Investigating the Role of English as a Second Language in Supporting Career Development at Tertiary Level Education in Pakistan

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ABSTRACT
This study has taken the initiative to focus on the interrelatedness and discontinuity of ESL among the students of four leading International universities: Punjab University, Lahore College for Women University, University of Management and Technology, and the University of Central Punjab. To observe the usage of ESL competencies in information searching, contrivance treatment, and construction for research purposes, and for applied intercultural professionalism, communication accommodation theory with career development indicators has been applied. A questionnaire (α = .702), comprising 37 statements based upon six domains was administered. The data was collected from 850 students of different degree programs in journalism and mass communication discipline. ANOVA (one-way) and t-tests (Independent Samples) were brought into play to find out the relationship between the study’s variables. Both government-regulated and non-government varsities bespoke similarities feting positive treatment of ESL’s functions while managing its impact according to their atmospheric obligations. The students of PU and LCWU proportionately adjudged second language more as confuent, dispenser,endorser, broker, liaison, and facilitator to be the source of providence for media in Pakistan as compared to the students of UMT and UCP. Overall results show that students took more precedence over practice patterns of ESL in their career building.

KEYWORDS
English as a Second Language, Career Development, Tertiary Education, Communication Accommodation Theory

INTRODUCTION
Insufficient research regarding English language functionalities has been a challenge to the ethos of Pakistani people, especially the young generation. In their daily routines, students remain intact with trans-languaging but without knowing the fact that they are facing the “ordinariness of diversity” instead of a “hollow alienation” of ESL. Being participants of a destined culture, they always need conventional speaking: a system of symbols and signs in the form of a particular spoken manual to adapt other existing languages and interaction approaches. In furtherance, going through the anatomy of language interaction, “communication” takes place in the form of “a bridge between senders and receivers, that is the ‘impacting’ or ‘exchanging’ of information; by speaking, writing, or using some other medium” (Wikins, 2020). The crux of this ‘association’ or ‘connectivity’ can be synthesized in further classifications, such as verbally, non-verbally, visually, perceptibly, and blindly along with, many other dimensions. Moreover, “intensive impacts of communication in the contemporary era are linked with the technological capacity to stimulate human experience and participation” (Woodward, 2020).

In this way acclimatization has now become a necessary part of human communication, resulting from the opaqueness of contemporary communication mediums by divulging different learning environments, in which each covers at least one educational objective (Cappellini, 2022; Woodin, 2020; Benoit, S. & Lomicka, L. 2020). This research is meant to understand the ‘native Impact’ and “linguistic endorsement” (Sender, 2020 of “English” as a second language (ESL) on formal and informal (written and oral), communication practices of professional (on-job) and non-professional/academic (university-goers), students from the discipline of journalism and communication studies within selected universities in Lahore, Pakistan. As a frame of reference, inter-subjectivity between ‘second language’, ‘journalism’, and ‘communication studies’ has been explored in the career development of higher education students that go through this trinity a long way.

The ‘normative impulses’ of theorists can be observed by Hardt (2001) in further wising up to the works of Bucher, K., Knies, K., Marx, K., Schaffe, A., Tonnes, Ferdinand, and Weber, M. in finding out the social placement of journalism (p. 1). Similarly, according to the American Press Institute, the purpose of journalism has “a utility to empower people with transparent information as its sole purpose is not directly proportional with technology or techniques that are employed but to play a vital role as a news provider in lives of many people” (Kovach, 2014). Early social scientists have given considerable
attention to the importance of “communication” especially as ‘dialogical relationships’ and ‘potential manipulations’ to exchange personal and public opinion formations. Further, “securing the growth and survival of society, calls for the functioning of media, accurate and efficient as well as fast and durable, that’s why superior to oral modes of communication” (Hardt, 2001, p. 3).

Beyond a doubt, the cultural significance of ESL at the university vicinity and workforce level starts off from the very beginning among students (as freshers orfinalists) through ‘education-language’, helping them to adjust to higher level education discourse. But according to a widely held view about English as a foreign language, students’ speaking hesitancy and poor oral skills are a result of primarily “limited linguistics competence”, “lack of interest” and “motivation” (Khreisat, 2022). Most of the time they feel ESL creates an inferiority complex, anxiety, and a failure in their academic and professional growth especially being connected with the discipline of journalism and mass communication.

Past studies have shown that “Communities are distinguished not by their falsity or genuineness, but by the style with which they are imagined” (Sasser, 2014, p. 1) that’s why internationalization of education is a compulsory element of any developed nation. So, the question is why we need the dynamism of a system that is tailor-made by inseparable forces of society that itself is a diversified live system.

**LITERATURE REVIEW**

The “timeliness”, “linguistic power”, “linguistic complacency” of English and meantime the process of “linguistic death” was “so accurate, at that point of history that countries were in dire need to communicate globally on the winning grounds of ‘identification’, ‘hegemony’ and ‘intellectual capacities’” (Cryst al, 2003). But, English in the country like Pakistan has been functional under the notion of “Peripheralized English-es” (Lee, 2016) conceptualizing the historical connectivity from the “Outer Circle/Expanding Circle Englishes” from Kachru’s “WE paradigm” (Kachru, 1985, 1996).

Entering through the door of communication “language has assimilated, as means in collective efforts of ‘meaning making’ in all human societies, institutions and organizations” (Hardy, 2010). And “at its best, journalism had provided something unique to a culture: independent, reliable, accurate and comprehensive information that citizens require in order to make sense of the world around them” (Kovach, 2014). In fact, the collective effort has been always there among living beings to transfer ‘sociolinguistic cultural codifications to the next generations. Especially the contemporary scenario of ‘youth language’ can be diagnosed by recent sociolinguistics and linguistic anthropologists Androutsopoulos, 2004; Bhatia, 2014; Amnon, 2006; Bucholtz, 2003 as “a shifter, youth is a context-renewing and a context-creating sign whereby social relations are both (and often simultaneously) reproduced and contested” (Leppanen S., 2007).

According to Erjavec (2011), “Throughout history journalism has always been maintaining a balance between practices (media industry) on the one hand and education research (university) on the other hand, having their institutional expectations and assumptions”. Aureole of higher education percolates desegregation that remains unassailable within the boundaries of universities; bringing the diversified ambiance to learn and perform educational activities but at the same time ignoring the unsolicited criticisms from unsupportive cultural and social processes. In fact, between the pre-pandemic to post-epidemic worldwide scenario, students’ convergence/reluctance towards ESL; being creative; maximum use of ICTs and virtual learning (Diaz, Ioannou, Bhagat, & Spector, 2019) have been visualized more vividly. Online ‘mediated environment’ and the globe acts as a “socialization” and “learning platform” where pedagogies, through technology, have found new ways (Adesope, 2019).

English has always been an overweening drive in ‘tandem language along learning’ (Sabbah-Taylor, 2020), TBLT (task-based language learning and teaching) Hinkelman, 2012; CALL (computer-assisted language learning), Salmon, 2004; ‘vocabulary learning via daily tasking’ (Park, 2022) and ‘successful language learning management’ (Zhang, 2020) among advanced studies degree-holders and degree-doing students. Proving itself as their nemesis to show talent grips, English (L2) has its curvature as a shifter to enlighten the interfusion, shadiness, and interspersed nature of knowledge and learning in the current technology-driven media according to Fals-Borda, 1996; Appadurai, 2006; Sen, 2000; Richards, 2004; Androutsopoulos, 2004; Bhatia, 2014; Amnon, 2006; Bucholtz, 2003; Leppanen S., 2007; Davies, 2002 & Crystal, 2003.

Moreover, recent studies on English language anxiety (Ali, A., & Al-Shboul, M., 2021); language proficiency and academic performance (Fatima, N., & Ameen, M., 2021); English language challenges and prospects (Khan, S. M., 2021); ESL’s role in the academic and professional success (Malik, S., 2021) and effective ESL methodologies (Rashid, F., & Naem, S., 2021) among university students of Pakistan have been focused in the present study.

No doubt every community large or small has a basic right to preserve its cultural and linguistic heritage as an identity and people around the globe made quite a number of efforts in preserving their cultural codes through the keys of languages. But according to Arndt (2018), the experiences of exile, dissidence, and delirium form an orientation-al framework depending on philosophical thoughts, not following any particular formula, neither perspective nor directive, support in laying bare raw inferences and undeveloped contingencies. So, disciplines like journalism, communication, and media studies must introduce ESL-based critical thinking and argumentation approaches to assist professional and non-professional students, as both have pedagogical implications for learning and teaching in higher education (Andrews, 2015).
COMMUNICATION ACCOMMODATION THEORY

The accouchement of ‘language and communication’ can be assumed from the womb of all-embracing ‘school of thoughts’ and ‘doctrinal difference of opinions’ from ancient to recent world. Especially under the “fundamental characteristics of Post-Renaissance Western intellectual trends, in forming of, “epistemologically defined ontology” through the centripetal forces of “humanized knowledge” (Davutoglu, 1994, p. 12). To narrow down the advent of variegated categorizations of ‘communication’, the subject matter of ‘language’ and its dispersion have been celebrated by human civilizations in “the initial forms of ‘axiological secularization’, ‘axiological positivism’ and ‘ethical rationalism’” (p. 40) that paved a way for CAT.

As Bucholtz (2003) has described that “sociolinguistics has traditionally rested on a foundation of nostalgia; practices that in principle need not be tied to a particular era [like] pre-modern, modern, or post-modern”. To make them reappear and recapitulate in different phases of life people have required a harmonious and continuous endeavor ‘historically’ and ‘culturally’ that would be responsible to take the burdens of understandability. In the spaces of communication that human interactions have created in building relationships, the coloring of language would try to fill those gaps, by “underlining the first principle of sociolinguistic authentic” (Samovar, 2017). Undoubtedly, in the memory of history, dedicated philosophies also exist as there is not a deleted system in the world’s cognizance and “the original concept of ‘real language’ that has long shaped sociolinguistic theory and method itself be transforms in this process” (p. 411). To gauge this apprehended progress in communication “convergence” and “Divergence” assumptions of CAT have been adopted in this research.

According to (Blobaum, 2016) “the trust relationship between journalism and recipients is challenged mainly by two developments: economization and digitalization”. So from the past and current research platforms, a new treatment is required regarding ESL in J and CS for a special interference with other units of global interactivity. In this regard, CAT has proved to be an edge in an “interdisciplinary model of relational and identity processes in communicative interaction” (Dragojevic, 2016). Although language remains a central focus of the theory, other communicative symbols that people use to “signal their identities (e.g., dress and hairstyles, cosmetics, and eating patterns) can also be understood from its perspective” (Jones, 2018). Journalism, media, and communication studies are considered professions of passion and enthusiasm like “the experience of experiencing power; a power to control the minds” (Gutsche, 2017). Communication accommodation theory in this regard has remained helpful in mapping time-honored, accustomed, and fashionable approaches of ESL and J and CS trends of contemporary society.

The focus of research questions is positioned on the plinths of CAT (communication accommodation theory) (Giles. Howard, 1973), The still-evolving nature of CAT along with its multidisciplinary approach has always provided a wide-ranging edge over aimed the estimations of harmonization that individuals conceive to make, keep up, or decline social dispersing during cooperation. It investigates the various manners by which we change our interaction, our inspirations for doing as such, and the results (Simard, 1976). Its functionalizing as “an interdisciplinary model of relational and identity processes in communicative interaction” (Coupland, 1997) provided a profound base to specify the vicinity of ESL featuring communicative symbols or indicators, individuals use to flag out personal and professional parallelism (single-handedness, mutual cooperation, heanness with gone by or openness along with existing dash) and so on.

CAT’s basic four assumptions have bestowed space in designing the research instrument especially, through its being a social psychology dimensional: (a) To ideate closeness and distinction in the discourse and conduct that others’ experiences communicate as well as cultural vicinities in which they grew up; (b) To reckon or visualize outcomes of interacting situations, understanding the veneer of underwoods that others’ sociability manifest in acclimatizing themselves; (c) To determine social status and belongingness by diction and comportment at the point after which others convey and will in a general suit, practices of the individuals who have higher societal posing than them and (d) Predictability guides the settlement procedure, shifts in the level of fittingness and characterizes the enactments of others through which they act as needs be.

This theory proposes that people use pliancy to demonstrate their frames of mind toward themselves to get dialed in with the degree of social separation between them. Among the diverse accommodative methodologies that talkers use to accomplish these objectives, one is considered a combination that is the center of communication accommodation theory (p. 173). Alternately the system of disparity prompts an accentuation of discourse and nonverbal contrasts among self and the others where an individual continues in their unique style paying little mind to the correspondence conduct of the speaker. The glances of this theory are a solid help to examine connections among ELS and scholarly and proficient capabilities of news coverage and compatibility deemed about stop-gaps in information investigation, practiced to get the hang of stuccoing of assembly and dissimilarity focuses in career developments. CAT’s bastions have kept a stronghold clarifying mores from micro to gargantuan issues directing bi-lingual, language support and move (Meyerhoff, 1998). Moreover, vibrancy straddles this by estimating objective naturalization etiquettes from the intent-endorsed, perceived by university old hands and newbies.
METHODOLOGY

Calibrations of ESL and CAT have been administered through the scale items of questionnaires between journalism/mass communication faculties and departments. A targeted population of around ten thousand respondents; classed into job holders and dilettantes or non-specialists senior and junior media learners within the circle of B.A., M.A., MPhil, Ph.D.’s as well as other news-casting and correspondence contemplate recognition holders from forty-seven accredited Higher Education Commission open and privatized academia of humanities in Lahore area of Pakistan has been considered. In journalism and communication studies, students avail practical chances to go through “the bridging of public and private learning academically and professionally” (Schachter, 2020). To seek out the “instructional contexts” and “theoretical frameworks”, students would have to boost their communication competencies to reconnect the whole (past and present) of truth while dealing with it. Furthermore, according to Perloff (2020), “people are in the throes of a transformative period today, as journalism struggles with existential questions that strike at the heart of its mission to check the forces whipsawing in the tumultuous era of online foretell” (p. 17).

According to (Hair et al., 2007) representative samples are mostly obtained by adopting a set of well-defined procedures, which are: defining the target population; and seeing a sample size; that was in the size of eight hundred respondents, 200 students from each department of journalism and communication randomly. Form PU the response rate was 80 percent from non-professionals and 91 percent from professional students, LCWU scored 87 percent from non-professionals and 93 percent from professionals, from UMT 95 percent from non-professionals and 89 percent returned while from UCP 97 percent non-professionals and 97 percent professionals responded. The decision of sample size was implemented keeping in mind, the time constraint, variability of elements in the target population, “required estimation precision and the findings that have to be generalized with some degree of confidence” (Saris, 2014). In deciding the sample size of eight hundred respondents (after administering 880 copies of RQ) the Sample Size Calculator (Surveysystems.com, 2019) was consulted with ‘confidence levels’ and ‘confidence intervals’. As the variability in the ESL’s practices between public and private (Social Sciences/Arts and Humanities), the universities of Lahore have not been measured previously in any kind of this research (Rugman, 2008; Sharifian, 2015; Flew, 2019 and Puig, 2020), especially among the media students.

Statistical analyses: Independent Samples T-test considering $P$ value (.000), eta squared was recorded under the aftereffects of sort of University, social control, and age of respondent in watching the extents of ESL and scholarly and proficient vocation advancement of J and CS studies. The recipe for the eta was pursued according to the rules (Rice, S., et al.).One-Way ANOVA ‘between gathering’ and ‘inside gathering’ difference investigation were recorded at the mean noteworthy that was viewed as critical at the 0.05 level by (*). Along with estimated eta s. and Tukey HSD numerous examinations, the mean contrast was gained by the procedure of ‘$I – J$’ : $I$ symbolized the independent variable while $J$ stipulated the dependent variable in the obtained sampling data of learning institution and instruction capacities. Demographic Variables of education; University-classification, university, status quo of respondents, and aging for Students (Professional/Non-Professional) were also recorded. Moreover, hypothetical underpinnings of CAT as per the exploration instrument ($\alpha = .702$) were utilized to blend an intelligible and relative depiction of ESL in regular and privately owned segment faculties.

RESEARCH QUESTIONS

RQ1: What is the role of ESL in academic and professional activities among the governmental and non-governmental University-driven scholars of broadcasting and mass media schools in Pakistan?

RQ2: How much did journalism and communication studies students took precedence over the usage of ESL during their professional and non-professional spans?

RQ3: How do ESL selection designs of public and private universities vary in-field and within an academic culture with respect to the professional advancement of students?

RESULTS AND DISCUSSION

Independent t-tests were carried out to compare means between the ESL scale and different demographic characteristics such as public/private universities, professionalism/non-professionalism, and age categories.

Table 1a expositions the statistical significant differences (SSD) between U1 and U2, the higher mean; an incentive for favored govt. regulated higher learning institutions determined that expert and non-proficient students were progressively extraordinary in considering their inclination bearings towards L2 during their scholarly and skilled profession improvement when contrasted with non-public division university colleges in Lahore. On cultural assimilation forms and suppression in imaginative and innovative learning ways of scholastics and polished methodology showing glimpses are also on U1’s side. Mutual practices of learning interpreted that the gentry of students in PU, LCWU, UMT, and UCP have equivalence in their reaction classifications. On digital interference, present-time fellow students of government-bound institutionalization
perceive change more but in contrast to their fellows in independently working educational bodies. Moreover thinking of a philosophy of sorting out a sample on all-embracing career growth with mentioned dimensionality has represented a feature of closeness in statistically significant scores.

Table 1a: Mean, standard deviation, and t-value of university students on ESL ranking plenipotentiary

<table>
<thead>
<tr>
<th></th>
<th>U1</th>
<th>U2</th>
<th>95%CI (Confidence Interval)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL’s Legates On APCD*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N=400 (M (SD))</td>
<td>N=400 (M (SD))</td>
<td>t</td>
</tr>
<tr>
<td>Convergence</td>
<td>17.23(2.73)</td>
<td>17.06(2.52)</td>
<td>0.93</td>
</tr>
<tr>
<td>Superintendence</td>
<td>19.12(1.16)</td>
<td>18.79(1.28)</td>
<td>3.74</td>
</tr>
<tr>
<td>Receptiveness</td>
<td>52.25(3.51)</td>
<td>52.29(3.39)</td>
<td>0.07</td>
</tr>
<tr>
<td>Camaraderie (b/w ST**)</td>
<td>42.54(3.86)</td>
<td>42.54(3.86)</td>
<td>0.00</td>
</tr>
<tr>
<td>[ICT’s, SNS] ***</td>
<td>7.79(2.30)</td>
<td>7.02(0.35)</td>
<td>6.56</td>
</tr>
<tr>
<td>&amp; Internet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multifariousness</td>
<td>24.25(1.99)</td>
<td>24.25(1.99)</td>
<td>0.36</td>
</tr>
</tbody>
</table>

U1: Public Universities, U2: Private Universities, *Academic & Professional Career Development, **Student-Teacher, ***ICT’s (Information & Communication Technologies) & SNS (Social Networking Sites)

Table 1b: Mean, standard deviation, and t-value of professional and non-professional on followed ESL ranking Scale

<table>
<thead>
<tr>
<th>Followed Statuette of [ESL &amp; APCD]</th>
<th>P1</th>
<th>P2</th>
<th>95%CI (Confidence Interval)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=400 (M (SD))</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convergence</td>
<td>16.69(2.75)</td>
<td>17.59(2.42)</td>
<td>-4.93</td>
</tr>
<tr>
<td>Superintendence</td>
<td>18.72(1.03)</td>
<td>19.19(1.36)</td>
<td>-5.60</td>
</tr>
<tr>
<td>Receptiveness</td>
<td>53.58(8.5)</td>
<td>50.95(4.44)</td>
<td>11.66</td>
</tr>
<tr>
<td>Camaraderie (b/w ST**)</td>
<td>43.98(6.3)</td>
<td>41.11(5.92)</td>
<td>11.34</td>
</tr>
<tr>
<td>[ICT’s, SNS] ***</td>
<td>7.82(2.28)</td>
<td>6.99(4.3)</td>
<td>8.73</td>
</tr>
<tr>
<td>&amp; Internet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multifariousness</td>
<td>24.83(5.8)</td>
<td>23.66(2.63)</td>
<td>8.73</td>
</tr>
</tbody>
</table>

P1: Professionals, P2: Non-Professionals, **Student-Teacher, ***ICT’s (Information & Communication Technologies) & SNS (Social Networking Sites)

Table 1c: Means, standard deviation, and t-value of 21-30 and 31-40 Years old students on ESL triaging

<table>
<thead>
<tr>
<th>Followed Statuette of [ESL &amp; APCD]</th>
<th>Y1</th>
<th>Y2</th>
<th>95%CI (Confidence Interval)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=400 (M (SD))</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convergence</td>
<td>17.14(2.61)</td>
<td>17.15(2.84)</td>
<td>-0.027</td>
</tr>
<tr>
<td>Superintendence</td>
<td>18.95(1.24)</td>
<td>19.08(1.07)</td>
<td>-0.025</td>
</tr>
<tr>
<td>Receptiveness</td>
<td>52.22(3.52)</td>
<td>52.81(2.42)</td>
<td>-1.26</td>
</tr>
<tr>
<td>Camaraderie (b/w ST**)</td>
<td>42.50(3.96)</td>
<td>43.15(2.01)</td>
<td>-1.26</td>
</tr>
<tr>
<td>[ICT’s, SNS] ***</td>
<td>7.37(1.63)</td>
<td>7.88(2.26)</td>
<td>-2.24</td>
</tr>
<tr>
<td>&amp; Internet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multifariousness</td>
<td>24.22(2.03)</td>
<td>24.58(1.37)</td>
<td>-1.32</td>
</tr>
</tbody>
</table>

Y1: (21-30) Years old, Y2: (31-40) Years old, **Student-Teacher, ***ICT’s (Information & Communication Technologies) & SNS (Social Networking Sites)
In Table 1c a positive essentialness contrast was accounted for in Y2 responses on apropos of “Inclination towards ESL” and its “Influence dealing espoused Public/Private universities in Lahore, Pakistan. On “ESL towards Unreservedness” SSD in the Y2 category was found. By observing in see the variety of examples of reactions a solid noteworthy distinction has undergone related to “ESL’s Pre-eminence in Student-Teacher Class-interaction” in Y2 thinking that makes them reason out more non-identically including “ESL’s role in Information Communication Technologies” and in musing on “ESL in all Inside/Outside Performance” as well; elder student community has been firmly well-balanced than their junior ones in answering.

To examine the relationship between variables, this study used one way-ANOVA test to compare the means of more than two groups using post-Hoc test results. The findings of the data collected ranged over the relationship between the consumption of English as a second language and the aforementioned public and private sector universities of the Lahore region, during the span of 2013 to 2018.

Table 2(a): One-Way ANOVA Summary University-wise

<table>
<thead>
<tr>
<th></th>
<th>ESL</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Public Universities</td>
<td>Private Universities</td>
</tr>
<tr>
<td>Convergence</td>
<td>PU=University of the Punjab, LCWU=Lahore college for women university, UMT=University of Management &amp; Technology, UCP=University of Central Punjab</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LCWU</td>
<td>UMT</td>
</tr>
<tr>
<td></td>
<td>17.14(2.61)</td>
<td>17.15(2.84)</td>
</tr>
<tr>
<td>Superintendency</td>
<td>18.95(1.24)</td>
<td>19.08(1.07)</td>
</tr>
<tr>
<td>Receptiveness to ESL</td>
<td>52.23(3.57)</td>
<td>52.26(3.46)</td>
</tr>
</tbody>
</table>

Table 2a has indicated strong SSD in “Tendency Practice” among LCWU students and professionals of U1 than in UMT from U2 type. In looking at the encouragement of “Cultivation of Attitudes” UMT has portrayed a positive impact from the U2 genre and then PU from U1 categorization. Moreover in “ESL and Newness of Students” UCP remained in first place with a high mean score from private universities and UMT at second form public class. On other scale items of questionnaire values difference remained significantly moderate at p = .000

Table 2(a): One-Way ANOVA Summary Education-wise

<table>
<thead>
<tr>
<th></th>
<th>ESL &amp; APCD</th>
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<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td></td>
<td>Public Universities</td>
</tr>
<tr>
<td>Internal Representation</td>
<td>Honors</td>
</tr>
<tr>
<td>Dominance</td>
<td>17.61(32.47)</td>
</tr>
<tr>
<td>Creativeness</td>
<td>18.94(32.47)</td>
</tr>
<tr>
<td>Students-Teacher Proneness</td>
<td>52.04(3.89)</td>
</tr>
<tr>
<td>Digitalization</td>
<td>42.30(4.26)</td>
</tr>
<tr>
<td>Diversification</td>
<td>24.18(2.10)</td>
</tr>
</tbody>
</table>

APCD=Academic & Professional Career Development

Table 2b has illustrated that the mean score of Ph.D. students has been highly SSD as compared to Honors, M.A, MS, and MPhil respectively at “ESL’s cross-sectioning around APCD. At the second level of scale; “Dominance”, Ph.Ds strongly agreed, and then MPhil, MS, M.A, and Hons. students respectively on the official status of English in their J & CS academic and during job careers, “Visualization of Accessibility” due to L2 in all directions of career opportunities was very strongly believed by PhDs then in the feedbacks of MPhil, M.A, MS and Hons. scholars accordingly. “ESL as brokering between teaching and learning” was more appreciated by M.As than MS and Ph.D. students with moderately significant difference approach between each other going towards Hons.’ and MPhil en masse. MPhil group handed on high SSD dealing with “ESL in Diversifies E-Learning Recourses” in contrast with Ph.D., M.A., Hons.’ and MS one-by-one. Furthermore on collective grounds, “ESL’s Footprints in APCD”, Ph.D. (first), MPhil (second), Honors (third), M.A at fourth and MS at fifth, and largely perceive positively with moderately highlighted SSD.

Reckoning of the above discussion of data interpretation, it has been acknowledged that students with higher degree programs such as PhD especially in journalism and communication studies institutes of Pakistani universities comprehend ESL’s credit in almost all 6 scale items of the present study. On the other hand, students of remaining degree programs (MPhil, MS, MA, and Hons) almost have the same thinking patterns regarding ESL’s contribution to their academic and professional career development. Similarly, in the case of selected universities, Lahore College for Women University students feel more
prone towards ESL’ gravitas (convergence) as compared to UMT, UCP, and PU students’ varying responses respectively. Academic and professional attitudes are getting more affected by efficient ESL aptitude; students of PU and LCWU think like that. Students of UCP responded that uniqueness and creative thinking come with ESL adaptability. Regarding teaching perspectives’ boosting by ESL, all university students think on the same grounds while only PU students believed that ICTs have not played a strong role in their ESL observance. Moreover, LCWU and PU students have been more agreeing on ESL’s impact on entire academic and professional career development in J and CS institutes and professions.

CONCLUSION
This article has tried to explore the academic and professional thoughtfulness of tertiary-level students about English as a second language medium of instruction. Findings have shown deep insights into the level of students’ engagement scenario, tasks-oriented learning, and their perpetuation through ESL in the higher education context. Moreover, the ways through which their perceptions are interlinked with their career opportunities. The question that why the reshaping of languages is required goes back centuries, as Charlemagne explained that “to have a second language is to have a second soul (Nelson, 2019). But the current transformation of media, interconnectedness across boundaries, capacity to form alliances, allegiances, and communities for extension and intensification of social relations along with consciousness across world-time and world-space (Steger, 2009) has made us vulnerable. Moreover, according to (Siddiqui, 2016, p. 42) “if one is intrinsically motivated to achieve something then age does not play an important role”.

Chomsky (2016) has proposed that languages don't really differ from one another in significant ways that’s why it made no sense to ask whether linguistic differences led to differences in thinking”. Language is just a human gift that in journalism and communication studies is used to uncover facts that happen in human lives and people perceive the authenticity of information with journalists’ personal attributes and professional identities. According to recent studies, journalists’ professionalism, identity, and roles have no true essence; they exist as part of a wider framework of meaning (of a discourse) but in getting the desirability of the journalistic sphere, their roles are never static; they are subject to continual discursive (re) creation, (re)interpretation, appropriation and contestation (Hanitzsch T., 2017; 2020).

ESL and Acculturation via Teaching Perspectives: Passing by half a century the “strange shores” by Samuel D. of colonial and postcolonial expansion with the assistance of globalization, it is widely agreed that the sociolinguistic reality of ESL and journalistic gate-keeping scenario in the continuous move of communication medium has become far more complex. According to Saraceni (2009) this changing reality has led ESL “to acquire the status of an international language and thus prompted a paradigm shift in the field of applied linguistics and English language teaching (ELT) to increase the process of acculturation”.

ESL in Educational Digitalization: (Re) and (De) Schooling of J and CSs: As a result of new technologies and the current hybridization of the world’s information communication technologies (ICTs), ESL has emerged as a first-rank language between Ed-Tech speaks and the everyday realities of educational praxis regarding digitalization of today’s education and professional space (Mertala, 2020). In the face of the pandemic attack, the discourse of re-schooling of formal education provisions; being reoriented and recast for a digital era (Selwyn, 2015), and de-schooling; de-institutionalization of education (Bigum, 2005) needs refashioning of ESL. Moreover, industries and professional markets; including press, advertising, broadcasting, motion pictures, sound recording, transport, and communication, are undergoing the praxis of ESL in societal participation, participatory pedagogies, and political participation from educators and educators (Williamson, 2019). By digging into the motivating factors to be proficient in linguistics and journalistic elements, the present study will prove to be a cornerstone. In fact, undeniably non-English countries like Pakistan have been significantly active in using ESL as compared to other countries to enhance the competencies of “21st century academic and professional standards” (Voogt, 2012) in J and CS.

Throwback to Breakthrough: News media has always been the primary source of information about any kind of catastrophe, both edges of depicting and persuading people’s perceptions (Langmia, 2009). And coverage of difference, at one end to gather and then dispersion on the other hand, focused to intervene through one common linguistic medium, without hurting the positive and negative valence of audiences. With great certainty, today information technology and social media have changed the character and reach of media; beyond informational, geographical, or operational limitations (Jaisingh, 2018). Statistically, in the past decades, there were over 70 countries in the world that gave a special status to English, based on the types of spread, its patterns of acquisition, and the role of English (Crystal, 2003). According to research by Kachru Y., 2008; Kachru, B. Y., 2006; and Kachru B. B., 1985; 1986; 2008 & 2011, three circles: inner circle countries (English as a national language), outer circle countries (English as an additional systematized language) and expanding circle countries (English; no official status, mandated for study as a foreign language). However described concentric or side-by-side circles are no longer applicable in today’s postmodern world as the increased human mobility across the globe (migration) has allowed speakers of different varieties of English to travel across the circles and to settle permanently in other circles (Sharifian, 2015).

ESL or A Bitter Pill: Engagement of Students in Contemporary University and Workforce Settings: In today’s communication settings, digital technology has interknitting in university teaching and learning. Through ESL-based learning
management systems, digital technology has become part of the contemporary university (Selwyn, 2015; 2016), which was not seen as part of the earlier generations within higher education (Martin, 2019). It will be consequential to observe that educational research moves from problem-posing to the problem-solving pendulum and that itself is a kind of education (Biesta, 2019). Currently, students’ and professionals’ proficiency in ESL, other languages they speak, and their linguistic backgrounds will employ various pragmatic strategies to negotiate and achieve mutual intelligibility in the field of journalism and communication studies (Williamson, 2019).

In the light of research, calculated behaviorism within the business of higher education is leading toward the broader spectrum of discursive forces that can be entertained by the framing of different research speculations to enter the next level of acclimatization (Spector, 2014). According to Kim (2017) during the past decade higher education in many Asian countries has shown astounded reformation with the result of the internationalization of education and its further subdivision into policies regarding ESL in classroom teaching and for other communication purposes. Further, it will play an important role to bring universities into international competition and to draw the attention of foreign students (Byun, 2011) to Pakistani university campuses.

Dyer (2020) has discussed that in contemporary scenarios leadership of learning is also flourishing due to cosmopolitanism that is motivating people around the world to be engaged in local, national, and international levels of education all the time with the emergence of the high use of ESL in sharing information. Especially through basic modes of globalization of higher education diversity of activities occurs in the form of “mutual curriculum development, EMI, e-learning, technical assistance in research and professional development along with academic joint collaborations and commercialized contracts in this context” (Díaz, 2019). Transfusions in contemporary ‘new normal’ fields of economics, science, technology, and politics along with the impact on cultural and higher education digitalization, specific policies and regulations from public and private sectors are needed to deal with new trends “with their innovative and creative ways and initiatives” (Altbach, 2004; Fortner, 2014). Furthermore, explicative six scales have also provided a futuristic approach in the replication of the current work. According to (Korthagen, 2005; Dovchin S. A., 2018; Adesope, 2019 and Ragozini, 2020) there are “six levels on which observation can occur in the form of mission, identity, beliefs, competencies, behavior, and environment that make it possible to determine what people can do in their futures”.

**RECOMMENDATIONS**

Perceptible justifications for the practice of ESL can be provided by comparing media growth with pro-English structures in Pakistan. Broadcast media departmental structures whether affiliated with universities, pro-governmental, or working in private capacities, ESL in terms of their expertise, preparedness, professionalism, prestige, and robustness are incompatible with the proliferating youth growth in Pakistan. For cultural considerations, we as humans always need a global language that “has an intrinsic and significant link; embedded in the conceptualizations, we use to interpret and organize our cultural experience” (Sharifian, 2009). But to touch the totality of the globe, through enhanced “regionalization resulted in globalization” (Rugman, 2008), every society can conclude its own new version of perfections. Unfortunately, impartiality has become a missing phenomenon to consider “English as a (global language) source to disperse local knowledge into a diversified global mass” (Kirkpatrick, 2009). To get talent having a talented background not comes under the gesture of success or development, especially in contemporary “populism, ‘post-truth’ politics, globalization, cosmopolitanism, non-territorial forms of cultural identities and the global internet” (Flew, 2019). To maintain ‘sustainability’ ESL is necessary, particularly for the “sustainable development (SD) in higher education institutions (HEIs), students and teachers need to reorient their education, research operations, and community outreach activities” (Puig, 2020).

According to Dryzek (2012) “individuals are generally socialized into discourses, rather than formally educated in them” and the languages we speak not only reflect or express our thoughts but also shape the behaviors and attitudes, we wish to express. In this way, institutional structures that belong to ESL’s formalization would profoundly shape, how we construct reality and make us as smart and sophisticated as we are. Transformation of conceptualization in the “ritual of reasoning and virtues of education” (Cuypers, 2011) is necessary to overcome the historical and politically reprehensible oddness of English paraphernalia. Inherited from colonial powers with the essence of Western patterns of practice, within the unstable democratic culture of the country generally and in the education field specifically should be reviewed to help out diversified generations. There should have a communication policy department with action research separately within public and private universities. To administer the official criteria of “linguistic approach publishing perennial assessment reports” (Kember, 2016) of journalism and communication studies students should be done by highlighting the professional and educational issues of media academia, and the workforce.

Group development leaders can prove to be the “best option to diminish the gap between institutional cultures and students’ performance levels” (Corritore, 2020). To overcome ambiguity and fearfulness to show a hundred percent creativity and appreciation is the very right choice. There should be some activist groups to enhance and motivate students to excel in the “journalistic-linguistic context” (Vazquez-Herrero, 2020). In Pakistan margins of language have been “full of state and interstate vernaculars along with Urdu media and journalism professions within the capacity of niche languages” (Ayres, 2009).
The contribution of Urdu especially its literary contributions on national and international levels have been undeniable but it is the part of twenty-first century’s “innovation ecosystems, global knowledge clusters, and entrepreneurial higher education” (Peris-Ortiz, 2017). The usage of ESL as a reference language to make students and professionals aware of different research work in the world, especially in media today. We should also emphasize on research culture of literalism to make students more seasoned in “translation and trans-languaging” (Dyer, 2020) capability, and only interest-induced culture and exhibition on proper grounds can do that delicately.

Most importantly there is a persistent need to make a clear picture of educational benefits and universities in students’ minds. In fact, without understanding the “universities’ role as societal drivers (entrepreneurial inventions), for a better future” (Bengtsen, 2018), one cannot grasp the concept of ‘development’ and ‘freedom’. As “The un-freedom links closely to the lack of public facilities, social care as the absence of epistemological programs, organized institutions for health care or educational facilities and the effective institutions to maintain local peace and order” (Sen, 2000).

LIMITATIONS
Selected public and private universities in numbers can be considered a limitation of the study which was not increased due to budgeting issues and time horizon. This study has taken the initiative to investigate its practice but specifically in journalism and communication studies discipline.

An appreciated research behavior among students also lacked due to fear of being exposed to ESL. Moreover, this study was bound to Lahore city with specific universities.

CREDIT AUTHOR STATEMENT

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