



THE PSYCHOLOGICAL AND ACADEMIC IMPACT OF THE SUPERIORITY OF ENGLISH ON PAKISTANI STUDENTS IN THE AGE OF ARTIFICIAL INTELLIGENCE

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Abstract

English is perceived as a privileged status and social capital within the Pakistani educational institutes, producing a dominant linguistic hierarchy that inordinately affects students from a regional language background. This study aims to analyze the hierarchical linguistic landscape that thwarts students' basic psychological needs, leading to negative outcomes. The unappeasable educational pressure to produce the perfect, errorless, and high-grade English output intended the students to use generative AI tools, which evidences linguistic imperialism. According to BPN, the basic needs of Self Determination are: Competence to confirm the mastery of English, relatedness, in order to relate with proficient English persons and academic environment, students use AI tools; autonomy, which is being reduced if students over-rely on AI tools. Hence, the capability of selfwriting. Moreover, the significance of the study is to explore the language-related issues faced by students in a multilingual environment, where one language dominates over others. Further, it also provides evidence-based recommendations to policymakers and teachers to alleviate the psychological and academic barriers imposed by the authorized status of the English language. This research uses a mixed methodology, quantitatively conducted among university students. This study analyzes the impacts of English dominance on students by employing Self-Determination Theory, Philipson's Linguistic Imperialism, and Bourdieu's theory of Linguistic Capitalism. The results confirmed the adverse impact of the supremacy of the English language on students' academic and psychological conditions. The statistical data mirror that linguistic pressure shifts academic motivation from controlled autonomy of students, brought out by the thwarting of competence and relatedness.

Keywords: *Academic Impact, AI Generative Tools, Autonomy, Basic Psychological Needs, Capitalism, Colonialism, Competence, English Superiority, Relatedness, Thwarting.*

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1. Introduction

1.1. Background

In the present day, the English language is becoming the standard language whole over the world, dominating every field, from communication to identity makers, from news to politics, from educational institutes to online communication platforms. The purpose behind the superiority of English traces back to the colonial era, in the 14th century, when English was completely immersed in literature and education. As Canagarajah quotes in *Linguistic Imperialism: A Critical Analysis of English Hegemony* by Linley King, “These imperialist endeavors were then further enhanced by the Enlightenment movement as European colonizers granted it the ‘white man’s burden’” (2022, p. 8) to civilize the brown and black people of the world with the help of their education. This education was primarily mediated through the English language. In today’s world, English proficiency is associated with “modernization” and elite class status. Canagarajah quotes in King’s paper that the superiority of English is “maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages” (2022, p. 10). This paper aims to analyze the psychological and academic impact of English as a ‘linguistic Imperialism’ on the Pakistani students in classrooms. Pakistan inherited English as a colonial legacy, after independence, and became a ‘gatekeeper’ in educational institutes and offices. According to Fauzia Shamim in her paper, *Trends, issues and challenges in English language education in Pakistan*, English is instrumentalized for achieving the country’s “modernization, scientific and Technological development, and economic advancement; and for improving one’s life. Moreover, Shamim says that in Pakistan advanced educational system is also reflected in the students ‘proficiency in English (2002, p. 236). The paper uses three main theories for analyzing the problem regarding students’ psyche and academic status. The three theories are; Linguistics Imperialism by Robert Philipson to analyze the causes of structural and cultural inequality of languages in Pakistan and it’s impact on the students, Bourdieu’s theory of linguistics Capitalism to analyze the colonial and capitalist power reinforces in Pakistani educational institutes via demand of English proficiency, and Self-Determination Theory by Edward L. Deci & Richard M. Ryan,

apply to analyze the psychological issues related linguistics Capitalism and Imperialism on the Pakistani 'outer circle' 's students.

1.2. Research objectives

1. To examine the psychological issues that are experienced by non-proficient non-English language students.
2. To verify the hypothesis that students' academic level is highly impacted by foreign language (English) through the students' perceptions.
3. To examine the impact of over-reliance on AI generative tools for attaining standard linguistic performance, and to drive Imperialist control over the students.

1.3. Research questions

1. What are learners' perceptions about how the dominance of English affects them psychologically?
2. What are the learners' perceptions about how the dominance of the English language affects students academically?
3. What's the objective behind the reliance of students on AI tools for writing in the English language, and what impact does it have on the students?

1.4. Significance of the study

The significance of the study is to explore the psychological and academic impact of the superiority of English on Pakistani students in the age of AI. In most of the Pakistani educational institutions, English is treated as 'Prestige', neglecting its impact on students' psyche and academia. The study aims to investigate the problems of non-native English background students regarding monolingual superiority. Moreover, this study also investigates the impact of AI generative tools on the students. AI generative tools are proved as the driving agent of English superiority. Students from different language backgrounds use them to get perfect English language. To achieve high grades in educational institutions, students use AI to perfect their English language. However, this can adversely impact students' self-capability of writing. Furthermore, the study will help teachers and policy-makers to re-evaluate the strategies regarding language that can assist in reducing students' issues regarding English superiority.

2. Literature review

Formerly, language was considered just a means of effective communication, expressing attitudes, feelings, ideas, and knowledge, as George Yule (2020), in his book, *The Study of Language*, says, "Language is a system of symbols and sounds used for communication." Then language is use to construct personalities, as Mohammad Issa Mehawesh(2014) in his paper *The Socio-Semiotic Theory of Language and Translation: An overview* says that according to Halliday, "Language is again a necessary condition for this final element in the process of the development of the individual, from human being to person to what we may call 'personality', a personality being interpreted as a role

complex"(p. 90). Then language became identity maker, Joseph (2004) in LANGUAGE AND IDENTITY: NATIONAL, ETHNIC, RELIGIOUS. Palgrave Macmillan says that " language is shaped by cultural, national, ethnic and religious identities. (p. 281). However, with the passage of time, language shifted from merely a communication purpose, personality making identity making to shaping ideologies. Sara Mills says that according to Michael Foucault, language is instrumentalized to shape ideologies, controlling discourse and structuring power dynamics. (Discourse, 1997, p. 16).

In today's world, we live in a multilingual society, where every language is important to its native speakers, not just important to them, but they feel satisfaction while using their languages. As mentioned earlier, language is an identity maker; people of their own respective language are proud of their language as their language is their glory. However, some languages gained superiority over other languages and became a "standard language", such as the English language. The linguistic prestige gained status due to the economic power, mighty military, colonial power, and political influence. In the present time, English is known as the standard and superior language used in science, technology, international businesses, discourse, and education.

2.1. Colonialism

One of the major factors of standardization and globalization of the English language is colonialism. The dominance of English language occurred in Elizabethan age as Mestherie (2000) says in his book Introduction to Sociolinguistics," British colonial expansion started during the socalled Elizabethan Age."(p. 337) and "typically, English-speaking traders, missionaries, soldiers, or settlers moved into a new territory and encountered an indigenous population there. (Mesthrie, 2000, p. 339), and "in many countries English has grown substantially beyond this role of a national symbol or a useful tool toward prosperity (Mesthrie, 2000, p. 338). The emergence of English superiority occurred "when in 1600 the East India Company was granted a charter for Far Eastern trade. Settlement and exploitation followed soon,"(Mesthrie, 2000, 337). Momen et al. (2024) in their article British colonial education in the Indian subcontinent (1757–1858): Attitude of Muslims, say that Britishers " introduced an education system to tame what they considered as India's savage and brutish practices and to eradicate superstitions and religious beliefs that were deemed barbaric". Moreover, "British education policy in India sought to create an Englisheducated society that was ethnically Indian but culturally European"(Momen et al., 2024). The foundation of the English language and discourse in educational institutes took place with the emergence of Macaulayism. As "Lord Macaulay's lecture emphasized the crucial importance of education in molding the minds of Indians to effectively serve the goals of the colonial power"(Momen et al., 2024).

2.2. Globalization of the English language

English has now taken place in every essential field of life, as Crystal (2003) in Mesthrie's book on introducing Sociolinguistics vividly described the global "English is the language of international business and commerce, of international relations and politics, of the media, of travel and tourism, and it has been adopting the global role of a lingua franca of cross-cultural communication. This pull toward the language has made it the global language of education as well" (Mesthrie, 2000). The additional factor that boosted the presence and dominance of English is the development of communication channels; Mestherie quotes Crystal (2006) that "the Internet and e-mail" (Mestherie, 2000, p. 338). Moreover, English also acquired a doorway to "economic prosperity," that is "attractive jobs and business opportunities, and this qualification, in turn, results from the fact that, practically speaking, English is the language of globalization and, in some countries, westernization" (Mestherie, 2000, p. 338).

2.3. English in Educational Institutions

Moreover, English also acquired a doorway to "economic prosperity," that is, "attractive jobs and business opportunities, and this qualification, in turn, results from the fact that, practically speaking, English is the language of globalization and, in some countries, westernization" (Mestherie, 2000, p. 338). More importantly, in educational institutes, English is "both the primary foreign language taught in secondary and tertiary education almost everywhere and the medium of instruction in a surprisingly large (and growing) number of countries and contexts" (Mestherie, p. 338). The "pedagogical implications of this attitude, on the importance of literary, creativity and cultural indigenization in the Outer Circle, and, among other things, the progressing "Englishization" of Expanding Circle countries." (Mesthrie, 200, p. 345). Braj Kachru labeled the 3 circles of English "Inner Circle," the "Outer Circle," and the "Expanding Circle" (Mesthrie, 2000, p. 345). The inner circle is the native speakers, such as (USA, UK. The Outer circle includes the former colonized countries where English is used as a secondary or official language, not primary, such as India, Pakistan, etc. The "Expanding circle" includes the countries where English is taught as a foreign language, such as China, Japan, etc. The three circles of the English language evidence and reinforce the spread of the English language worldwide. "The discourse is frequently also framed by focusing either on the international "intelligibility" of English (and its usefulness for business communication, e.g., Gill 2002a) (Mesthrie, 2000, p. 341,342). In Pakistani educational institutes, the dominance of English emerged due to Macaulayism in the subcontinent.

Pakistani got the legacy of the English language after colonialism and independence, as Momen et al. (2024) mentioned in their article that British education policy in India sought to create an English-educated society that was ethnically Indian but culturally European.

3. Theoretical Framework

To understand these multilayered effects, this research draws upon three intersecting theoretical frameworks:

Phillipson's Linguistic Imperialism, Bourdieu's concepts of linguistic capital and symbolic domination, and Deci and Ryan's Self-Determination Theory. Collectively, these frameworks showcase how English linguistic hierarchies operate structurally, socially, and psychologically within educational settings.

Phillipson (1992), in his book *Linguistic Imperialism*, defines Linguistic Imperialism as "the process by which the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages" (p. 47). The persistence of this dominance depends on linguicism, which he describes as "ideologies, structures and practices used to legitimate, effectuate, and reproduce an unequal division of power and resources" between linguistic groups (Phillipson, 1992, p. 47). This reductionist approach, shaped by the monolingual, native-speaker, and subtractive fallacies (Phillipson, 1992, p. 185), validates English as the unquestioned medium of advancement while devaluing the cultural and cognitive worth of indigenous languages.

English serves as a valid form of linguistic capital, against which "all linguistic practices are measured... the practices of those who are dominant," while "popular uses of the official language undergo a systematic devaluation" (Bourdieu, 1991, p. 54–55). In this way, schooling serves as a means through which linguistic inequality is reproduced. According to Pierre Bourdieu (1991) in *Language and Symbolic Power*, for students lacking mastery of this "legitimate competence," the consequences are exclusionary and profound: they are "de facto excluded from the social domains in which this competence is required, or are condemned to silence" (p. 55). Over time, these learners internalize what he calls a "linguistic sense of place," which "imposes silence or a hyper-controlled language on some people while allowing others the liberties of a language that is securely established." Thus, linguistic domination acts simultaneously as an academic gatekeeping tool and as a subtle, persistent means of psychological control.

Deci and Ryan (2000) Self-Determination Theory expands this comprehension into the psychological domain by explaining how social contexts that weaken competence, autonomy, and relatedness also diminish motivation and overall well-being. In linguistically structured classrooms, students from non-dominant backgrounds often receive negative evaluative feedback that "thwarts the need for competence and thus undermines intrinsic motivation" (Deci and Ryan, 2000, p. 234). Simultaneously, their autonomy is constrained since they are required to adhere to an imposed linguistic order that defines their worth through proficiency in a foreign or elite language.

3.1. Research Gap

Despite the richness of existing scholarship on linguistic imperialism and symbolic domination, there remains limited attention to the psychological dimension of linguistic inequality in postcolonial education systems and in the contemporary AI age. In Pakistan, English functions as both the medium of instruction and a marker of social prestige, and shapes learners' motivation and identity formation. Few studies have examined the structural language hierarchies and social exclusion interaction to produce motivational decline and emotional distress in multilingual learning. However, the gap is the lack of interaction with technology-mediated or multilingual learning environments. This study also investigates the students' reliance on AI tools due to the Imperialist expected standard, perfect English language. To fill their Basic Psychological Needs in 'Linguistics Capitalist' educational institutes, students over-rely on AI tools, which becomes counterproductive for them. The students become psychologically pressured and anxious about self-writing. By synthesizing the sociolinguistic insights of Philipson and Bourdieu with the psychological framework of Self-Determination Theory, this study offers a holistic understanding of how English language dominance continues to structure both the academic and emotional lives of learners in post-colonial societies, even in the technological era.

4. Methodology

4.1. The Structural Problem

The research problem is the structural inequalities established by the global hierarchy of languages, such as English, which directly affects the non-English native students' psychological and academic performance in educational institutions.

4.2. Research type

The research paradigm adopts a Mixed Methods Approach, fundamentally directed by a post-positivist quantitative design. The need for both approaches; Quantitatively analyzes the causal problem from structural pressure of standard English to psychological outcome autonomy thwarting. Qualitatively, the research enhances the statistical findings with participants' written narratives of their perceptions and lived experiences, especially concerning pressure and thwarting autonomy.

The collected data will be analyzed using distinct quantitative and qualitative techniques appropriate for a Mixed Methods approach. Quantitative data analysis uses pie charts, tables, and a Likert scale. In addition, Cronbach's alpha statistics and McDonald's omega statistics were used to confirm the reliability of the data. Qualitative Data Analysis includes the descriptive responses from the short open-ended questions analyzed using Thematic Analysis. The process involves Coding in which the key phrases and concepts related to inferiority, social judgment, and fear are identified.

4.3. Data Collection

The target participants include undergraduate students enrolled in Pakistani English-medium higher education institutions.

4.4. Sampling Strategy and instrumentation;

A Non-Probability Convenient Sampling strategy was employed. The selected Institutions to capture a geographical expansion comprise the International Islamic University Islamabad, National University of Science and Technology Islamabad, and Khushal Khan Khattak University of Karak, KPK. The mixed data is acquired through an Online Questionnaire (Google Form) comprising 50 undergraduate students of the International Islamic University, Islamabad. The main survey uses a Likert scale scored on 5 points for statistical analysis, closed questions (Yes/No/Maybe), and short open-ended questions to examine students' perceptions. The quantitative data is acquired through WhatsApp polls comprising 80 students from three universities. The supplementary survey used four closed-ended questions (Agree/Disagree).

4.5. Evaluation and Research Design

The evaluation aims to examine the reliability, accuracy, appropriateness, and limitations of the research design and the methodology used in the research. For examination of reliability, the data is analyzed through Cronbach's alpha (0.877), which shows a high degree of internal consistency, and McDonald's omega (0.890), statistics show a high degree of reliability. The purpose of selecting these universities is accessibility and time limitation. Moreover, the specific purpose is to examine the perceptions of students across rural and urban settings. The data sample comprises not only developed Urban students' experiences, such as NUST and IIUI, but also rural developing university students' experiences, such as Khushal Khan Khattak University of Karak, KPK. The limitation of the data sampling is a low response rate to the formal survey in the online questionnaire Google form, which will be discussed as a possible indicator of resistance to formal academic demands. However, the majority of students preferred responding to an informal survey in a WhatsApp poll form.

4.6. The Causal Theoretical Framework

The study is established in two macro-sociological theories that specify the source of the problem: Phillipson's Linguistic Imperialism. This theory asserts that English Imperialism is maintained through structural and cultural inequalities. In the Pakistani educational context, this demonstrates an unachievable standard of "native-like" flawless English proficiency, which serves as the fundamental cause of psychological distress. Bourdieu's Linguistic Capitalism and Symbolic Power: According to Bourdieu's concept of Linguistic Market, Pakistani educational institutes serve as a Linguistic Market. In this market, the English possession of superiority is "legitimate" in linguistic "competence," which condemns students to Misrecognition and Symbolic Violence.

Moreover, this mechanism transmits structural power into individual thwarting. The methodology acknowledges that the current era is characterized by Linguistic Capitalism, where the pursuit of perfect, flawless English necessitates the use of technology, such as AI-generated tools (Grammarly, ChatGPT), for its survival. The persistent grading pressure for unavoidable grammatical perfection compels students' reliance on these tools. The dependency of students on AI tools is Autonomy Thwarting, and the creative self-writing ability of students decreased. This linguistic competence forces students to compete and relate to the standard English demanded, which leads to pressure on unassisted verbal proficiency.

Results ▼

Unidimensional Reliability ▼

Frequentist Scale Reliability Statistics

Coefficient	Estimate	Std. Error	95% CI	
			Lower	Upper
Coefficient ω	0.890	0.024	0.831	0.924
Coefficient α	0.877	0.024	0.821	0.911

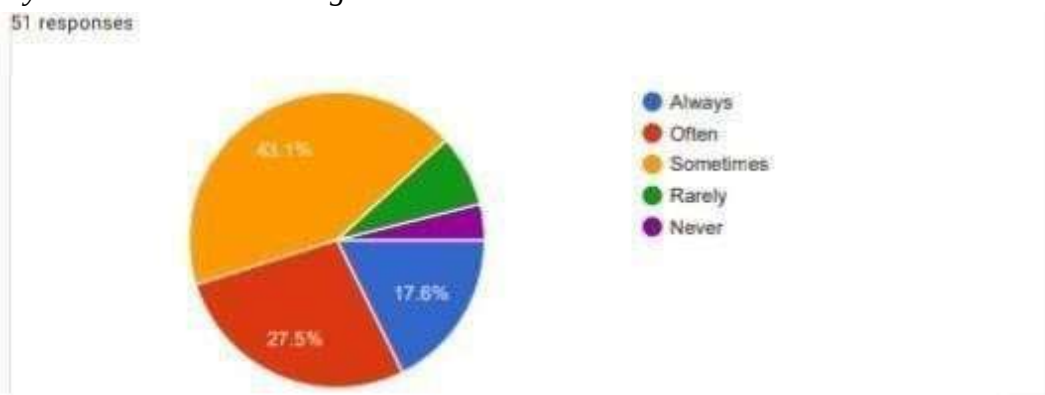
5. Discussion

5.1. Data Description

This section discusses the practical questionnaire survey's responses from the students of selected universities. This section includes responses to closed-ended questions in the form of tables and figures.

Chart 1

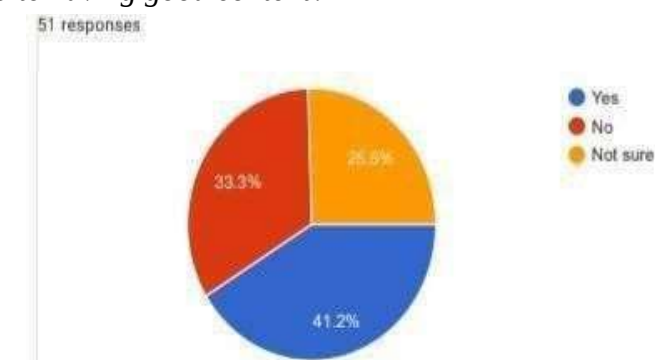
Do you think your academic performance is judged by your English fluency rather than your ideas and knowledge?



This chart analyzes the responses of students' experiences about their English fluency and academic performance. 17.6% of students agree on the hypothesis that their academic performances are judged by English fluency rather than their own knowledge. About 27.5% agree on the oftentimes impact, and about 43.1% agree that they sometimes experience the situation. While a small portion of rarely and never in the pie chart, and a high portion of always, often, sometimes, indicates the highest percentage of agreement on the impact of English fluency on academic performance.

Chart 2

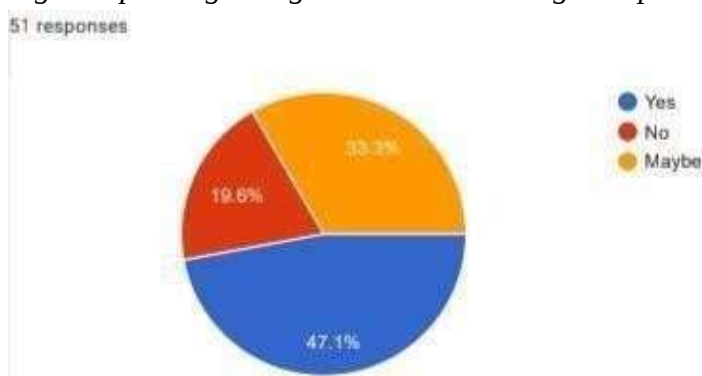
Have you ever faced criticism or lost marks due to English non-fluency or accuracy, despite having good content?



This chart shows the percentages of students' responses to the question "Have you ever faced criticism or lost marks due to non-fluent or non-accurate English language, despite having good content?". In the pie chart, it's clearly shown that 41.2% of students responded yes, 33.3% responded no, and 25.5% students responded not sure.

Chart 3

Do you think English superiority in academia creates inequality between the students from English-speaking backgrounds and non-English-speaking backgrounds?

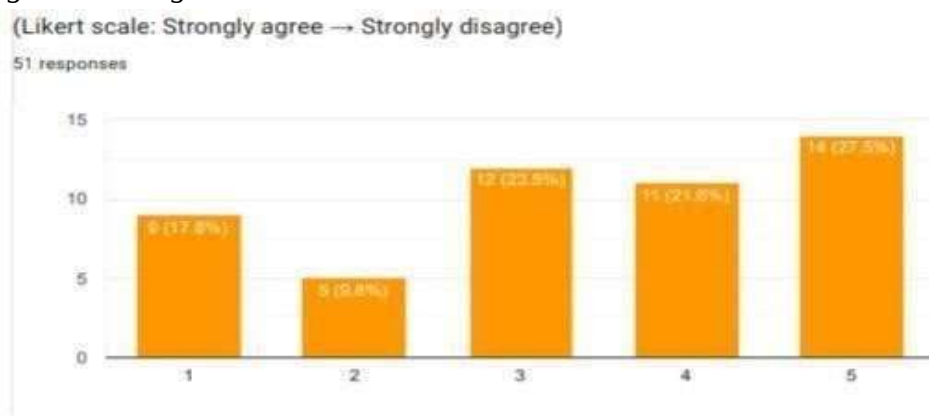


This pie chart illustrates the percentages of each option that students chose according to their perceptions about the English superiority in academic settings, creating

inequality between the students from English-speaking and non-English-speaking backgrounds. A high percentage, 47.1% of students agreed responded yes, 19.6% students disagreed responded No, and 33.3% students responded maybe. The high percentage of yes shows that the majority of students feel inferior and feel injustice with them in front of a fluent English language speaker. This can make the difference between superiority and inferiority between them.

Chart 4

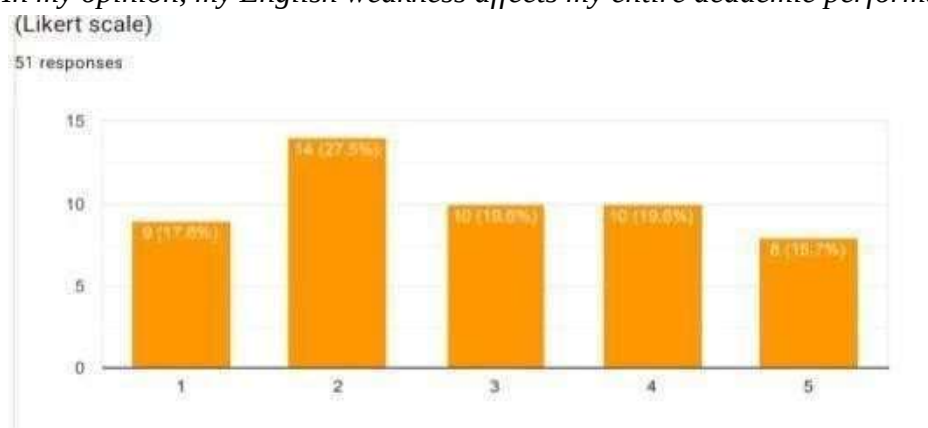
Most of the time, my grades are affected due to English is used as the main language in learning.



This Likert scale illustrates the students' perceptions about the hypothesis that their grades are being affected due to English being used as their main language. About 17.6% students strongly agreed, 9.8% students agreed, 23.5% neutral, 21.8% disagreed, and 27.5% strongly disagreed.

Chart 5

In my opinion, my English weakness affects my entire academic performance



This chart indicates the percentages of students' perceptions about the hypothesis that they feel difficulties studying the subjects that are taught in English. 11.8% students

strongly agreed, 17.6% students agreed, 39.2% students disagreed, and 31.4% students were neutral.

Chart 6

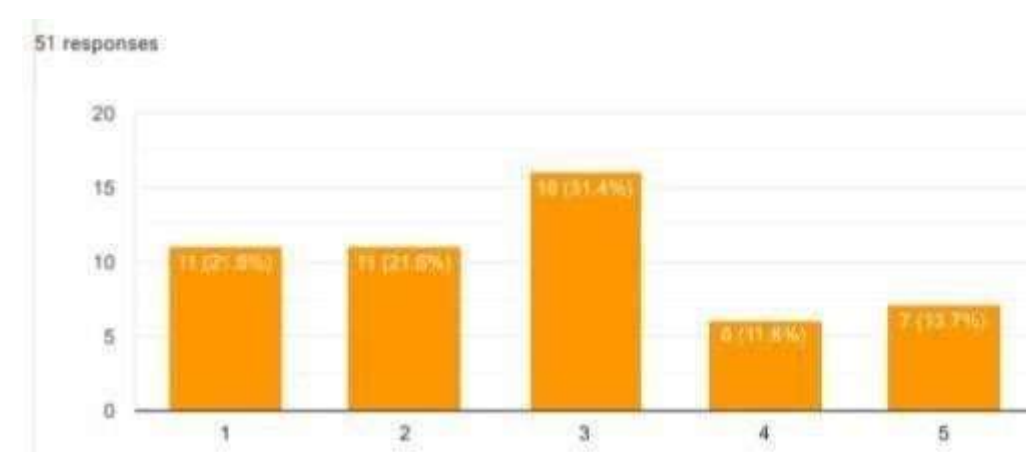
I feel nervous when I have to speak English in the classroom.



This Likert scale uses a strongly agree to strongly disagree scale. This Likert scale examines the percentages of students who respond to the assumption that I feel nervous when I have to speak English in the classroom. In this Likert, 15.7% students strongly agreed, 33.3% students agreed, 29.4% students neutral, 9.8% students disagreed, 11.8% students strongly disagreed.

Chart 7

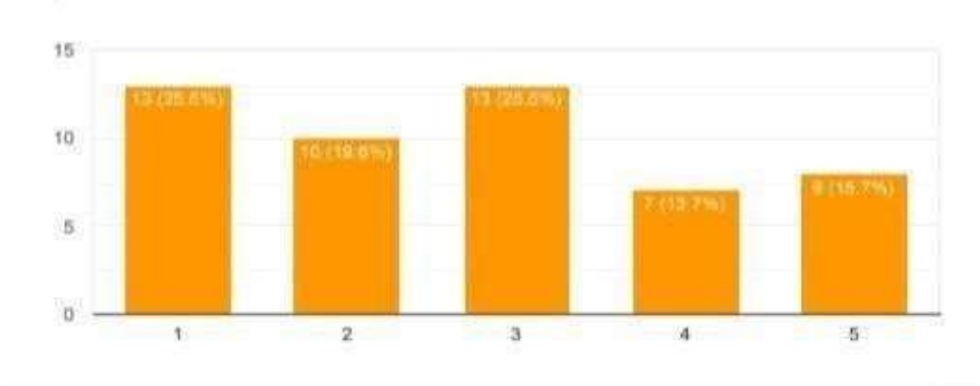
I feel shy to speak in English in front of others.



This Likert scale uses a strongly agree to strongly disagree scale. The Likert scale illustrates the percentage of the students' level of shyness in front of others while speaking the English language. About 21.6% students strongly agreed, 21.6% students agreed, 31.4% students neutral, 11.8% students disagreed, and 13.7% students strongly disagreed.

Chart 8

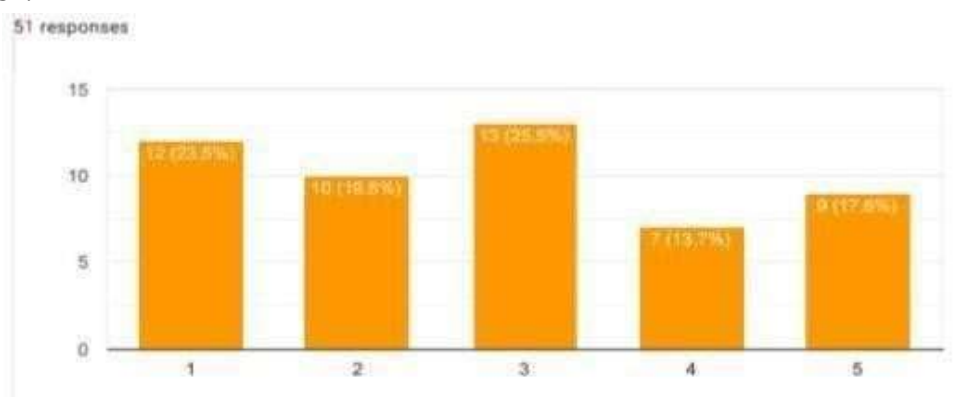
I feel inferior to myself in front of students who speak English better than me.



The Likert scale uses a strongly agree to strongly disagree scale. This Likert scale examines the percentage of students rate of experiences of feeling inferior in front of fluent English speakers. About 25.5% students strongly agreed, 19.6% agreed, 25.5% neutral, 13.7% disagreed, 15.7% strongly disagreed.

Chart 9

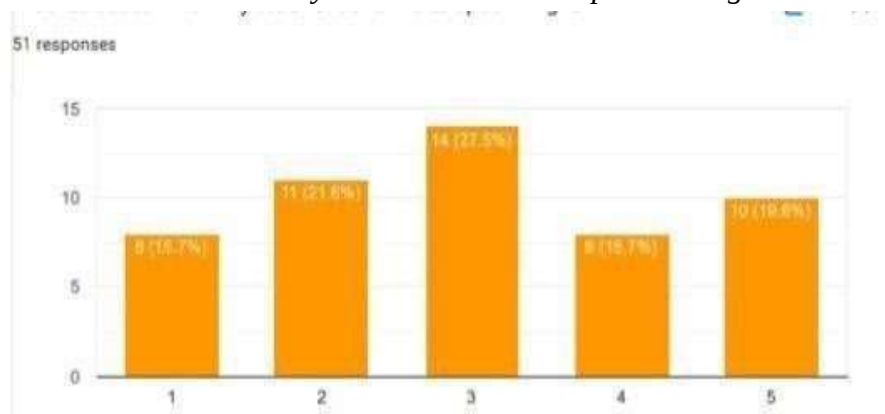
I avoid answering questions in class because I'm afraid of speaking inaccurate English.



This Likert investigates the percentage of students' psychological impact of the superiority of English on them in the form of avoiding participation in the class. The Likert scale shows 23.5% students strongly agreed, 19.6% agreed on the statement that most of the time they avoid answering in the classroom instead of speaking English because they are afraid to speak English. This can suggest that the superiority of English has not only an impact on their academics but also on their inner selves. While 25.5% students selected the neutral scale, 13.7% disagreed, and 17.6% students strongly disagreed.

Chart 10

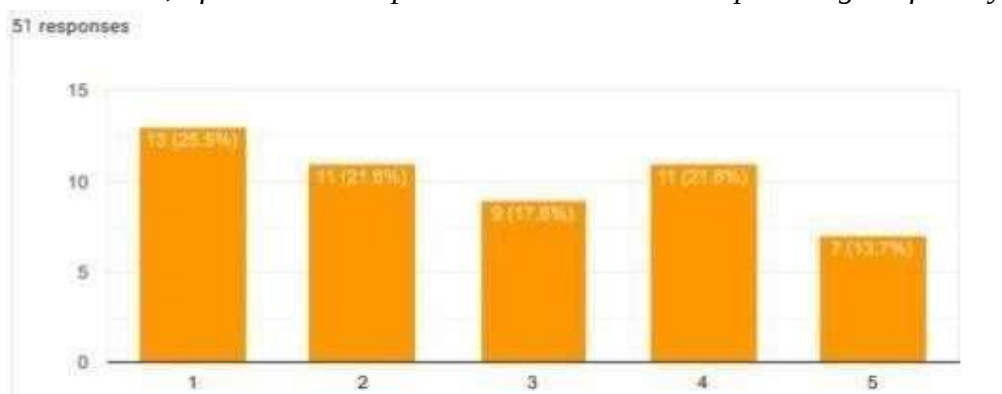
I feel stressed whenever my teacher asks me to speak in English.



The Likert scale illustrates the percentage level of students' stress while the teacher demands that they speak the English language in class. The Likert shows about 15.7% students strongly agreed, 21.6% agreed, 27.5% neutral, 15.7% disagreed, and 19.6% strongly disagreed.

Chart 11

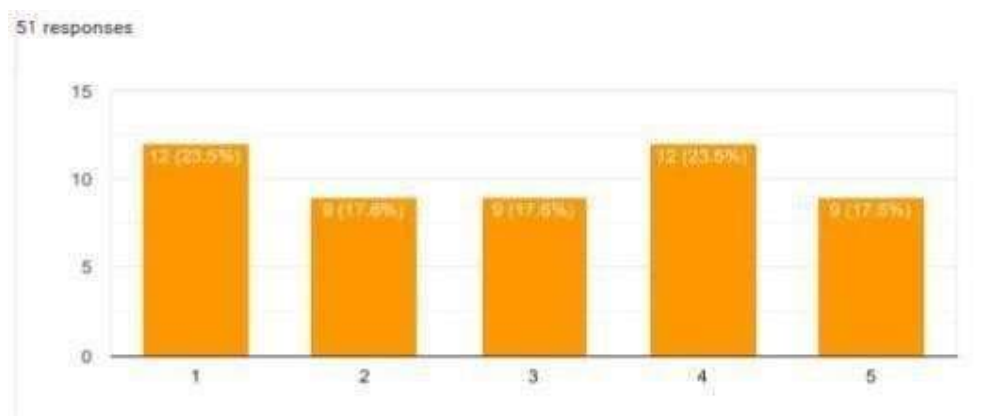
Sometimes, I feel sad and depressed because I cannot speak English fluently.



This Likert scale examines the percentage level of students' sadness and depression due to not speaking fluent and accurate English. The Likert scale shows that 25.5% students strongly agreed, 21.6% agreed, 17.5% neutral, 21.6% disagreed, and 13.7% students strongly disagreed.

Chart 12

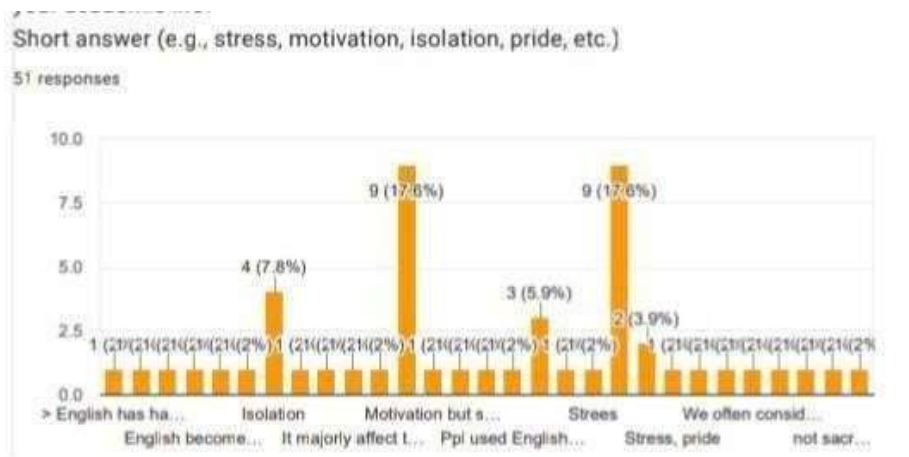
I prefer being quiet and silent instead of speaking English.



This Likert examines the percentage of rate of silence and quietness of students in class instead of speaking the English language. The Likert shows 23.5% students strongly agreed, 17.6% agreed, 17.6% neutral, 23.5% students disagreed, 17.6% students strongly disagreed.

Chart 13

Describe the emotional impact of English dominance in your educational institutions.

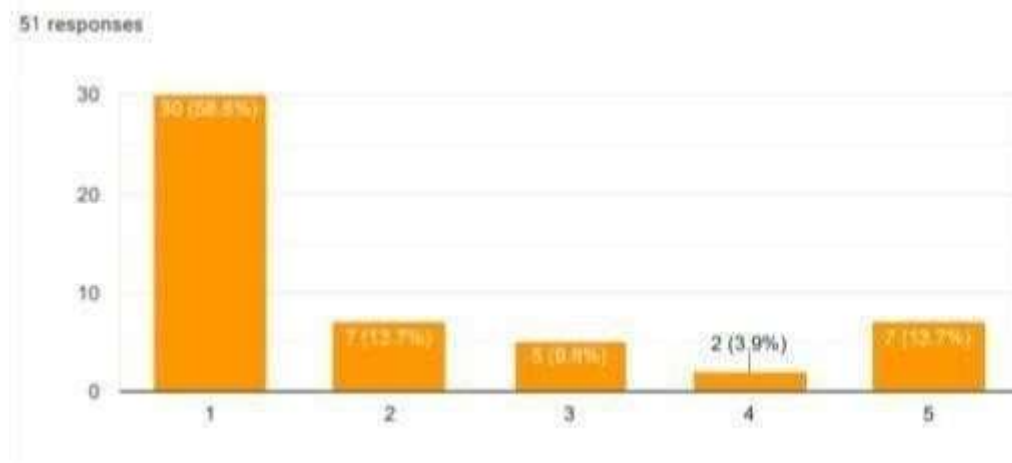


This Likert scale shows the percentages of the level of emotional impact on students due to English dominance in academic life. This question uses a Likert plus short answer type to give opportunity to the students to write whatever they experienced. The Likert shows that about 7.8% students responded that they feel isolated in an English environment, 3.9% responded stress and isolation, 17.6% responded stress, 17.6% responded motivation, 2.1% stress and anxiety, 2.1% social anxiety, 2% mixed feelings of stress and motivation, 2% sense of stress, 2% inferiority complex. In addition, 2.1%

students feel insecure while speaking not fluently. However, about 2% students feel pride in using the English language.

Chart 14

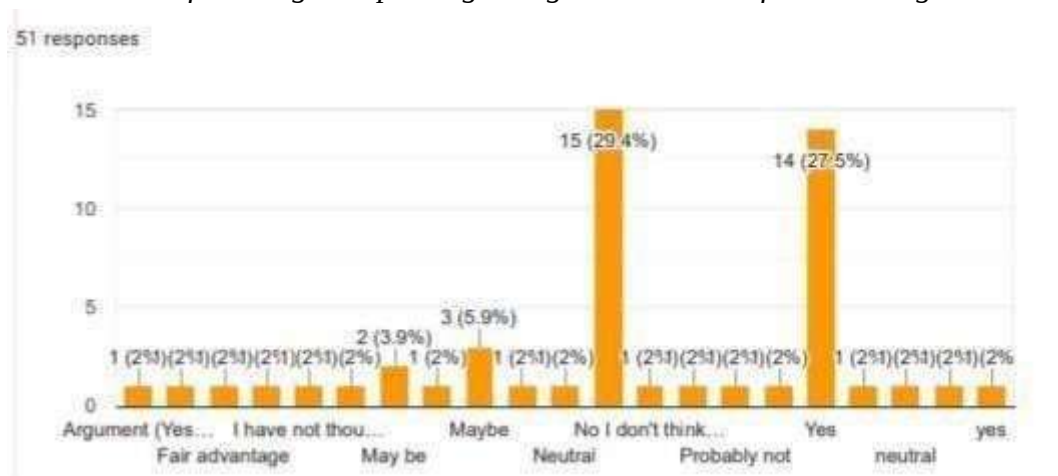
Fluent English speaking is necessary for my success.



This Likert scale justifies the students' perceptions about the interrelationship between English fluency and their success. The Likert shows about 58.8% students strongly agreed that their success is associated with the English language. Moreover, 13.7% students agreed, 9.8% students are neutral, 3.9% students disagreed, and 13.7% students strongly disagreed.

Chart 15

Students from English-speaking backgrounds have unfair advantages.

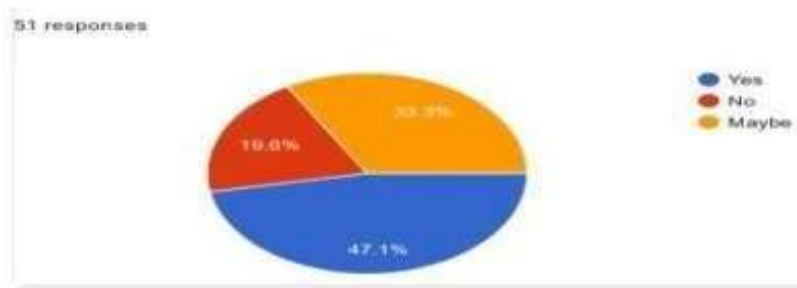


The Likert scale reflects the percentage of answers to the question that students from Englishmedium backgrounds have unfair advantages. This question uses a Likert scale plus a short answer to give voice to the students on what they feel about the statement.

The Likert shows about 27.5% students directly answered yes, about 2% students answered yes, they have unfair advantages, 5.9% +3.9%+2% +2% students answered maybe, and should. The may be rare exceeds 13.8% which is the sign of probability. However, 29.4% students answered No. One of the students commented that " English-medium students often have an academic edge due to language fluency and resources", this comment clearly shows the inequality differences the students feel who are not well English speakers.

Chart 16

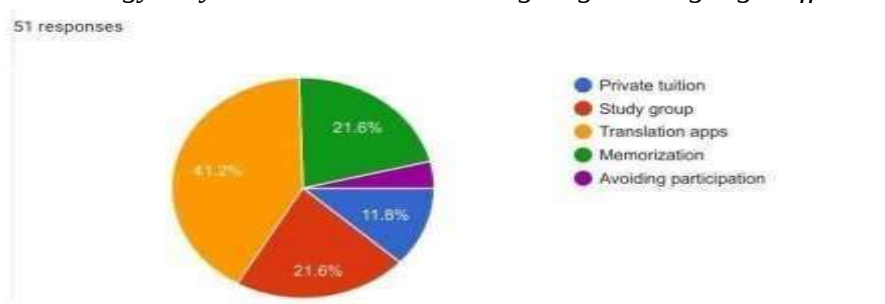
Do you think your academic performance is judged by your English fluency rather than your ideas and knowledge?



The pie chart illustrates the percentage of rate of students' experiences about their English language weakness and academic impact. The Likert shows 41.7% students agreed that their academic performance was judged by their English fluency rather than having good knowledge. Moreover, 33.3% students chosen may be which shows uncertainty to their experiences of uncertainty in their experiences. In addition, 19.6% students disagreed.

Chart 17

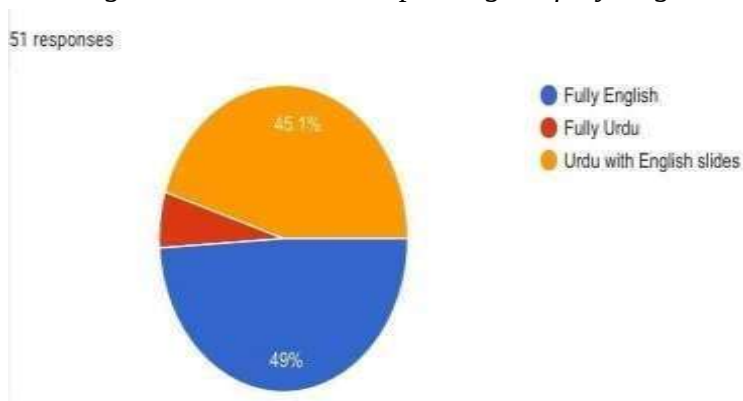
What strategy do you use while overcoming English language difficulties.



This pie chart illustrates the students' opinions about encouraging local languages in universities. The pie chart shows that about 19.6% students chose Yes, while 64.7% students' opinion is about mixed languages; English, Urdu, Punjabi, etc. However, 15.6% students disagreed with choosing No to encourage multilingualism in universities.

Chart 18

If your teacher takes a presentation from you, and it is a graded presentation. What should you do, English slides and Urdu speaking, or fully English with English slides?



This pie chart identifies the students' overcoming tools for the difficulties of English language students. The pie chart shows that about 41.2% students use translation apps for English word understanding. Moreover, about 21.6% students use the memorization technique for memorizing answers in English for exams, etc. and for vocabulary boosting. Further, 21.6% students use study groups to overcome the difficulties, and 11.8% students use to go for tuition for English language learning. However, a small portion of students choose to avoid participation in the class and any activity related to the English language.

5.2. Questions

- Q1. Written work is usually assisted by AI. I feel higher pressure to prove English proficiency during an oral presentation.
- Q2. My confidence in my academic writing ability has decreased without the assistance of AI since I started using AI.
- Q3. For maintaining my grades, I feel forced to use Generative AI for my English assignments.
- Q4. I feel high pressure and worry when preparing for my English exams because I know AI tools will not be there to assist me in correcting grammar and coherence.

Table 1. Percentage of NUST students' responses.

Questions	Total Participants	Agree%	Disagree%
Q1	30	53.33	46.67
Q2	19	89.46	10.53
Q3	20	40.00	60.00
Q3	21	66.67	33.33

The table explores the percentage of NUST's students' responses regarding their perceptions about the impact of competency in the English language, which led them to thwarting autonomy.

This table shows that 53.33% students agreed on Q1, 89.46% students agreed with Q2, 66.67% students agreed with Q4, while 40% students agreed with Q3. The table illustrates the selfindependence of students and over-reliance on AI tools in order to make themselves related to the standard English language demand. The use of AI tools for achieving perfect, flawless English justifies Phillipson's Linguistic Imperialism. The AI tools assist the students while making their assignments perfect, but have an adverse effect on the students' self-writing capability. Moreover, sometimes students experience pressure and low self-confidence, which is a psychological and academic impact due to AI tools.

Table 2. Percentage of IIUI students' responses

Questions	Total students	Agree %	Disagree %
Q1	35	85.71	14.29
Q2	38	100	00
Q3	36	72.22	27.78
Q4	36	91.67	8.33

The table explores the percentage of IIUI's students' responses regarding their perceptions about the impact of competency in the English language, which led them to thwarting autonomy. This table shows that 85.71% students agreed on Q1, 100% students agreed with Q2, 91.67% of students agreed with Q4, while 72.2% students agreed with Q3. The table illustrates the self-independence of students and over-reliance on AI tools in order to make themselves related to the standard English language demand. The use of AI tools for getting perfect, flawless English language justifies Phillipson's Linguistics Imperialism. The AI tools assist the students while making their assignments perfect, but harm the students' self-writing capability. Moreover, sometimes students experience pressure and low self-confidence, which is a psychological and academic impact due to AI tools' reliance. This survey perfectly relates to Deci and Ryan's Self Determination theory, which includes relatedness, competency, and autonomy. Moreover, it relates to the autonomy thwarting concept of Deci and Ryan, that due to over-reliance on AI tools for getting perfect English language, the autonomy of students becomes thwarted.

Table 3. Percentage of KKKUK students' responses.

KKK	Total Participants	Agree %	Disagree %
Q1	24	100	00
Q2	21	100	00
Q3	23	100	00
Q4	22	100	00

The table explores the percentage of KKKUK's students' responses regarding their perceptions about the impact of competency in the English language, which led them to thwarting autonomy. This table shows that 100% students agreed on Q1, 100% students agreed with Q2, 100% students agreed with Q4, while 100% students agreed with Q3. The table illustrates the self-independence of students and over-reliance on AI tools in order to make themselves related to the standard English language demand. The use of AI tools for getting perfect, flawless English language justifies Phillipson's Linguistics Imperialism. The AI tools assist the students while making their assignments perfect, but have an adverse effect on the students' self-writing capability. Moreover, sometimes students experience pressure and low self-confidence, which is a psychological and academic impact due to AI tools' reliance. This survey perfectly relates to Deci and Ryan's Self Determination theory, which includes relatedness, competency, and autonomy. Moreover, it relates to the autonomy thwarting concept of Deci and Ryan, that due to over-reliance on AI tools for getting perfect English language, the autonomy of students becomes thwarted. The 0% of students' disagreement with all the questions claims the overreliance of students on AI tools for achieving better results and perfect English, which can adversely affect their self-capability, eventually leading to pressure and worry. The purpose of getting responses from Khushal Khan Khattak University of Karak (KKKUK) is to collect generalized data from the area, which is a little underdeveloped, and students use less English in Institutions.

Table 4. Total participants and percentage.

Category	Count	%
Agree	272	83.69%
Disagree	53	16.31%
Total Responses	325	100.00

These are the total participants who on WhatsApp polls for a mini-survey regarding English Linguistic Imperialism, reliance on AI tools in today's age, and the psychological and academic impact on the students of three well-known universities. The three universities are: Khushal Khan Khattak University of Karak, International Islamic University of Islamabad, and National University of Science and Technology of Islamabad.

Qualitative open-ended responses.

Q1. *How much pressure do you feel while speaking in English?*

Q2. *How does English language superiority affect your studies?*

Q3. *What changes would you want to see in Pakistan's education system concerning language policy?*

Q4. *In your opinion, how can universities decrease the negative academic and psychological effects of monolingual superiority?*

This section of the data description demonstrates the responses to open-ended questions regarding students' experiences and opinions about the superiority of the English language and its impact on their lives and academic performance. Several students described the emotional, psychological, and academic impact of the demanded English in institutions on them. One student commented to Q1, "If I am speaking wrong, others may consider us as a failure. Another student responded that, "it makes me feel inferior and I ended up keeping my concepts in my mind," which correlates with the Self Determination theory of thwarting autonomy.

The students' responses to Q2 reinforce the central idea of the research paper. Several students described the academic impact of the monolingual English language in the institute on them. One student commented on question 2 that "sometimes I make grammatical mistakes due to which I lose my grades," which shows that academic performance is judged by English accuracy, despite having good ideas. On the other hand, it can be difficult to understand complex ideas when everything is in English, especially if it is not my first language...". The another student wrote that "the dominance of the English language has greatly influenced my studies, reading, writing, and speaking English, which is essential for my academic success and future opportunities that justifies the statement that intelligence and success relates to just English language proficiency.

The recommendations commented in Q3 and Q4 also fill the gap in the educational system; moreover, they also offer practical direction for the improvement of the students. One student recommended that "Pakistan's education system should teach English well, but without putting pressure on perfect fluency. Another student recommended that "Students from all language backgrounds should get equal support and confidence instead of being judged on speaking skills," which suggests that language should be useful for communication only, not for describing one's success or identity. Lastly, another student recommended that, in my opinion, universities can reduce the negative academic and psychological effects of English language superiority by Teachers should be supportive, not judgmental, so students feel confident and respected. This will help reduce anxiety and build a healthy learning atmosphere.

6. Findings

This section of the research paper presents findings of the research, which directly answer the research questions. The findings of the study are based on both qualitative open-ended and quantitative closed-ended responses. This allows the understanding of how the superiority of the demanded English language affects students' psychological identity, academic well-being, and confidence, and the impact of AI on students who use it for perfect standard language.

The first focus of the research is to analyze the psychological impact of the prestigious English language on the non-English Pakistani students. It examines how the dominance of the English language affects the students' emotions, identity, and confidence. The first research question aims to reveal that the English language dominance creates feelings of inequality, stress, inferiority, and anxiety among the students. In chart 3, 47.1% students think that the superiority of the English language creates inequality between them and those with an English-speaking background. Moreover, in chart 6, 15.7% students strongly agree, and 33.3% students agree that they feel nervous when they have to speak English in the classroom. In addition, 21.6% students strongly agree, and 26.6% students agree that they feel shy when they have to speak English. Further, in chart 8, 25.5% students strongly agree, and 19.6% students agree that they feel inferior to themselves in front of fluent English speakers. As Mirza et al. say in their paper Analyzing the Impact of English Dominance on Urdu Proficiency in the English Language Pedagogy in Pakistani Universities, "proficiency is occasionally regarded as a symbol of prestige, signifying a superior degree of education and refinement. This impression further enhances its affiliation with the educated elite."(301). Furthermore, in chart 9, 23.5% strongly agree, 19.6% agree on the statement that they avoid answering in the classroom instead of speaking English in the classroom. In chart 10, 15.7% students strongly agree, 22.6% students agree that they feel stressed whenever the teacher asks them to speak in English. In chart 11, 25.5% students strongly agree, 21.6% students agree that they feel sad and depressed because they can't speak English fluently. Besides this, the emotional impact of the demand for the English language on the students is described in chart 13,

7.8% students reported they feel isolation, 17.6% reported feeling stress, 2.1% stress and anxiety, 2% inferiority complex, while 17.6% students feel mixed motivation but feel stressed. Likewise, in chart 26, 27.5% students feel inequality and think that English-speaking students have unfair advantages. One of the students commented that "English-medium students often have an academic edge due to language fluency and resources"; this comment clearly shows the inequality differences the students feel who are not fluent English speakers. In chart 16, 47.1% think that their academic performance is judged by their English proficiency rather than by having good knowledge and ideas. For coping with the difficulties of English comprehension, students use different methods. In chart 18, 41.2% students use translation apps, and 21.6% students use the memorization method, and 11.8% use the method to go for tuition. Lastly, chart 30 shows that 49% students claim that for graded presentations they use the English language. These all perceptions of the students lead them to anxiety, stress, an inferiority complex, and depression. Moreover, to make themselves relate to the English-speaking people they try different activities, but sometimes their "autonomy thwart" as Deci and Rayan(2000) Self-

determination theory implements here, that "causality orientations also showed that the impersonal orientation was associated with an external locus of control (i.e., the belief that one cannot control outcomes) and with self-derogation and depression, implying a negative relation to general well-being" (p. 242).

When the students see one superior language that can become a barrier to their desired achievements and success, but can't fulfill it due to non-fluent and inaccurate English language leads them to depression and inferiority. The students perceive themselves to be controlled by an external prioritized English environment, because their autonomy and competence are being thwarted by the hegemonic English language. The students feel themselves inferior because they come under "self derogation", viewing proficient, flawless English language as unattainable, and interpreting themselves as internally failing despite having good knowledge and intelligence. The results of the survey find that there is a huge impact of Imperialist English language on the students' psyche, emotions, identity, and perceptions. In chart 1, 17.6% students claim their performances are always judged by English fluency rather than their knowledge, while 27.5% claim they are often judged, and 43.1% claim their performances are judged by English. In addition, chart 4 shows 17.6% students strongly agree, and 9.8% agree that their grades are highly affected by non-fluent English. Further, chart 5 shows 11.8% students strongly agree, and 27.5% students agree that their English weakness affects their whole academia. Moreover, chart 2 shows that 41.2% students faced criticism and lost marks due to non-fluent or inaccurate English language. Lastly, chart 14 shows that 58.8% students claim that fluent English speaking is necessary for their success. This success and intelligence of students based on the English performance, as Mirza et al. (2024) in their paper, Analyzing the Impact of English Dominance on Urdu Language Pedagogy in Pakistani

Universities says that" correlation associates English language proficiency with academic progress" (p. 300). Moreover, he says that, "Fluency in the English language is frequently seen as a crucial aptitude for entering global employment marketplaces and seizing worldwide prospects," which is evidenced in the findings of research. The results of the survey find that there's a huge academic impact of the dominance of the English language on the students' academia and careers. The proficiency of one language justifies the students' grades, success, and overall performance, which adversely affects students' emotions and shapes perceptions.

This section focuses on the aims of research question number three to analyze the objective behind generative AI tools, their impact on the students' self-writing capability, and their interrelationship with English language Imperialism. (Nguyen et al., 2024) cited in Kim et al.'s (2025) paper Students' Generative AI Interaction Patterns and Their Impact on Academic Writing, "technologies have revolutionized the educational landscape by

providing students with an always-available, interactive platform for writing enhancement that offers comprehensive support across multiple dimensions of academic writing. However, the over-reliance of students can adversely affect their self-writing capabilities. As Zahra et al. (2025) says in her paper, *The influence of Generative AI on Academic Writing: A Qualitative Study of Teachers' Perspectives and Digital Literacy in Pakistani Universities*, "that there's a dual nature of AI in education", she says, " although AI provides benefits, there are drawbacks as well, like over-reliance..."(p. 262) This illustrates the self independence of students and over-reliance on AI tools to make themselves related to the standard English language demand. The use of AI tools for getting perfect, flawless English language justifies Phillipson's Linguistic Imperialism. The AI tools assist the students while making their assignments perfect, but harm the students' self-writing capability. Moreover, sometimes students experience pressure and low self-confidence, which is a psychological and academic impact due to AI tools. This survey perfectly relates to Deci and Ryan's Self Determination theory, which includes relatedness, competency, and autonomy. Moreover, it relates to the autonomy thwarting concept of Deci and Ryan, that due to over-reliance on AI tools for getting perfect English language, the autonomy of students becomes thwarted. The high percentage of agreement and low disagreement claims the overreliance of students on AI tools for achieving better results and perfect English, which can adversely affect their self-capability, eventually leading to pressure and worry. In Table 1, 89.46% students of NUST agree that their confidence level in self-writing has decreased since they started using AI for perfect standard English language. In Table 2, 85.5% students of IIUI agree that they feel higher pressure to speak in oral presentations because AI can help only in writing perfect, flawless English. Moreover, 91.6% students of IIUI agree that they feel high pressure and worry when preparing for the English exam because AI tools will not be there to assist them in correcting and coherence. In Table 3, 100% of the students of KKKU agree that to maintain good grades in the English exam and assignment, they are forced to use generative AI tools for perfect standard language.

7. Recommendation

The study delves into valuable research on the impact of the superiority of the English language on students' psyche and academia in the age of AI. The paper also contains a section of students' recommendations for the universities and the educational system. It's recommended for the policy maker to 1) offer free short courses in the institutions that everyone can avail themselves. 2) teachers shouldn't put pressure for fluency of English, instead encourage them, since it's better that they can speak rather than avoid participating in the class, 3) students' performances and intelligence shouldn't be judged by their English proficiency, 4) students from every background should be viewed

as equal. These steps can lead to a decrease in an inferiority complex and other emotional and academic issues.

However, apart from variability of the research, there are certain limitations and gaps for future researchers. It's recommended for future researchers to expand the research on students' desire for achieving perfect English, leading them to use AI, and AI thwarts their self-writing capability, since the AI topic covered in this research is very minimal. As this research paper includes two types of surveys, the main survey is conducted at one University, which is a limitation of the research, mini survey from three universities. Moreover, the last recommendation for future researchers is to avoid using may be option while conducting a survey.

8. Conclusion

In conclusion, the research paper is about the psychological and academic impact of the preferential treatment of English on Pakistani students in the age of AI. This research paper shows the adverse impact of one leading language on the lives of Pakistani non-English students. The paper is based on mixed methodology, qualitative and quantitative. Qualitative research gave a voice to the students to express their experiences, and quantitative research shows the percentage of their perceptions. The study shows that unfair preferential treatment of English creates inequality among the students. The students face several emotional and psychological issues, such as an inferiority complex, anxiety, stress, and isolation. Moreover, the students also faced academic issues such as a decrease in their marks due to inaccurate and non-fluent English language, despite having good knowledge. Moreover, this study also sheds light on students' over-reliance on AI tools for achieving perfect, flawless English language to earn good grades. However, their over-dependency on AI tools snatched their creativity and reduced their self-writing capability. Lastly, language shouldn't be used as a verifying device for one's success and intelligence, but should be used for communication.

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