communication in research consultation meetings. As most of the students are not proficient in English language skills, they tend to shy away in the meetings. This leads to a gap in communication between the partners of the meetings. The study demonstrated that if language barrier is removed, a lot of critical and creative thinking can be inculcated among the supervisees of research. This is the main objective
of research and higher education. Development at the conceptual level would bring depth and profundity in research, which is getting compromised in most of the research supervisions. The supervisees should be encouraged to get involved in philosophical debates and discussions at the conceptual levels of the research, rather than being limited by the superficial factors of language. A pluralistic approach should be adopted where not one language but bilingualism or national language should also be encouraged.

5.2.2. For the University Administration

English has become a stigma in Pakistan because of colonization and deep social and historical processes of stratification and inequality in society. Students of higher education should be given confidence and conviction that language is not associated with their identity. They are as free as international students who carry equal rights to choose their area of study and enjoy the intellectual journey. There should be motivational sessions held to encourage and motivate students towards learning and development. This one factor could bring about a social change.

Student voices should be heard at all the forums of academia. More specifically, the supervisees should be allowed to lead the consultations by introducing and discussing about their area of concentration and the innovations and creativity they want to bring about in their research. The voices of the supervisees need to be given identity, independence of thought and research orientation for making claims and supporting the claims by building arguments. This is what intellect is about, and is the objective of the intellectual endeavours. There should be in-house presentation of their work where debates are set up for positive critique with the spirit of facilitating intellectual contributions.

The institution should prepare for in-house language support programs for the supervisees, which should be mandatory for all the research students to attend. There should be compulsory on-line assignments of research writing for the students, based on which a letter certifying that the students are eligible to carry out research should be issued to the students of research at the time of registration in graduate and post graduate programs. This should be an on-going process and language support should be provided to the students whenever they need it. There should also be research-writing workshops.
held periodically for the students of research. These steps would take away the burden of correcting the English language skills of the students, which becomes an irritant for the supervisors as well as the supervisees.

5.2.3. For the Supervisees

Based on the findings, the study posits that interest groups should be formed that should meet regularly in an informal manner and should present its progress to the supervisors. Attendance and participation in these meeting should be made compulsory for the students of research. It is hoped that this step would bring depth and profundity in supervisees’ research, and would enable them to think unconventionally.

Supervisees should be regularly attending the reading resources pertinent to their area of study, and an intellectual discussion on those resources should be a necessary feature of consultations. The supervisees should be encouraged to form their arguments based on these readings and discussions, on their research topics. The arguments should be led by the supervisee and the supervisor should give it shape and direction.

5.2.4. For the Higher Education Commission

The academic bodies of Higher Education Commission of Pakistan should organize research-training programs which should be mandatory for the students registered in graduate and postgraduate levels. There should be a link course between the tertiary level education and higher education to bridge the gap between the language and study skills at the current level of the students and their desired level of competence. The HEC should also provide resources for the enhancement of research and higher education. The NEP 2009 policy in point # 8.1, Clause 138 says: “The scale, quality and institutional arrangements of the higher education sector must be able to support and encourage innovation in the economy and domestic and international funding support. The challenge is to enhance the R&D capacity to achieve knowledge transmission to the productive sector through university-industry partnerships. However, there are gaps to date and the research activities have not been able to achieve its target productivity. Thus, the research recommends that more human and material resources should be deployed for enhancing the research development facilities in the institutes of higher education.
5.2.5. For the Language Policy Planners

Language policy planners should take into consideration the increasing need of English in higher education and scholarship. There should be a link program between tertiary level education and higher education. This link program should try to bridge the gap between the two levels by developing the study skills of the students, among which English should be given specific focus. There should be a comprehensive intensive English program to prepare the students to adjust to the needs of higher education research and advanced studies. This segment should be offered as a mandatory program for all the students, which would cater to the immediate and future academic and professional needs of the students, related to research writing.

5.2.6. For the Social Bodies

Research should not be viewed as against Islamic values and eastern morals. An education system devoid of western cultural education should be imparted to the students. The study takes a middle approach to education and supervision, which keeps the structures of writing intact whereas the practice of supervision free of language constraints and western values. Education should be viewed and conceived in a broad outlook for the preparation of scholars in the field.

5.3. Limitations of Research

The limitation that the researcher faced was in data collection. The researcher could not access all the consultations due to time clashes with the teaching slots, informal visits of the supervisees and telephonic discussions with the supervisor. However, informally the participants shared the discussions with the researcher.

5.4. Future Implications

Based on the findings and recommendations, it is assumed that this research would lead to more democratic and freer structures of supervision. The research methodology used the CDA method of analysis. CDA is an advocacy model, which recommends bringing equality and emancipation in the way human beings are and the
kind of lives they lead. This study found a social wrong, of power and hegemony in research supervision and the oppression in the form of suppressing student voices. The study envisions that in Pakistan more emancipation and autonomy in student body would be brought about, giving voice to the voiceless. Future research could be guided in the areas of supervisory styles in Pakistan, autonomy and more control rendered to the supervisees and contingency frameworks for supervisors to reflect on their own practices. Future research could also draw insights from this study and design research on analyzing the text of research thesis, following the framework of critical discourse analysis.
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Dear participant

I am in the process of collecting data for my PhD (Education) study: A critical discourse analysis of students’ writing in higher education: Academic literacies approach. The purpose of the study is to investigate the notion of meaning making in academia by looking at the MPhil (Education) theses. For this, the texts of the students as well as the discourses between the students and their supervisors will be studied. You are invited to be one of the participants of the study, and are requested to give your consent to record your consultation meetings with your supervisor, participate in the interviews, and share your drafts and notes of the study with the researcher.

The researcher is aware of the ethical aspects related to confidentiality and anonymity of the participants and under no conditions will reveal their names and information. All the information will remain under lock and key and will not be shared with anyone. The transcripts of the interviews will be transcribed by the researcher alone.

You are requested to sign the consent form, in the space given below, so as to give your approval to participate in the study. The researcher takes this opportunity to thank you for your willing participation in the study, and remains indebted to you for your support and cooperation.

Thank you

Aliya Sikandar
Assistant Professor & PhD Scholar
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Institute of Business Management

Participant of the study: Name &

signature:______________________________

Date: ____________________________