Marketization of Higher Education in Pakistan: A Critical Analysis of Pakistani Print Media Discourse

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Abstract

This paper critically analyzes the marketization of higher education in Pakistan through its discursive practices in advertisements. Due to the socio-economic changes, educational institutes treat students as 'clients,' courses as 'product' and admission as 'access' rather than 'selection' that is evident in the discursive practices of universities. They use promotional language that persuades prospective students for admission. This research is qualitative that relies on the theoretical framework of critical discourse analysis. The analysis is drawn by applying Fairclough (1993)'s three-dimensional framework that helps to interpret advertisements on three levels; discourse practice, text, and social practice. Four advertisements of well reputed Pakistani educational institutes were selected. The linguistic features were analyzed concerning discursive and social practice for this study. It was observed that owing to the marketization of society; the language use is also changed as both are in a dialectical relationship.

Keywords: *Critical Discourse Analysis, marketization, higher education, discursive practice, social practice, text, advertisements, promotional, persuade, socio-economic change*

1. Introduction

This paper critically analyzes the advertisements that educational institutions use for the promotion and marketization of higher education. Critical Discourse Analysis is an emerging discipline in the field of linguistics that studies the social use of language. CDA studies the relationship between language and society. CDA helps to describe the effect of language in the society and the impact of society on language. This study focused on how the language of higher education has been changed due to the socio-economic changes in the society throughout the world and how discourse has become market-oriented.

1.1 Background of the study

Owing to the global shift in the economy, societies have been restructured and are more market-oriented (Wernick, 1991; Featherstone, 1991). This global shift in marketization of societies has changed the traditional conventions in societies. This change can be better understood regarding discursive practices where marketization and promotion are accomplished through communicative practices where language (discourse) is used for 'selling' goods, ideas, organizations, people or services (Wernick, 1991). These discursive practices are interpreted in critical discourse analysis (CDA) that studies the social use of language and sees it as a social practice. According to Austin (1962), viewing the use of language as a social practice means that it is a "mode of action" which is "socially and historically situated," in a dialectical relationship with other social facets like social *context*. Different researches that have been conducted to critically analyze the system of educational institutions show that there has been a global change in the managerial structure that is based on privatization and

marketization and this shift is manifested through discourse practices. Fairclough (1993) studied the marketization of universities from a CDA perspective; he says that discourse of universities shows that universities present courses as a 'products' which they aim to 'sell' to the 'consumers/clients' that are students.

1.2 Rationale of the study

The current study focuses on discourse practices of contemporary advertisements that are more market-oriented rather than information-based and tend to attract potential candidates. These promotional elements can be detected under critical discourse analysis. The (mis)guidance of advertisements can be observed from various points of views.

1.3 Significance of the study

This research is significant as it describes how institutions marketize education that is evident in their discourse practices. These market-based elements evident in the advertisement are because of changing socio-economic factors throughout the world that has changed the social life as well as discourse orders of educational institutions. This topic is also important because the discourse practices have been changed in higher education. Now there is a need to produce talented, skillful, competent and self-aware students to meet the market needs to engage students in the technology-based world. This perception pressurizes institutions to change the discursive practices like the relationship between the institute and the students, students and teachers, teaching methodologies and teaching materials (courses/product). In the

contemporary era, Pakistani institutions are also in the race to attract potential candidates by using promotional discourse.

1.4 Aims of the study

The basic aim of the study is to identify the promotional features of the contemporary discourse of higher education and to analyze the discourse of advertisements that persuade prospective students.

1.5 Research Questions

This study revolves around the following questions:

1. Why do institutes use appealing statements and visuals in advertisements?
2. How do the educational institutes use different linguistic features for publicity in advertisements?
3. How do the educational institutes attract potential students by the uses of personal pronouns?

1.6 Delimitations of the study

It is limited to the identification of promotional language that is used to attract potential client in the educational advertisement.

2. Literature Review

The global shift in the socio-economic system after post-modernism has changed the ways of advertising, and the notion that advertisement is not appropriate for education is shattered. Now institutes promote their name through print and electronic media (Kwong, 2000). They treat students as

'*clients,*' courses as '*product*' and admission opportunities as '*access*' rather than 'selection' (Mok, 1999). Advertisements in print/electronic media, brochures, pamphlets and prospectuses are modern tools that help in promoting the institute. Fairclough in 1993 studied the marketization of higher education by analyzing the language used in recruitment advertisement and prospectuses. He argues that this market-based discourse is because of two reasons. Firstly, there is a pressure on academics to treat students as a client because the need of the modern technological society requires new qualities and skills from the institutes to create professionals. Secondly, there is a need to raise funds to financially support and organize the departments that accord with the market style of operation. These financially autonomous departments need these funds for appraisal of staff and introducing new learner-centered approaches to inculcate skills among students (clients).

Modern advertisements not only use text for promotion but also use visual that appeals prospective students. The form and function of discourse in advertisements have been changed after post-modernism (Williams, 1981). Foucault (1979) studied how the form and function of power vary in pre-modern and post-modern discourse in societies. Fairclough's critical discourse analysis of the advertisements is drawn on the social theory of Foucault who emphasized that ideology has a great role in maintaining power relationship in society. Habermas (1984) analyzed the discourse from a different perspective. He is of the view that discourse is historically constituted and owing to the change in economic system the strategies for communication have been changed and have become more instrumental. Fairclough (1993) identified three interconnected developments in discursive practices as a result of social change.

Fairclough studied other scholars and interpreted their point of view and described alternative terms that he had devised for those discourse and social practices. 1. Giddens (1991) says that the structure of "*contemporary society is post-traditional*" that Fairclough (1993) describes as 'conversationalization' of modern society. In modern society, the conventional role for certain jobs based on the rights and duties has been shattered. The conventional authoritative role/relationship of boss and submissive role of the employee has been changed. Now self-identity is more important than to meet the demands of the advertised post like for teacher, doctor engineer. 2. The second feature of the contemporary society that Gidden (1991) describes as '*Reflexity*' or '*expert system,*' in which he says due to social changes and production of professionals (experts), the self-identity is reflexed in the role or position based on conventional practices. This phenomenon is described as 'technologization of discourse' by Farilclough (1993), the implication of new discursive practices by the organization on its members. 3. The third feature that Wernick (1991) and Featherstone (1991) describe as the culture of modern society '*promotional*' or '*consumer*' culture due to the change in the society that has become market and industry based. This social change is evident in discourse practice. There is a major change in the discourse of advertisement what Lash (1990) explains as 'mode of signification,' the association between sign, signified and signifier. There has been a change from the use of text to the use of visuals in the advertisements.

Through advertisements, institutions present their identity and ideology. They also portray prestige or the standing in international university ranking

(McCaig, 2015). Some advertisements are inclusive, and some exclude the addressee candidates. In this way, they develop an authoritative relationship between students and the institutions, while some develop a friendly relationship by using hegemonic discourse. Some institutes use first person and second person pronouns (I, we, our, you, your) that make the readers to personalize the information and take an interest in the admission. Universities use such linguistic features from a marketing point of view. They use such language that includes the management team, teaching staff, students and student's parents (Bano & Shakir, 2015). The use of first-person pronouns (I, we, our) develops familiarity between the readers and the institute while second person pronouns (you, your) addresses the readers directly to create responsiveness (Bano & Shakir, 2015). Discourse is also used to show superiority where two institutes compete, in this way institutes promote prestige (McCaig, 2015). There are also some political and financial agendas behind the marketization of discourse (Mulderrig, 2012).

In the past, researches were conducted on different types of advertisement tools like prospectuses, online prospectuses and About Us section, upon electronic and print media advertisements about marketization of higher education. Fairclough (1993, & 1995) studied marketization of higher education by applying social theories and critical discourse analysis. Peppiatt (2007) analyzed university prospectuses as promotional work. Askehave (2007) also studied marketization of education discourse from CDA view. Khan and Qureshi (2010) analyzed prospectuses as a marketing discourse. Osman (2008) worked on genre analysis of advertisements. Bhatia (2002) studied intercultural differences

in genre recognition in brochures. Hui (2009) worked on the comparative analysis of Hong Kong and United Kingdom universities' prospectuses that had changed with time. He analyzed that personal pronouns are used in prospectuses for promotional purposes. McCaig in 2015 studied the institutional policy documents and found that English higher education is more market-based. Sanigar in 2013 conducted corpus-based analysis of universities discourse that uses websites for self-promotion. Teo in 2007 conducted a comparative analysis of two universities from Singapore.

3. Research Methodology

This chapter describes the methodologies used to collect and interpret the data. It briefly describes the Fairclough's (1993) three-dimensional framework that helps to analyze the promotional discourse of universities.

3.1 Research Type

This research is qualitative. It tends to explore the social problem of marketization of higher education. This research aims to identify the linguistic features of discursive practices that universities use to promote and publicize their institute. The researcher identified the issue of marketization in university discourse and analyzed it by applying Fairclough (1993)'three-dimensional framework.

3.2 Research Design

This study is cross-sectional as it analyzed the discourse of university advertisements that was published in the same year (March & April 2017). The

researcher analyzed the discursive practices at the same time and had not analyzed any change in discourse over the period.

3.3 Sample Size and Sampling Technique

For this research, critical purposive and convenient sampling technique was used to collect the data. The discourse of those university advertisements was analyzed in which the element of marketization was observed. Four admission advertisements by LUMS, NCA, FAST-NU, and ICMA were selected for critical discourse analysis.

3.4 Theoretical Framework

This research will apply Fairclough (1993)'s three-dimensional framework to critically analyze the advertisements. According to Fairclough, language is a social phenomenon, and social phenomenon possesses linguistic elements. He says that language and society are in a dialectical relationship; language shapes the society and language is also shaped by the society. In critical discourse analysis language is viewed as a discourse that constitutes both written and spoken text. Fairclough uses three terms discourse, text and social practice. He says the text is a product that is produced by the users who have some knowledge of the language, and association of the meanings with linguistic terms (lexical items), values and beliefs attached to it. He describes discourse as a social process of production and interpretation of the text by cognitive knowledge. This discourse is linked with social practices; each society has a certain way and rules to use language. Through language social phenomenon like ideology, power, politics, economics, religion, and culture are portrayed.

By saying language as a discourse and social practice, Fairclough analyzes language on three dimensions; text, interaction, and context. The text has some relationship with the speaker and the listener/ reader and writer. The user will produce the text by relying on his/her cognitive knowledge, and the interpreter will extract the meaning by relying on his/her cognitive knowledge. This cognitive knowledge, as Fairclough called, is 'member's resource' that people have in their mind while producing or interpreting the text. He further analyzes the relationship between three things in three stages; description, interpretation, and explanation. **The description** is the identification of linguistic items and formal features of language (text). **Interpretation** stage finds the relationship between the text and interlocutors. By interpretation, he also analyzed the process of communication. In **Explanation** stage, the link between the interaction and context is analyzed. For the first stage text is analyzed by applying linguistic knowledge especially by Halliday (1985)'s Systemic Functional Grammar approach who analyzed language on the three basis; mode, modality, and tenor. Interpretation and explanation are carried out by relying on the background knowledge of society and its social practices.

Halliday's model focuses on the communicative function of text by looking at linguistic choice, style and grammar and its connection with the society and culture. According to Halliday language has a system and a function and he called these functions as 'metafunction' that are similar to register analysis. **The register** is not used in its usual sense as formal/informal, but in the more complicated way in SFL/SFG focusing on linguistic choices. It includes three elements: **Field**; what the text is about (say theme or topic), **Tenor**; the

relationship of participants, and **Mode**; a form of communication. These elements of the register are associated with a strand of meaning or **'Discourse Semantics'** in the text that is also known as 'metafunctions' by Halliday. These three strands include following metafunctions; **Ideational:** representation of event or world (subject-specific terminology, nominalization and voice, etc.), **Interpersonal**: social relationship (use of pronouns and modality), and **Textual**: coherence in the text (lexical cohesion, collocations, references, anaphora/cataphora, ellipsis and thematic pattern). These meanings are formed by the choices of grammar, lexis, and syntax (**Lexicogrammar**) made by the text producer. Analysis of lexicogrammatical patterns of modality, transitivity and thematic structure and cohesion reveals how the meaning is constructed in the text.

For the visual interpretation layout, a framework used by Osman (2008) is also kept in view. He used a model by which he identified some obligational and some optional moves in universities' prospectuses that is also applicable for the analysis of advertisements. According to him, some functions are obligational like the name of the university, academic programs offered by the institute, its funding, contact addresses, etc. In an optional move, he keeps the logo and the motto of the institute, vision statement, entry procedure, and requirements, duration of the course and fee structure, etc.

4. Analysis and Discussion

In this chapter selected advertisements are critically analyzed by using Fairclough's 3D model. The discourse is interpreted on three levels; text, interaction, and context.

4.1 Discursive Practice

Some universities used visuals along with text for publicity. The first advertisement is of a reputed university named LUMS (Lahore University of Management Sciences) which has applied the publicity features of discourse and has, therefore, used the promotional genre of advertisement. This advertisement was published in the middle of the page and has covered one-third of the page. In the background, sunset is visible behind the minaret on the bank of possibly the ocean. On the upper left corner, the logo followed by the abbreviations of the university name is given in purple colour, all capital letters, in the bold and large font. Under this name, an appealing statement is given with each word capitalized as "Create Your Own Future" in black colour that is the motto of the university. In the center, another line is given with each word capitalized as "lightning your way to leadership." On the left side, the degree name in which admissions are open is written in capitalized and bold 'MBA' form. Under that, the standing of the institute in top rankings is mentioned amongst the South Asian and then amongst the top world business institutes. Under that, another appealing line is written as "now even more experiential." After that, the deadline for application submission is mentioned along with time. Then the availability of scholarship is mentioned followed by the university website. No other information like from where to take application form and where to submit is considered important. Might be, keeping in view the current trend of online submission of application, the only website is mentioned. Moreover, if students have to view the further information they have to visit their website. There is footer where the links of social media

accounts of the university are mentioned like Facebook, Twitter, LinkedIn, YouTube, university's mail and Instagram.

The second advertisement is of ICMA Pakistan (Institute of Cost & Management Accountants of Pakistan) has used a mixed genre of advertisement. It used the traditional genre of advertisement as first giving the institute's name then information about the admission process. However, before giving information about its programme, it used some appealing statements and pictures of its three alumni who are currently working in reputed firms. The logo and the institute's name are written on the upper left corner of the advertisement which is published in black and white format. There are pictures of three old students with their point of view about the institute and the heading says "A Word from Meritorious Students…." There is a line as "join globally recognized qualification of **CMA**," then another as "Pathway to CEO/CFO…". In this advertisement information about the commencement of classes requirement for admission and number of courses to be covered in the offered subjects are mentioned. At the end of the advertisement information about its campuses is provided and in the footer, the website and social media contacts are mentioned.

In the third advertisement regarding NCA (National College of Arts) the logo is given in the upper left corner. There is no visual, no motto or tagline that shows this institute followed the traditional genre of advertisement. After the name of the institute in bold and large font information about courses, their timing, duration and the aspects that will be covered in the program are mentioned. The deadline for application is mentioned in bold and before the end of the advertisement after which information regarding application submission (WH

answers) is given. In the end, it is mentioned that this advertisement is from the principle of the college and only website URL and email id is provided, unlike other institutes that provide their social media contact.

The fourth advertisement is FAST-NU (the National University of Computer and Emerging Sciences) that used the mixed genre of advertisement. This institute used the traditional order and sequence, but it used visuals and had a catchy tagline. On the upper left side of the advertisement FAST in particular style is written and on the upper right side, the logo is given and in the upper middle name is written. This advertisement is about admission notice, and it has visuals in which students in a group are seated in front of computers and are shown as they are engaged in a discussion in a lively environment. FAST is famous for computer studies that are also evident in the name of the university and by showing students engaged with a computer might be they want to show that this institute is good at computer. There is a catchy tagline as "RESHAPING your DESTINY." Reshaping and destiny are written without a gap, and a line is drawn upward where "your" in style but short letters is written. The names of the programs offered are mentioned, then for further information readers are devised to visit the website. The number of alumni and campuses information and scholarships offered are mentioned for graduate and post-graduate level. Unlike LUMS no social contact information is mentioned which is a strong competitor in the field of private engineering universities. It is observed that only LUMS floated the traditional advertisement process as it mentioned the institutes' name on the upper left corner with its logo, but the name was written in abbreviation and no need was felt to describe the abbreviation. Moreover, the

font of the name was large but not as large as to cover the whole upper are of the ad, whereas other institutes like FAST, NCA and ICMA covered the upper portion of the advertisement. They followed the traditional order; institute's name then admission detail.

4.2 Text

Universities use discourse to attract and persuade students. Universities are constructing their identities, portraying their ideology and developing relations with the readers/students/clients to compete with the pressure of globalization in the modern era. To construct identity, the universities make use of appealing statements that are as follows:

LUMS
- Create your own future
- Lightning your way to leadership
- Now even more experiential

ICMA
- Join globally recognized qualification of **CMA**
- Pathway to CEO/CFO…

NCA
No particular tagline is observed in the ad, but there is a heading that says "NCA SKILL DEVELOPMENT PROGRAMME."

Fast-NU
- RESHAPING your DESTINY

For textual analysis, the researcher relied on Halliday (1985)'s Systemic Functional Grammar that is based on mode, modality, and transitivity. The sentences like 'create your own future,' 'lightning your way to future,' 'join globally recognized qualification of CMA' and 'reshaping your destiny' are imperative **(mode).** In these catchy taglines, it is observed that institutes LUMS and FAST have used pronouns 'your' (your future, your way, and your destiny) that give it a conversational and affable look. It develops a relationship and solidarity between the readers (the unknown addressee) who can be prospective and potential students and their parents. As the identity of the addressee is unknown, so the institutes use pronouns implicitly for promotional purposes, whereas ICMA and NCA did not use pronouns that show a relationship between the addressee and the institute. In the statements, one by LUMS and other by FAST two words are used to give credit to the university like 'lightning' and 'reshaping' respectively. By LUMS the first tagline communicates directly with the prospective students and makes them think students are talented enough that they can create their own career and future. They just need a platform that is LUMS that can identify their aptitude and talent can nourish their skills and can produce a market-ready product that they can sell to reputed business companies. While the second tagline gives the credit to LUMS which is lightning their way towards leadership. They want to convince students LUMS is the best institute that can make them powerful, leading personality and independent one who can make his own way of living in this and other societies (abroad). FAST, on the other hand, claims that they are reshaping the destiny of their students. In another sentence, they claimed that they had produced professional who are creating jobs opportunities for others. By

'destiny' they mean career, they claim that they not only produce professionals but also provide opportunities to reshape their career life.

There is the use of **modality** (use of modal verbs; should be, can be) in NCA advertisement. For example, 'Forms can be submitted at the admission office or by registered post/TCS,' is a passive sentence that shows flexibility by the use of 'can be,' that makes it optional for the students to submit the form by any prescribed method. This clause involves the participation of the students, foregrounding the activity of the prospective student. In another sentence 'the submission of the form should be accompanied by with a pay order/bank draft…,' is a passive sentence makes it obligational for the students to submit the form to make payment and the receipt must be attached with the form. In the sentence 'Admissions will be on open merit basis,' the obligational meanings are backgrounded by the use of 'will be'.

'Merit and Need-based scholarships available' is a passive statement without auxiliary that can be rephrased as 'merit and need-based scholarships are available, no agent is mentioned that who will receive that scholarship, whereas the process is material. Obviously the needy students will avail that scholarships they are not mentioned. This statement also shows that there is a condition to avail that scholarship and that is merit and need. Moreover, it can also be said that as this university is a private one that receives high charges for programs, the administration assumed that most of the students belong to upper class there are fewer chances of needy students. It can be said that university has not mentioned the receivers because they backgrounded those students in their discourse intentionally, so such students do not get hurt.

'ICMAP offers up to 100% financial assistance under various schemes to financially deserving students.' In this sentence, 'ICMAP' is an actor, and the goal is 'up to 100%...students' whereas 'offers' is a material process. This sentence shows the traditional genre where the authoritative relationship is developed between the students and the administration. If there was the use of personal pronouns in this sentence its impact had been different. For example, if this statement would be like 'we offer 100% financial assistance to deserving students among you', then it might have been more informal, conversational and more effective.

One **logical connector** was observed in LUMS discourse, in the clause 'now even more experiential,' the word 'Now' shows that this practice is accomplished in nowadays in the university, and the word 'more' shows that the study was experience-based in LUMS but not it is more experiential.

By describing the salient feature of FAST, the institute used a sentence that is in passive form, but the auxiliary is deleted to make it as a pointer as 'programs accredited with the relevant regularity authorities', only the process is mentioned as 'accredited', the agent is not mentioned like who made this practice. Passive sentences are usually used to background the agent might be to avoid redundancy or to make the agency and causality unclear. In the sentence 'hundreds of entrepreneurial giants among alumni creating jobs for thousands of young professional' is an active voice sentence that lacks auxiliary. In this sentence, the agent, process and the indirect object (the receiver) is mentioned. This active voice pattern is intentionally used to highlight and foreground the activities and achievements of the (agent) alumni of the institute,

and the (receiver) young professionals are also mentioned to assure the students that by studying in this institute they will be able to create their career. This sentence is formal and does not use pronouns that show that it aims to develop the identity of its consumers (alumni). One element of nominalization was also observed in this sentence 'hundreds of entrepreneurial giants among alumni', a compound word that describes the agent and highlights its talent intentionally to make the message clear and to indicate who caused what and to whom. In the previous example, agent was not mentioned intentionally to make it unclear that who manages and devises the syllabus of the offered courses.

4.3 Social Practice

The marketization of higher education that is observed in advertisements is a part of wider social practice. It is also relevant that these advertisements are published in a revolutionary period that is market-based, technology-oriented and where the demand for technical professional and people from management are in demand to promote business. For example, LUMS is a leading university in Pakistan for business education. Other programs are also offered like engineering, natural and social sciences, but its management program and business program are more famous. It is among the top-ranked universities in South Asia and all over the world. The advertisement mentions it as 'amongst top 8 in South Asia' and 'amongst top 300 business schools in the world'. It has initiated different scholarship-based exchange programs to exchange the talent in the world. It has different resources of funds, and its fee charges are not affordable by a low-income person. That is evident in its advertisement where it says merit and need-based scholarships are available. It shows that there are

some organizations that sponsor the university and the needy students. No narrative paragraph was used to explain the features of the institute, but the taglines make it evident that this institute is portraying its identity by using lines as 'lightning your way to leadership.' This university has strong links with other business companies and it a modern university where new methods are used for learning purposes like seminars, workshops, and conferences that provide opportunities to its students to develop relationships with business companies. In this way, institute brightens their future and provides them the opportunities to start their career. Moreover, the internship programs enable its students to get experience that is the demand of every job in Pakistan. They have mentioned it in their tagline as 'now even more experiential.' The logo and the name in upper left corner show that university did not highlight its name because they assumed that it is a well-known and well-reputed institute in Pakistan.

The other famous university is FAST-NU in the field of computer and emerging sciences. It names were written in bold and large fonts in the upper middle of the advertisement that shows it followed the traditional order of advertisement. In the ad a group of students engaged with a computer is visible. Owing to the global need for the technological revolution this university has important status in Pakistan. It has different branches in Pakistan. A few years ago when computer technology was introduced in Pakistan, the students from FAST were selected in a large number. It is mentioned in the advertisement that more than13000 alumni are working for the country. This university also has sponsors, and it provides financial assistance to the needy students. In its advertisement, it is mentioned that this university receives a donation of 40

million rupees from its donors. It is providing funds to more than 2000 students, and in 2015 it provided the aid of 60 million rupees.

NCA is a government institute that is famous for arts and designing courses. It also conducts diplomas on skill development like architecture, photography, designing, filmography, arts and crafts and other skill-based programs. This ad depicts a traditional genre of the advertisement; first the institute's name, then information about courses and application submission procedure. It is a public institute; it has not tried to portray its identity, unlike other competitor institutes. Might be because it gets aids from government and has no pressure from the donors to produce the talent that can be introduced in the market. It has produced talented actors and artists, but in Pakistan, the fashion industry is not developed as much as in other countries. So its addressees are all the eligible readers who intend to get certificates. It has not attracted the prospective students and maintains an authoritative behavior of the institute towards its readers and follows a formal relationship between the readers and the institute.

ICMA that offers programs regarding accounting is attracting prospective students by claiming that by joining their institute, students will be a part of a globally recognized institute that will help them to become CEO/CFO in national and international firms. The experience of three alumni is shared here who are working in big cities of Pakistan and one in UAE. Globalization provokes students to shift to a rich country where there are greater opportunities to create a career or to earn life. By saying that they provide 100% scholarships, they are attracting the financially poor but talented students that can lighten the name of the institute. By removing the condition of result card,

they allow the students are waiting for the results. In this way, they have widened their audience. However, they had maintained the authoritative hold over students when they used nominal case 'students' that if replaced with the pronoun 'you' could have a different impression on the readers. It seems they tried to adopt modern genre of promotional advertisement but somehow could not follow it completely and thus followed mixed discourse.

5. Conclusion

With the socio-economic change, the language in the higher education is also changed, its discourse practices are for promotional purposes. A critical discourse analysis helps to identify and interpret those linguistic features that publicize the institute. It tends to use linguistic theories along with other social, psychological theories that help to interpret the underlying social practices and the meanings attached to the text that is used to communicate. Nowadays universities communicate differently; they avoid authoritative relationship and treat students as clients. They use technical language to attract potential candidates. They use catchy taglines and visuals according to the new genre of promotional advertisements. This research has identified how institutes highlight the things that sponsors and students want and background other features where they have to hide the causality. They persuade their clients that they will reshape them according to the demands of the market.

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Appendix 1

Appendix 2

Appendix 3

NATIONAL COLLEGE OF ARTS
CABINET DIVISION – GOVERNMENT OF PAKISTAN
ADMISSION NOTICE

NCA SKILL DEVELOPMENT PROGRAMME

DIPLOMA & CERTIFICATE COURSES

POST GRADUATE CENTER FOR MULTIMEDIA ARTS HELP DESK EXT:153, 127

❉ **GAME DESIGN** — 6 Months
Timing: Friday, 3 pm. Saturday & Sunday, 11 am

❉ **MULTIMEDIA ARTS** (Design, Animation, Video) — 6 Months

❉ **3D ANIMATION & MOTION GRAPHICS** — 6 Months
Timing: 2:30 pm to 6:30 pm. Monday to Thursday

DEPARTMENT OF FILM & TELEVISION HELP DESK EXT:167, 169

❉ **DIGITAL FILM PRODUCTION FICTION** — 6 Months
(Short Film, Music Video, TVC)

❉ **DIGITAL FILM PRODUCTION NON-FICTION** — 6 Months
(News Reports/Packages, Documentary)

❉ **ACTING** — 6 Months
Timing: Friday, 3 pm. Saturday & Sunday, 11 am

DEPARTMENT OF VISUAL COMMUNICATION DESIGN HELP DESK EXT:146

❉ **DIGITAL PHOTOGRAPHY/DIGITAL IMAGING** — 6 Months
Timing: 2:30 pm to 6:30 pm. Monday to Thursday

DEPARTMENT OF ARCHITECTURE HELP DESK EXT:185

❉ **AUTOCAD+3D MAX (Certificate)** — 6 Months
Timing: Thursday, Friday 3pm. Saturday 11 am

LAST DATE FOR SUBMISSION OF FORMS
31st March, 2017

Forms can be submitted at the admission office or by Registered Post / TCS, along with attested copies of the documents as given in the forms. The submission of form should be accompanied with a Pay Order / Bank Draft of Rs. 795/- as Examination Fee in favor of "Principal National College of Arts". (Bank Cheques or Money Orders are not acceptable).

ELIGIBILITY: Intermediate with minimum 2nd division or any equivalent qualification, (Equivalence certificate required from IBCC for educational qualifications other than intermediate).

APPLICATION FORM: Application forms can be downloaded from www.nca.edu.pk

ADMISSION CRITERIA: Admissions will be on open merit basis. An aptitude test will be followed by an interview.

FOR FURTHER INFORMATION PLEASE CONTACT: Web: www.nca.edu.pk, Email: info@nca.edu.pk

Principal
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Appendix 4