

Corpus-Based Analysis of Career Services Language in the UK and Pakistani University Websites

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Abstract

This study investigates the language of career services webpages in the top seven UK and the top seven PK (Pakistani) QS-ranked universities. Career services webpages of universities address career-related issues of students and serve as a remedy to the social problem of unemployment. These platforms train their students according to the requirements of employers by strengthening them with employability skills. Therefore, this research aims to highlight the notion of ‘career’ and ‘job’ in career services webpages of the UK and PK universities. The methodology used is corpus-based critical discourse analysis and the data is analyzed with Antconc 3.5.8 version. The sample size consisting of 353473 words of PK corpus and 323234 words of UK corpus is selected by using the judgmental sampling technique and the corpus is built by using Sketch Engine. The results show the inclination of PK universities towards the ‘academic career’ of their students because whenever they talk about the career and jobs of students, they show their concern about not having third division or D grade in their academic career to get a degree. This preference of PK universities is promoting rot culture of defining capabilities of students through their degrees that needs to be addressed. Whereas, UK universities show their concern about the skills and employability of their students by providing them knowledgeable and conceptual tasks to get an ideal job. The analysis concludes that the language of both UK and PK universities put emphasis on career development and employability skills, but their approach seems to be different in making their graduates employable. The findings of this research can be beneficial in creating awareness among students and academicians regarding the outcomes of language that is used by university websites and its influence on their professional choices.

Keywords: Career, Job, Career services Webpages, Antconc 3.5.8, Corpus-based study, Critical discourse analysis

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This research work aims to investigate the performance of Higher Education Institutions (HEIs) in providing career opportunities to their graduates. There are counter-arguments that the objectives of HEIs vary from country to country (Karran et al., 2017). According to Watt (2016), students in UK universities focus on the enhancement and development of their employability skills to compete in the job market. These universities aim to prepare their students for the market by collaborating with different organizations and businesses to assure clear understanding of employers' demands (Thompson & Bekhradnia, 2011). However, Bilal and Khan (2012) have argued that Pakistani HEIs have a weak collaboration with business organizations and industries due to which students are not provided with enough career opportunities. The employers highlight their concerns that students lack soft skills such as critical thinking, written communication, and leadership skills (Abbasi & Sarwat, 2014). Therefore, this study aims to reveal the prosodies behind 'career' and 'job' in the UK and PK universities by analyzing the language of their career services webpages.

The main purpose of choosing the top 7 QS-ranked UK universities to draw this comparison was to create a benchmark for the top 7 QS-ranked PK universities. According to Huang (2012), QS stands for Quacquarelli Symonds (QS) World University Rankings that collaborates with Times Higher Education (THE). Every year, the top 500 universities are registered in the QS ranking based on their research excellence, teaching, graduate employability, and international outlook. UK universities are placed among the top 50 universities in the QS ranking due to their excellent performance. On the contrary, three PK universities are placed among the top 500 and four PK universities are placed among the top 1000 in the QS-ranking list. Although the purpose of universities in both settings is to provide education, the universities of UK are top-ranked as compared of Pakistan and their performance is linked to career services platforms. These platforms foster the success of students by constituting a strategy that tailors to the requirements of professional students and graduates by helping them to explore their abilities and to prepare them for their non-academic and academic jobs so they can easily switch from study life to professional life (Lehker & Furlong, 2006). Hence, the researchers have aimed to investigate career services webpages of Pakistani and UK universities to find out loopholes due to which PK universities are lagging in providing employability and research excellence to their graduates. Another purpose of this research is to provide problem-solving suggestions to PK universities to improve their QS ranking like UK universities.

Due to tough competition between private and public sector universities in Pakistan, the universities adopt market-oriented strategies. They use catchy language on their websites regarding knowledge, facilities, campus life, quality of education, and the environment; these market-oriented strategies have a great impact on students who need success in their practical life by getting an ideal job that meets their requirements (Shahnaz & Qadir, 2019). Fairclough et al. (1989) stated language as a form of social behaviour that is located in a social context as it is used to shape relationships between people and the world. It plays an apt role in making decisions and shaping thoughts. Therefore, the main focus of study in this article is the language of career services in Pakistani and UK university websites. The researchers have aimed to analyze how language is used to portray the notion of 'career' and 'job' of graduate students in both settings, and to identify which country is lagging in providing these services. Therefore, this study

theoretically contributes to characterizing the scope of career services provided by UK and PK universities to their graduates by analyzing the language of their websites. According to Watts (1999), career services webpages of UK universities are more concerned about the employability skills and career guidance of their students as compared to PK universities, where institutions are lacking uniformity in their career services portal. The practical implication of this study is to urge all PK universities to create career services platforms for their students as well as to improve their services.

Literature Review

After Fairclough's (1993) study on the marketization of universities in Britain, several researchers studied the marketing discourse of Higher Education Institutions by analyzing the language of their websites and webpages. Some researchers studied a single institution, while others did a comparative study. Many corpus-based studies are conducted worldwide and, more specifically, studying languages of 'career services' on UK university websites (Fotiadou, 2020). The present study analyzes the language of 'career services' in Pakistani context. These languages are compared with the language of UK University websites to get an insight into the low point of PK universities. Fotiadou (2020) monitored the "career services" webpages of UK university websites and explored the concept of employability and the job-seeking reality of graduate students. Corpus-based critical discourse analysis along with Antconc software was used for the investigation of data (2.6 million words) obtained from the websites of 58 universities. The analysis revealed that the language of these web pages supports the idea of neoliberalism and employability is just tagged as a pseudo-solution to eradicate unemployment and fierce competition in the job market of graduates. However, the researcher has very aptly studied and highlighted the issues in the language of these websites but employability can never be a pseudo-solution – as if a person has skills, then he can never be jobless.

Another study was conducted by Srivastava (2019) to examine the marketing power of private and public sector universities in India. The study revealed that the statements of these institutions about their recognition, ranking, and infrastructure are a crystal-clear hint of post-modernism. Although the language of these statements revealed the marketing power of universities, but the impact of these materialistic statements on the future of students while getting jobs is not discussed in the paper. The trend of studying university websites became so popular that researchers also compared and contrasted the diversity statements from US and UK research universities by using corpus-based techniques. The Oxford Wordsmith Tools (Scott 1996) package was used to get frequent words, concordances, and collocations. The examination of word frequency of diversity statements suggested that they are made up of lexical items that are semantically ambiguous and overshadow the overall meaning of statements (O'Mara & Morrish, 2010). This research could be much refined by discussing the outcome of these ambiguous statements on upcoming students and their careers. Svendsen and Svendsen (2018) scrutinized the notion of 'Student life' on the Higher Education websites of Danish and analyzed their marketization. Fairclough's CDA model was used for the critical examination of marketization by assembling a single-case study of 'Student life' pages taken from Copenhagen University (CU) – the biggest university in Denmark. The results showed that these intensive and routine pages of social life soften the in-demand aspects of university students and positively evaluate student life. However, the pages of visions and objectives of the university need to target further to get a reflection of students' future.

Although the marketization of university discourse has been studied from various angles, there is no comparative study on the language of career services in Pakistani and UK universities. So, this article concentrates on a comparison of Pakistani and UK university websites to check out how they used the language of their career services webpages in terms of providing career opportunities to graduate students to train them against tough competition in the job market. The Higher Education Institutions in Pakistan and UK promote and advertise their ability to guide and help their students in becoming competent and employable during their time at university. Therefore, the focus of this article is to describe the representation of ‘career’ and ‘job’ in Pakistani and UK universities by investigating the discourse of ‘career services’ webpages. Moreover, the examination of linguistic choices and their consequences on the perception of students and job-market interpretation is important as it can create awareness and can highlight the issue of job-seeking criteria that needs to be addressed to for social change.

Research Questions

1. How does the language of the UK and PK universities represent the notion of ‘career’ and ‘job’ in the graduate job market?
2. What are the similarities and differences in the language of UK and Pakistani career services webpages?

Methodology

To get a complete insight, the researchers took a corpus of QS-ranked UK and PK university webpages. According to Huang (2012), QS stands for Quacquarelli Symonds (QS) World University Rankings that collaborates with Times Higher Education (THE). Every year, the top 500 universities are registered in the QS ranking based on their research excellence, teaching, graduate employability, and international outlook. Therefore, the corpus (consisting of seven Pakistani and seven UK universities) is built by using Sketch Engine. According to Kilgarriff et al. (2014), Sketch Engine is a corpus tool that provides many ready-to-use corpora as well as offers its users to upload, install and build their corpus. The sample is collected through the judgmental/purposive sampling technique. In this type of sampling, the researchers select their population based on their knowledge or professional judgement (Yadav et al., 2019). Hence, the data is collected by focusing on career services webpages that were named a bit different in Pakistani webpages e.g., Career Planning and Development, Student Services, Career Opportunities, etc. The websites of two PK universities (**PK4&PK6**) do not have any tab of career services cells; therefore, the data was taken from their QEC (Quality Enhancement Cell) and webpages of missions and objectives. Quality enhancement cell is the core of enhancing the quality of learning, education, and teaching developed by HEC at Higher Education Institutions (Ali et al., 2018). Table 1 shows the list of seven UK and & seven PK universities with the number of words collected from each webpage. The names of universities are kept anonymous and are coded (**PK1- PK7**) in the case of PK universities and (**UK1-UK7**) in the case of UK universities.

Table 1*Corpus design of PK and UK universities*

PK universities	Word tokens	UK universities	Word tokens
PK1	48705	UK1	48730
PK2	47871	UK2	58819
PK3	14872	UK3	58678
PK4	5799	UK4	59966
PK5	158235	UK5	34799
PK6	148478	UK6	37016
PK7	4090	UK7	25226

The main purpose of all these web pages was to inform about their contribution towards making their students skillful and employable. As there is plenty of information on most websites including the main web pages of (About us, Undergraduates, Postgraduates, Events, Student Fairs, Jobs, Employability, Career opportunities, Career services), the researchers just took these main category webpages by excluding all the hyperlinks, internal and external links, videos, images, and PDFs. The plain text files of both Universities in the UK and Pakistan are compiled separately. The purpose of choosing these main webpages was to maintain uniformity in the data to make a representative or balanced corpus (Biber, 1993).

Table 2*Sample size*

Sample size	Tokens	Types
UK universities	323234	9880
PK universities	353473	22026

The corpus of PK universities consists of 353473-word tokens and 22026-word types. Contrarily, the corpus of UK universities consists of 323234-word tokens and 9880-word types. The language of both corpora is analyzed by using theoretical framework of , which is a corpus-based CDA methodology consisting of four steps: e.g. identification, interpretation, explanation, and evaluation (McEnery & Baker, 2015, pp. 6-10). To illuminate the concept of career services, the researchers targeted related lexical items, e.g. job and career. After that, they interpreted those lexical items by following the guidelines of (McEnery & Baker, 2015, pp. 12-20). The interpretation becomes more qualitative according to context with very less focus on machines. So to interpret the keywords, the concordance list is used to explore and examine the surrounding context of those keywords. After interpretation, the findings are situated in a social framework and then finally the consequences and usage of language are evaluated further (McEnery & Baker, 2015). The corpus tool Antconc (Version 3.5.8) by Laurence Anthony (2019) was used to get collocations, n-grams, and concordances. Baker (2010) states that while working on larger corpora, it becomes difficult to examine thousands of concordances as it is a time taking process. However, collocates help to situate the main idea by precisely explaining the lexical relationships.

Data analysis: Representation of ‘career’

A career represents professional life or occupation that needs training to get progress in the future (Elchardus & Smits, 2008). Stambulova et al. (2021) stated that a career gives interpretation and understanding of present time that ultimately plays the role to construct a better future. To analyze the representation of ‘career’, target searches are conducted on this lexical item. This word is used 195 times by PK university webpages and 662 times by UK university webpages. The researchers chose this word to understand its portrayal in the corpus by checking the modification of the noun ‘career’ with the help of n-grams on its left and right side. So, Table 3 is showing the most frequent lexical items on the right side of the word ‘career’ on UK university webpages.

Table 3

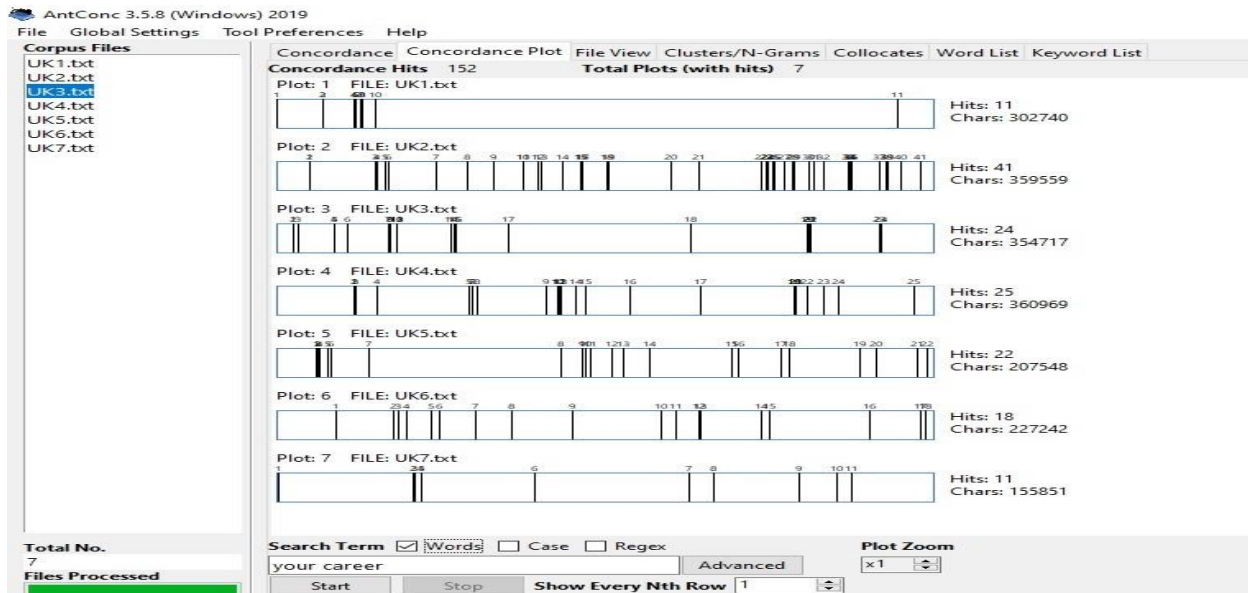
n-grams on right side

2-grams of career	Frequency	Range
Your career	143	7
A career	46	7
The career	28	7
Their career	25	6
Future career	17	7

Here the column of Range is added to keep a record of the number of universities that used the targeted phrases. In Table 3, the adjective ‘Your’ is modifying the word ‘career’. Here ‘Your’ is preceding ‘career’ and gives a very clear meaning by pointing out the career of students, their needs, and their aspirations. Ibarra (2004, p. 27) introduced a linkage between career and self-assessment plans and implemented a model encapsulating knowledge of career counselling. The “self-assessment” is about the identification of your skills, interests, values, and personality; after making a clear picture of the professional choices, one can easily start one’s career. The Range in the last column of Table 3 shows that this phrase is used by the websites of all seven UK universities. These phrases are further sorted out by getting concordance lines on the right side (2R,3R) that reveal the phrase ‘your career’, describing the most concerning matter of career services: e.g. your career and employability (Freq:2), your career choice (Freq:4), your career decision (Freq:3), your career development (Freq:1), your career goals (Freq:3).

From concordances and the number of hits in figure 1, it becomes clear that the focus of UK universities is to prepare their students to get a better career. They stressed on employability of students in the context of their choices, decisions, goals, and career development:

1. We are here to build your success on **your career** and employability journey... **UK3**
2. How to identify and assess your values and recognize their importance in **your career** choice...**UK5**
3. Voluntary work can support your skill development as well as helping you to explore your values and motivations, all of which are valuable to reflect in **your career** development...**UK2**

Figure 1*Number of Hits*

In the concordance lines, the very first thing that is stressed to gain a bright future and strengthened knowledge is skill development and employability. The universities are doing utmost efforts to help their students building a successful career and harness productive employment by presenting three notions: discover yourself, focus on your goal, and take an action. Working in a team or working under close supervision are examples of other reinforcement conditions that might need consideration in career preparation (Barnett & Bradley, 2007). The universities are also helping students to explore their career ideas and develop professional skills by practically applying the knowledge that they gained from their studies. Moreover, there are many online tools, networks, and co-curricular programs including job-shadowing and summer internships that are offered specifically to provide support to under-represented students of the university. The students not only gain experience by availing these internships, but also get academic credit to assure that UK universities own the responsibility of career development of their students. These institutes guide their students to get skills and work experience by working voluntarily despite being a bookworm, because skills are considered much more important than a degree which is just a piece of paper (Tomlinson, 2008). To further illuminate this idea, 2-grams on the left side of the noun ‘career’ is investigated in Table 4.

The n-grams in Table 4 are further revealing the aim of career services to provide career ideas and options to work in the working world. These services are further highlighted with the help of following concordance lines:

1. Whether you are in the discovery, focus, or action phase of your **career planning** and employability development... workshops are regularly delivered by our team... **UK3**
2. We provide specialist resources, advice, and events for international students to help with **career planning** and making the most of their time while studying... **UK6**
3. Education that prepares you for employment... **career development** opportunities throughout your degree... **UK6**

Table 4*2-grams on the left side of the noun 'career'*

2-grams	Frequency	Range
Career planning	44	7
Career development	29	5
Career options	28	7
Career journey	22	6
Career ideas	18	5

The noun phrase career planning is used by all seven universities along with other clusters e.g., career development, career options, career journey, career ideas, etc. All these clusters represent the self-propelled movement of students to achieve their aims and goals by opting best career for themselves. Doyle (2020) defined career planning as a procedure involving a series of steps to determine and clarify the long-term and short-term goals of individuals. These steps include self-assessment, selection of courses related to career options, selecting a career path, and concentrating on the main goal. Hence all the five clusters in Table 4 are summarized in these four steps. The noun phrase career journey can also be implemented on this definition of career development. It shows that students are the ultimate actors (2020) and they need to continue their struggle by following a path that leads towards their bright future. The examples below are further explaining the concern of universities about the Career development of students.

1. **Career Set CV checker** for advice on initial CVs and CVs tailored for specific jobs...**UK6**
2. Book an appointment with one of our **career consultants**...use our guide to writing a CV...**UK5**
3. Again, take a look at our web pages on CV guidance...**UK4**

The above concordances reveal that UK universities are excellent in training their students to face actual challenges while getting a job. The graduates are offered job opportunities during their study that add an extra star to their CV. (Gallagher & Wodlinger Jackson, 2010) stated a CV as a chronicle or record of training, experience, and skills. This document keeps on changing with time by continuously adding new experiences to it. This word is used 264 times by all UK universities in terms of improving and boosting it for better feedback. Now it's time to investigate the same lexical item in the Pakistani framework. The n-grams (2R) of the noun 'career' are examined in Table 5 and the clusters with greater frequencies are chosen to study concordance lines of these clusters.

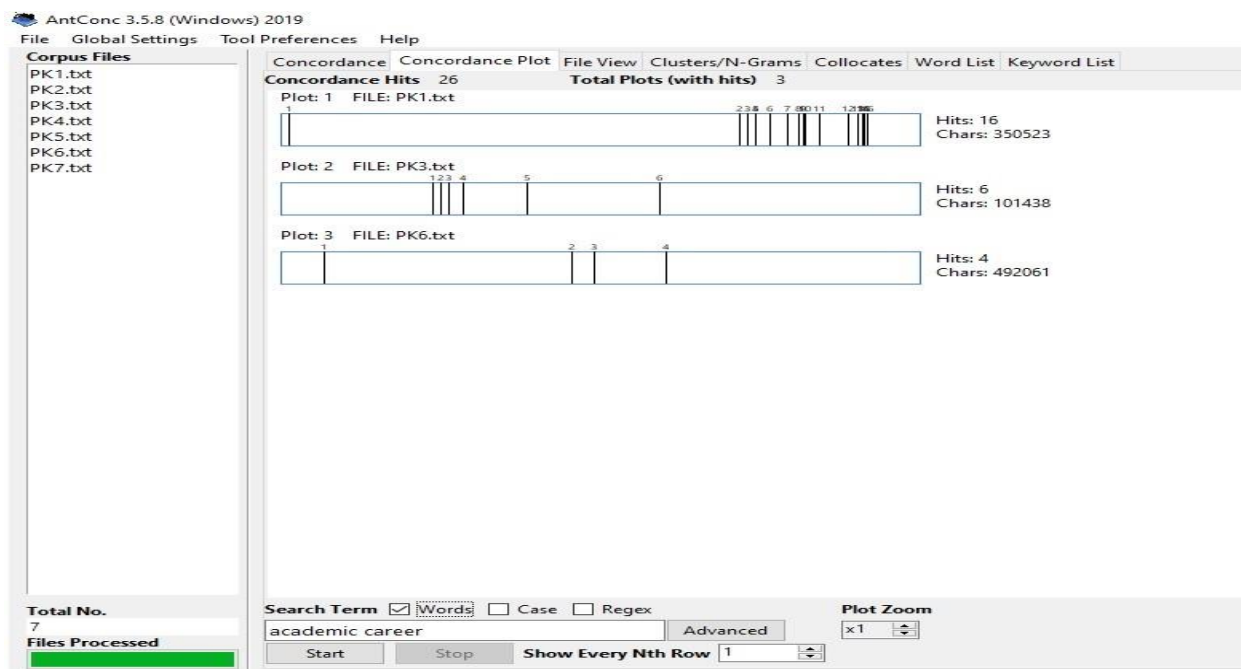
Table 5*2-grams on the right side of the noun 'career'*

2-grams	Frequency	Range
academic career	26	3
of career	13	4
the career	10	3
and career	9	3

It is inferred from these concordances that the cluster academic career is frequently used by three PK universities **PK1, PK3, PK6**. According to Baxter et al. (1998, p. 23), academic career is about strategies, career practicalities, and opportunities for those who want to achieve something through their academic life. The term “academic” can be related to a journey that starts from school to college and ends at the university level. This cluster is used in two senses: **PK1** has used this n-gram to provide support for the better academic career of their graduates in achieving their career goals through their Career Development Center, whereas **PK3 and PK6** have used it in terms of grades, eligibility, and criteria of job selection (Fig 2).

Figure 2

Number of Hits



1. First class master's degree or equivalent degree awarded after 18 years of education...no third division in **academic career...PK3**
2. The main objective of the programme is to provide students with a balanced breadth and depth of knowledge...to begin their **professional career...PK6**

The usage of the most frequent cluster and the greater number of hits of ‘academic career’ has shown the inclination of PK universities towards grades and marks of students. These universities are giving a clear consensus that students must not have third division or D grades in their academic career if they want to get a job or admission to any institute. It seems that this eligibility criterion has affected many students, as they run after grades and marks by focusing more on cramming and less on knowledge. The cluster ‘academic career’ is also used nine times by four UK universities but they emphasize skill development, further studies, research excellence and getting higher degrees to get jobs. The concordance lines of UK universities ensure the

availability of Global Academy Jobs (UK4, UK5) with greater emphasis on developing skills for an academic career. Therefore, it can be interpreted from concordances that UK universities also talk about degrees of students but they guide their students to get skills with very less focus on grades and marks. Tomlinson (2008) stated the declining role of academic credentials due to tough competition in the labor market. Although a degree matters a lot, it is not enough to gain a job and students have to add extra value to their degree by gaining employability skills according to the requirement of employers. According to Times (2018), the Pakistani education system has promoted rote learning in students due to a lack of standardization in the examination system. Therefore, many students pay less focus to knowledge, skills, and employability. Hence, there is a need to improve this notion by giving less importance to grades and marks. In Table 3 and Table 4, each university has the same voice and a clear goal regarding students' careers. Therefore, If the n-grams of noun career are investigated on the left side, then this representation of 'career' can be better understood in PK universities.

Table 6

2-grams of noun 'career' on the left side

2-grams	Frequency	Range
Career development	26	2
Career counselling	14	4
Career services	11	2
Career prospects	10	1
Career opportunities	7	3

1. **The career development** centre mission is to become a hub between students of university and organizations for well-judged career decisions.... market-oriented skills which enhance their creativity...PK1
2. Thousands of our graduates have applied for various jobs through **career counselling** and placement centre...PK5

In these concordance lines, the universities are assuring their efforts to polish the knowledge of their students and provide them with skills relevant to the job market. All the n-grams in Table 6 (e.g., career development, career counselling, career services, career prospects, and career opportunities, etc.) are just highlighting the same perspectives of career building and a path that leads to a successful world of work. The language used by UK and PK university websites for providing career opportunities to graduates is coherent with the International graduate outcomes survey (2018), where 90% of international students in the UK are satisfied with their learning experience and the support provided by universities. On the contrary, in Pakistan, the employers were asked about the quality of education of graduates who approached them for jobs. The survey revealed that 78% of employers were dissatisfied with the quality education of graduates. After analyzing the language of Pakistani and UK universities, by conducting target searches and then putting an eye on the practical implementation of these universities, it can be interpreted that there is a contradiction between the deeds and words of PK universities. They are lacking something due to which a bulk number of employers are dissatisfied with university graduates as compared to graduates in the UK. To analyze the "Job opportunities" of graduates, target searches are conducted on the lexical item 'Job' with its 2-grams on left side in the UK and Pakistani settings.

Table 7*Representation of 'Job'*

PK universities			UK universities		
2-grams on left	Frequency	Range	2-grams on left	Frequency	Range
Job satisfaction	31	1	Job market	29	6
Job market	13	4	Job or	27	6
Job opportunities	6	2	Job hunting	26	6
Job and	5	3	Job description	22	6
Job performance	5	1	Job search	20	6

The noun 'job' is used 628 times by UK universities as compared to PK universities where it is used 101 times. The purpose of this word is to inform about employment (job search, job hunting) or vacancies (job opportunities, job market). The cluster of the word 'job market' is used 13 times by PK universities and 31 times by UK universities that shows its common use in the UK university websites. Its collocates are further investigated due to its greater range in the corpora of both universities. Table 7 shows frequencies and statistics of collocates. The emphasis on 'job' (628 times) by all UK universities indicates that they are also focusing on providing job opportunities and skills to their students. Table 8 further illuminates the efforts of UK universities in providing job opportunities to their graduates by elucidating the performance of their career guidance platforms.

Table 8*Career guidance platforms of the UK Universities*

UK Universities	platforms	Function
UK1	'Career Planning Tools' webpage, Interview guide	To provide career options, interview skills, interpersonal skills, communication skills, digital skills, etc.
UK2	imperial plexus platform, shortlist. me platform	To guide about job opportunities, interviews, CV, employer demands, etc.
UK3	Career Connect, Interview stream	To inform about career fairs, job opportunities, etc.
UK4	Career Connect, Case-study interview	Prepare for Interviews, jobs, career events, etc.
UK5	My Career Hub, Interview 360	preparing for jobs, interviews, gaining skills, etc.
UK6	Careers Link, interview Advice e-guides	To give career opportunities interview training, CV writing, etc.
UK7	Career Library, Career Essentials platform	To assist in career issues, CV preparation, to conduct mock-up interviews, etc.

UK universities have sub-divisions in their career services portals, which help students access the service they need from the concerned platform. Since this study is about career and job issues of graduates, therefore it is important to highlight the contribution of career guidance platforms in making graduates employable to stand in job market.

The struggle of the UK career guidance platforms dragged our focus towards importance of employability and skills. Employability is more than developing experience, skills, and attributes. It is a key to get a bright career and desired job with more stress on ability and less on employment (Hillage & Pollard, 1998). However, the development of skills and personal attributes could help graduates in achieving employment according to their professions (Yorke, 2006). Hillage and Pollard (1998) suggested four main features of employability: they are deployment (the degree to which people know about what they have and how they decide to utilize it), skills of the searching job, skills of career administration, and the degree to which they are versatile to job market openings and advancements. This investigation highlights that PK universities are also concerned about providing skills but they are reluctant to stress this point on their websites as compared to UK universities. Furthermore, if job representation by PK universities is analyzed, this fact cannot be denied that they also own platforms for the career guidance of their graduates; however, universities need to synchronize their efforts by reflecting this on their websites.

Table 9*Career guidance platforms of PK universities*

PK Universities	Platforms	Function
PK1	Career Development Center	to enhance soft skills, professional knowledge, etc.
PK2	off Campus Corporate Exposure Programme	To give job opportunities, skills, career training, etc.
PK3	Spark Careers	To give awareness about jobs and career issues
PK4	QEC	To handle education and career issues
PK5	career counselling and placement centre	To guide on employment opportunities
PK6	Career Counseling platform for bioinformatics students	To inform about jobs, career fairs, etc.
PK7	financial aid and career services FA&CS platform	To provide career skills.

Table 9 has shown career guidance platforms for graduates to provide them career opportunities. Out of seven universities, PK4 is relying on QEC that deals with general reforms in the education system. Hence, it seems that if all PK universities establish a separate platform that only deals with job opportunities, career guidance, interview training, and other career-related issues, then the outcome will be more fruitful with more graduates excelling in the job market. This initiative can also reduce the traffic of students on a single platform. Moreover, it could be helpful for students to avail these services for their bright future. They also need a unified system of using the same market comparative language to make their students employable, as is used on the websites of UK universities.

Conclusion

The representation of the notion of ‘career’ and ‘job’ in the UK and PK university webpages is investigated by finding their 2-grams on the left and right sides in both corpora. The usage of most frequent clusters such as *academic career*, *and career*, *career prospects*, *career services* by PK universities has shown their inclination towards the ‘academic career’ of their

students. Whenever they talk about the career of students, they show their concern about no third division or D grade in their academic career to get a degree. At the same time, the n-grams used by UK universities e.g., *your career*, *career planning*, *career development*, *career options*, *career ideas*, etc. represent 'career' in addressing career choices and career decision-making of their students. The analysis also reveals that both Pakistani and UK universities use the clusters of *job market*, *job hunting*, *job satisfaction*, *job search*, and *job performance* to stress the notion of 'job', which is highly competitive and superior due to the continuously growing job market competition. Hence, both university groupings seem to have the same vision of providing career development and employability skills to their students but their approach is quite different due to different interpretation of their concordance lines. The findings of this research are expected to be beneficial in creating awareness among students and academicians regarding the outcomes of language that is used by university websites and its influence on their professional choices. This research study is limited to seven UK and seven PK universities. Future researchers can further explore other layers of HEIs by increasing their population and sample size. They can also analyze the language used by different organizations, companies, and academic staff that are playing role in career services processes. Moreover, there can be more interesting research if the discourse of students or graduates looking for work is investigated further.

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