

Racism and Colonialism in Foster's A Passage to India: A Critical Discourse Analysis

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ABSTRACT

The major concern of this research work is to analyze the concepts related to racism and the aftermaths of British colonial rule in India taking into consideration a very distinctive and remarkable work, *A Passage to India* (1924) by E.M. Forster in which these contemporary issues are discussed. Racism along with the colonialism has been a very integral part of the past and our society which this current study aims to explore. The qualitative method has been employed in this research and for this reason the present research paper is split into two major sections: The first portion investigates the meaning of racism along with colonialism and how people were treated discriminately during the colonial rule of mid of 19th century. The second section explores the concept of racism and colonialism according to E.M. Forster and the societal conditions in which he produced his work. The finding of present study shows that racism and colonialism creates the hatred between the oppressed and the oppressor, people belonging to the oppressors' league enjoy more opportunities as compared to the oppressed ones and develops various limitations which lead to the creation of discrimination among the people belonging to different races.

KEYWORDS:

Critical discourse analysis, colonialism, racism.

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INTRODUCTION

The Latin term "discursus," which is utilized to describe conversation, is where the word discourse originates. It encompasses many different fields of study (Nawaz et al., 2013). Discourse can be defined as way in which language is used to provide broader historical meanings and it is language identified through the social construct of its usability like who is using the language and under what circumstances it is being used (Baig et al., 2019). Discourse is a language statement which may vary in length whether larger or smaller but the hidden meaning is always beyond the sentence level. Discourse applies to any sample of language either written or spoken and it cannot be confined to any sentential limitations or boundaries. (McCarthy, 2010) asserts that discourse conveys meaning in a broader context and that there are numerous approaches to assess and evaluate the meaning it conveys. Discourse is something that has a meaning which is beyond the boundaries of a sentence. In another words discourse is any coherent succession of sentences, spoken or written. There are two major paradigms in discourse; the first one is the formalist paradigm while the second one is functionalist paradigm. The formalists assume that discourse is basically "language above the sentence or above the clause" (Jajja, 2013; Stubbs, 1983). On the other hand, the functionalists hold the assumptions that discourse is the language use. According to (Cook, 1990), novels, short stories, and groans can be called discourse rightfully. (Kress, 1989) created the distinction between message, text and discourse. The message is the smallest semiotic unit that has social construct, its source and purpose. The text is the structure of the message while discourse is the social phenomenon in which text is lodged. Texts are dynamic and continually go through the change and also alter the realization of signs and symbols.

Critical Discourse Analysis

Discourse analysis deals with the usage of language: whether it is written or spoken data. During the time frame of 1960s and early 1970s the discourse analysis gained importance covering the diverse fields of linguistics, semiotics, anthropology, psychology and sociology. Initially when linguists were anxious about the analysis of single sentences, at that time a linguist named Zelling Harris introduced his paper having the title Discourse analysis in 1952. Zelling Harris was focused about exploration of rhetorical features in broader texts, and exploration of link between text along with its societal conditions. During 1960s, Dell Hymes presented a general perception related to the study of speech in a social condition. The prominent figures i.e. Austin (1962), Searle (1969) and Grice (1975) were also important figures providing analysis of language as social action, as shown in speech-act theory and pragmatics which deals with study of meaning



related to context. Critical discourse analysis is used to ascertain the connection between language, ideology, power, and culture (Rasheed, Kashif, and Kazmi, 2023).

Scope of Critical Discourse Analysis

The scope related to the field of CDA or Critical Discourse Analysis can be summarized as under: -

- Investigating the historical social principles is a key aspect of Critical Discourse Analysis.
- Examining the individual social orders and processes also lies in Critical Discourse Analysis.
- Studying the ideology is a prominent feature of Critical Discourse Analysis.
- Exploring the power relation at social and individual level is a feature of Critical Discourse Analysis.
- The relationship between text and society is also discovered within Critical Discourse Analysis.
- The revelation of individual and societal positions is also covered in Critical Discourse Analysis.

Synopsis of the Story

This famous work was written by E.M. Forster and published in 1924 and this is deemed to be one of the remarkable novels of Forster. This novel mainly revolves around the themes of racism and colonialism along with a theme that Forster developed in his earlier writings that involved the maintenance of relationship between the earth and the intellectual part of the intelligence. This work portrays the tensions between the British people and the Indian people which get heated up when an Englishwomen named Adela Quested, charges a well reputed Indian person named Dr. Aziz with the acquisition of harassment while their trip to infamous Marabar caves, Dr Aziz because of his good character and reputation has many supporters like Cyril Fielding and the principal of a college over there. During the trial process Adela Quested fears on the witness stand and withdraws all her charges on Dr. Aziz and he comes out clear. After all this happening Dr. Aziz and Cyril fielding separate their ways but after a time span of two years they meet once again and while riding through the Mau jungle where they part their ways which symbolizes the racial politics that brought about a failure in their friendship.

Research Questions

1. How do linguistic choices contribute to elaborate the concept of racism and colonialism in Foster's A Passage to India?
2. How does the chosen novel employ discourse to challenge or strengthen the assumptions related to the concepts of colonialism and racism?
3. How do power dynamics play a role in shaping the discourse specifically during the interaction between the colonizers and colonized?
- 4.

LITERATURE REVIEW

E.M Forster is one of the finest writers of English literature. The concept of racism and colonialism has been a very important topic of history where we observe how the colonizers deprived the native people of their basic rights like their culture, tradition and even their language. They considered colonized people highly uneducated and unethical and believed this colonization would ultimately be good for their future giving them new culture, tradition and language but ultimately the colonizers were trying to deprive the colonized people of their identity and land as well and Foster's A Passage to India (1924) revolves around the theme of racism and colonialism which is also the central objective of current study. In his analysis of A Passage to India's representational techniques, (Ahmad, 2021) contends that Forster's story alternates between promoting and dispelling colonial stereotypes. Through an analysis of character dialogue and descriptions, the study reveals that Forster reflects the conflicting attitudes of the time by criticizing Orientalist stereotypes while also falling victim to them. (Davis, 2022) highlights how racial and colonial tensions are sustained by cultural miscommunications. The study makes the case that these misunderstandings represent the larger failure of colonial coexistence and communication, reflecting the ingrained mistrust and divisions between the colonizers and the colonised, by examining significant incidents like the Marabar Caves episode. Through the prism of critical race theory, (Lee, 2024) investigates modern reworkings of A Passage to India. (Lee, 2024) investigates how racial, colonial, and identity concerns are still relevant in postcolonial settings by using critical discourse analysis to analyse adaptations and retellings of the book.

(Cheema, Maitlo, Ahmad, and Jalbani, 2023) have investigated the representation of characters in Mansfield's short story, Bliss via the lens of critical discourse analysis. For this purpose, the researchers have employed the framework of seven standard of textuality which includes intentionality, acceptability, cohesion, coherence, intertextuality, informativity, and situationally to carry out their qualitative study. The findings of (Cheema et al., 2023) study have demonstrated that Mansfield uses linguistic analysis to showcase the plight of women, agony of isolation, modernism, and unfaithfulness as central themes with the aid of critical discourse analysis. In order to understand how female characters in modern novels navigate issues of power and subvert conventional gender norms, (Smith, 2022) uses critical discourse analysis.

Similarly, (Jones, 2023) looks at the language techniques used by male writers to represent female characters, exposing textual patriarchal ideologies.

(Al-Mamoory and Witwit, 2021; Rahimi and Riasati, 2011) study's focuses on Harper Lee's *To Kill a Mockingbird* and its underlying concept of oppression to ascertain the manner in which the novelist depicts the ideology of black South American oppression. Analysis is done on several of the main characters' speeches using (Fairclough, 1989; Kress and Hodge, 1979) three-dimensional framework. The results depict that Harper Lee offers the mentality of oppression at three distinct stages, i.e, the levels of description, interpretation, as well as explanation. Moreover, the novelist uses a variety of concepts, including racism, social inequality, and morality to portray the ideology of black people's victimization through critical discourse analysis.

(Brown, 2022) uses critical discourse analysis to look at how socio-economic ideologies are portrayed in modern novels and shows how language both reflects and perpetuates prevailing economic paradigms. Furthermore, (Khan, 2023) examines the language tactics employed by nationalist movements in literature to advance ideological agendas and create collective identities, emphasizing the influence of literature on political discourse. Also, (Sherwani, 2020) seeks to critically analyze Rumi's talks and dialogues against the backdrop of Sufism in Shafak's *Forty Rules of Love* using critical discourse analysis. The methodology of intertextuality and oversimplification employed by the Shafak to portray Sufism and eastern mysticism is used in Sherwani's study. The findings shed light on the fact that the book is replete with the unadulterated essence of spiritual affection that has eliminated social divisions and through overcoming all obstacles, people can still find joy and fulfilment in this world of disarray, as demonstrated in Elif Shafak's novel *Forty Rules of Love*. Thus, under the banner of love, affection, and self-discovery, people can come together.

(Forster, 1924; Umar, Aurangzaib, Nadeem, and Rasool, 2022) have examined Emma Donoghue's *Room*'s discourse as a particular case to shed light on sexual assault in Western nations. The theoretical three-dimensional model of Norman Fairclough (1992) Fairclough is the framework that has been selected for the analysis and interpretation of the novel's text in order to discover the themes of assault and kidnapping. The results have highlighted that the novelist has attempted to shed light on a number of other facets of American society in addition to the suspense and tranquilly of the protagonist's and her child's case as well as the gloomy and dark scenario that lingered throughout the book. In order to portray the characters' mental states, the novelist has made an effort to go deeply inside their heads. In addition, Old Nick, Ma's father, and a few other characters have further developed themes of patriarchy and male dominance. So, the novel also addresses and pinpoints the critical eye of society as a whole.

(Bagheri Ozan, Sayadani, Ahmadzadeh Houch, and Gheibi, 2024) have carried out their descriptive-analytical study to analyze Al Dulaimi's *Women of Saturn*, focusing on the socio-cognitive and semiotic elements of van Leeuwen's framework to show how the author introduces the fiction's characters in order to present her ideology. According to this study's findings, Al Dulaimi's social and intellectual views have an impact on how social actors are portrayed in *Women of Saturn*. Al Dulaimi's feminist views are reflected in the novel's portrayal of women as evolving, active agents and male figures as submissive, and lowly valued. (Rasheed et al., 2023) critically evaluate two Pakistani novels, Aslam's *The Blind Man's Garden* and Naqvi's *Home Boy* to obtain a personal viewpoint on the ideological structures and power relationships within these texts. Their study examines how language is used in these novels to track changes in politics, concentrating on assessing public rhetoric and popular discourse in the United States after September 11, 2001 utilizing Socio-Cognitive method of Critical Discourse Analysis (CDA) by Van Dijk. The study's conclusions point to a significant change in discourse in politics and society that followed 9/11 and is marked by stereotypes, discrimination against certain ethnic groups, cultural variances, elite abuse of power, and revolt by influenced groups. The novels show how, in the wake of 9/11, Muslims become both valid targets and victims of violent acts, disappearances, physical abuse, and negative media portrayals. This study also looks at how alienation results from assimilation, with a particular emphasis on the novel's characters.

(Imran, Sahrish, and Hussain, 2024) have undertaken their study by employing critical discourse analysis to investigate and evaluate the ideological building of gender depiction in Nadia Hashmi's *The Pearl That Broke Its Shell*. This study has been carried out in the context of the socially created *Bacha Posh* tradition, which has been followed for many generations in Afghanistan. Using M.M. Lazar's FCDA praxis, the researchers have dissected the role of gender and the ideological construction of gender in the discourse constructions. The findings showcase that gender is a societal and cultural event, and the main female characters in the discourse frameworks are linguistically represented in ways that are unequal in social, cultural, political, and economic spheres. Though a variety of studies have already been accomplished in the field of critical discourse analysis, this study marks different from the rest because it aims to fill the void by probing colonialism and racism in Foster's *A Passage to India* with the help of 3-D model (1989) of Norman Fairclough.

RESEARCH METHODOLOGY

According to a renowned American sociologist Earl Robert Babbie, the research is a systematic inquiry to method where the inductive method is used for the analysis of perceived event while the deductive method is used to for the verification of the event. The research methodology refers to the use of specific principles and methods that we use to address our research problem.

According to (Creswell, 2009), the qualitative method is an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. The present study is qualitative in nature because it is based on the Critical Discourses Analysis and it is a factual point that research works that involve Critical Discourse Analysis are most often qualitative and no numerical figures or statistical data has any concern related to this research. A main technique of qualitative method is the use of arguments and difference of opinion which is primarily used in the analysis of present research work.

Data Collection

According to Guy (Cook, 1990), discourse analysis contains methods like customary teaching of vocabulary, pronunciation and grammar as foundation of foreign language understanding, and addresses on how to apply the expertise into practice and attain success in the process societal interaction. Guy (Cook, 1990) refers to short stories, novels and groans as discourse rightfully. For the present study the sample that is taken is a novel *A Passage to India* by E.M. Forster. This novel is easily available in the form of print and electronic media i.e. book form or in the form of portable document format. The entire novel will not be taken into analysis only specific selected portions from the novel will be analyzed. The main reason for the selection of ascertain parts will be those paragraphs and sentences which enlighten the theme of racism and colonialism which is a contemporary issue of the society and it also holds a very important historical significance.

The three-dimensional model of (Fairclough, 1989) is used in the critical discourse analysis of present study. It analyses the text on three major stages

- Textual stage: It involves the analysis of textual aspects like rhyme scheme, font size, color we also analyze the vocabulary and grammar without looking at the context of text.
- Discourse practices: It involves analyzing who is the discourse producer (the one producing the discourse) and who is the discourse consumer (the one receiving the discourse). We examine the social position of the participant consuming the discourse the ideologies and norms they hold along with their relationship to discourse producers and what kind of language is being used by the discourse producer to convince the people.
- Socio-cultural practices: It involves analyzing things on a broader level examining the power relationships, historical factors, social structure, cultural ideologies and all these aspects are used to interpret the meaning.

DATA ANALYSIS

In a colonized society people are not treated equally they are considered “others” or “subalterns” and these people are judged on the basis of the culture, traditions their language and their race. The colonizers deprived the indigenous people of their basic rights including the freedom of speech, living the life as equals not as inferiors, and fair justice as these rights were taken away like the colonized people were not human beings they were treated unequally and in different standards. The analysis of chunks from the novel represents the kind of behavior the British people hold towards the colonized people regarding their education, intelligence, along with the racist mentality.

Statement 01

“They all become exactly the same, not worse, not better. I give any Englishman two years, be he Turton or Burton. It is only the difference of a letter. And I give any Englishwoman six months. All are exactly alike.” (p. 10)

Analysis

The statement basically shows the power dynamics which were present in India during the time of colonialism and the implication that all English people turn the same shows colonial assimilation that was prevalent in India at the time of British colonial superiority. The idea “all become exactly the same” presents a process of integration or assimilation which eradicates the differences on the individual basis. Mentioning the names like “Turton or Burton” and “difference of a letter” shows the temporary nature of the culture differences that all English people turn the same blending themselves in a common cultural identity it is just the difference of the letters in the names. The time period for Englishmen (two years) and for Englishwomen (six months) shows the timeframe for the integration in the colonial culture and the shorter time period for women may be due to the rapid adaptability of women in the society or it can be based on the gender assumptions like women behavior and role in a colonial context and in the novel we see that women get quite friendly with the locals in a shorter time period. This statement can be seen as a question due to the impact of such colonization over the oppressed individuals and their cultural identity due to the superiority of one culture over the other culture. This statement shows the cultural integrations and the superiority of one culture over the other along with the racial discrimination in a colonial environment.

Statement 02

"Indians allow them (English) to do what they like, and chuckle. They never fully enter our lives; they find they have to, and then only for a few minutes. The time must come when that section of your people which isn't Eurasian leaves India. Which is practically the whole." (p. 43).

Analysis

This statement shows the unequal power distribution which has been a major aspect of the colonial rule where the Englishmen have the authority to do whatever they want to do and Indians are just observing and laughing at it because they cannot do anything else this shows the superiority of Englishmen that they implement whatever they like and Indians are just the colonial subjects or mere observers. The note "They never fully enter our lives" shows the artificial assimilation or integration of Englishmen with the Indians because their main aim is to exploit the land, their identity and culture so they try to behave well for a while and this is due to the possible colonial setting. The phrase "they find they have to" shows the involuntary integration of Englishmen with Indians like a forced interaction which is due to the requirements of the colonial government or due to the colonial environment. This statement also shows the withdrawal of a part of English population from India especially those who are not Eurasians or European Americans and this raises questions about their role in the colonial setting or and the discrimination or marginalization and this gives a hint about the diminishing population of Englishmen in India in the coming future. This statement shows the lack of interest of English people that they have in the lives of Indians as a result of cultural division.

Statement 03

"It is the educated, the intelligent, the practical, who ought to be the angriest at the present state of affairs. But let them take the matter up in the right way, and their first question will be not how am I to get up in the world, but what is the world like up there?" (p. 89).

Analysis

The statement puts emphasis on the part of the intelligent and educated people in the society and their need of involvement in the prevalent matters. This statement shows that those people who have the knowledge and education they should actively participate and talk about the societal problems that need to be corrected. The line "take the matter up in the right way" points towards a critical and an ethical approach to address the societal issues like questioning the present state or getting into the broader comprehension of societal norms. The usage of word "angry" in the statement suggests that an outwardly or weaker response is not sufficient rather the situation requires an emotionally motivated stance which will act as a way to motivate the people against the colonial societal norms. The anger must be directed in "the right way" because only then it can lead towards some sort of positive change in the societal norms and it would motivate the people to raise the questions about current situation and it will lead them towards a way of improvement. The phrase "how am I to get up in the world" and "what is the world like up there?" shows a change in the perception, the first part shows concern for the personal success while the other one shows a concern to understand the world and this shows a need to look beyond the personal interest but to look at the broader social context. The statement shows that the primary objective of well-educated and intelligent people is to look at the worldly challenges rather than merely focusing on the personal interests.

Statement 04

"The real struggle in India is between English-educated Hindus and English-educated Mohammedans. The well-to-do, intelligent, practical men of both races are becoming more and more similar in type." (p. 137)

Analysis

This statement shows a prominent struggle in India which is shown by the distinction between the English-educated Hindus and English-educated Muslims and this depicts that distinction is not solely based on the ethical or political issue but it is based on the English education. In this statement the use of English-educated shows the impact of the colonial language and education on the political and societal movements in India because English is the language of the colonizers so the person who has a better education or knowledge of this language is superior than those not having this knowledge and this conflict is created by the Western education. The phrase that "The well-to-do, intelligent, practical men of both races are becoming more and more similar in type" shows that upper classes and educated people among Hindus and Muslims are coming together due to their similar educational experience or idea or this is due to mutual socioeconomic interests. The stress over "well-to-do, intelligent, practical men" shows the intellectual abilities and socioeconomic factors in shaping the struggle against colonialism, the difference is not solely based on religious and cultural values but also involves class domains. The comment on English-educated people shows that those people who have the English education are involved

in the struggle and those people are not having any access to this education are not a part of this colonial struggle and this shows the role of colonial institutions in controlling the individuals how they look at themselves and others. This statement raises the questions about the destruction or prevention of native cultures, traditions and language under the effect of colonial institutions.

Statement 05

"Indians are not a nice race It is not their fault. They have not the root, the quality that makes races sound." (p. 186)

Analysis

The statement can be seen as a commentary of colonizers over the colonized people or the indigenous people they discriminated on the racial basis and it also shows the viewpoint that colonizers held for the native people because they always considered them somewhat ignorant and less ethical than themselves. It is important to note that this statement is uttered by a colonizer so the perception of Indians is based on the biasness rather than the actual qualities of Indians and this depicts the racial biasness which is the major theme of the novel. This statement also points towards the power dynamics of the colonialist society where the power was majorly held by the colonizers and they treated Indian population very unjustly and this statement is enough to justify the perception of British colonizers towards the indigenous Indian population. This statement also provides the stereotypical remarks about the Indian people and it also strengthens the self-assumed beliefs of the British colonizers towards the native people of India. The phrase "Indians are not a nice race" and the assumption that they lack some specific qualities shows the biasness and prejudice of the colonizers towards the Indian population. Whether this statement is seen as a remark of certain people due to their prejudice or seen as a general perception of the colonized society it merely represents the general idea of colonizers towards the colonized people and it invites the readers to examine carefully and get a better or clear idea of biases presented.

Statement 06

"The English are out here to be pleasant to us. As long as they are pleasant, we shall like them; if they are unpleasant, we shall dislike them. That is the only relationship the Englishman maintains with us." (p. 256).

Analysis

On a superficial level this statement might appear as cause & effect relationship between the attitude of English people towards the Indian and the attitude of Indians towards the English people but on a deeper level this shows characters' lack of understanding towards complicated power dynamics at that time of colonization. This statement gives the idea that the likeability of English people is based on their behavior if they are pleasant then they are liked and if they are unpleasant then they are disliked by the Indian people and it questions the relationship that is built whether it is genuine or is it based on the forced likeability or disliking. Englishmen are considered to be the initiator of the relationship establishing the tone with their attitudes whether they are pleasant or unpleasant, it also depicts the imbalance of power dynamics in a colonized society where the colonized people are forced to respond to the colonizers. This statement gives an insight how the colonized people should act to keep the colonizers "pleasant" because the colonized people were supposed to obey the colonizers, they could not question the unjust power distribution, the lack of basic rights, deprivation of their basic needs and the colonized people were supposed to keep the colonizers happy by just simply following the norms made by the colonizers without any disturbance. The power dynamics which are embedded in a colonial setting portrays how cultural aspects are made and compelled like the basic norms of communication whether the Englishmen liked to be communicated directly or indirectly which basically led to their pleasant or unpleasant behavior in a colonized setting.

FINDINGS & DISCUSSION

The evidence is presented from the text in the form chunks and they strengthen the main or central idea of the novel which is racism and the colonialism but the question raises whether these viewpoints are actually there or E.M. Forster has intentionally put them there through his emotions and feelings. The answer is full of certainty but we can consider two aspects here firstly the racist and colonialist expression in the novel is merely a coincidence and secondly, we can consider that E.M. Forster has different views of his time to make the novel worth reading. The racist and colonialist aspect of this novel cannot be simply a coincidence in itself, surely Forster may not have imagined a perfect society but it is possible that he tried to show the unjustified norms and traditions during the colonial rule where the colonized people were judged on the basis of their culture, race and language, they were considered inferior to the colonizers and there are so many viewpoints on different aspects of racism and colonialism and they required to be expressed by writer's feeling on the subjects. The second opinion expressed above that E.M. Forster has different viewpoint of society is also incorrect. The racist and colonialist part of novel is not expressed directly through the use of certain personality but through the

use of attitudes and demeanors that colonizers had towards the colonized people and this is evident in the statements of novel what British people thought of Indian people. These statements are not weaker or biased in sense, there might be some of opposite opinions related to other writers but E.M. Forster tried to show both the sides of the colonialism, if some of the British people were bad then there were some who were good at the same time like the character of Fielding and due to this Forster gained popularity. If Forster desires to add a different opinion to racism and colonialism then the colonialist aspects of the novel will not be expressed properly there might be some discrepancies in the opinion of E.M. Forster because these issues were different at that time or the time when novel was written.

CONCLUSION

The textual evidence is presented showing that E.M. Forster has presented the theme of racism and colonialism in a well-defined manner in his renowned work, *A Passage to India* (1924). The application of CDA on the novel has allowed researcher to examine the power relations, language and social interaction providing the context of British colonial rule in India. Carefully examining the key statements and dialogues, the researcher has discovered various aspects of discourse that provide the readers with an insight into the themes of racism and colonialism as presented in the novel. The colonial setting provides a background for looking over how language challenges the prevalent ideologies. The stereotypical remarks along with the power dynamics between the oppressors and the oppressed are visible in characters interaction portraying the power imbalance in a colonized society. The most significant element during the analysis appears to be the misapprehension and cultural expectations showing that characters had their own prejudice beliefs while having differing worldviews. E.M. Forster has used language as a way of communication and miscommunication clearly depicts the challenges faced by the individuals to harmonize the cultural differences. Throughout the critical discourse analysis of the selected text, the researcher has tried to unsettle the colonial ideologies, Forster has employed various language techniques like irony and contrast to engage the readers with text to make them question the ideas of racism and colonialism and to observe the annihilating impact of colonialism on both the oppressors and oppressed people. The critical discourse analysis provides us an insight into the cultural expectations, power dynamics and language which is embedded in the colonial discourse. In the end, it can be said that E.M. Forster's work *A Passage to India* (1924) provides evidence to power of language in uncovering the layers of colonial discourse.

CREDIT AUTHOR STATEMENT

Muhammad Jawad Ali: Conceptualization, Methodology, Software Data curation, Writing- Original draft preparation., Visualization, Investigation. , Validation., Writing- Reviewing and Editing.

COMPLIANCE WITH ETHICAL STANDARDS

It is declare that all authors don't have any conflict of interest.. Furthermore, informed consent was obtained from all individual participants included in the study.

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