DIALOGUE SOCIAL SCIENCE REVIEW

Revolutionizing Language Education: Insights from ESP and ESL Programs in Pakistan

Anayat ullah
Department of English, Government Islamia Graduate College Chiniot. Email: anayatullah739@gmail.com

Shaista Hussan
Department of Linguistics and Language Studies, University of Sargodha, Pakistan. Email: shaista.hassan@uos.edu.pk

Tabinda Khawer Warraich
Government College for Women Sargodha. Email: tabindakhawer5@gmail.com

Sana Nawaz
Department of Linguistics and Language Studies, University of Sargodha. Email: sana.nawaz@uos.edu.pk

Abstract
This paper investigates the purposes of English as a Second Language (ESL) for non-native speakers, emphasizing its role as a global medium of communication. English is widely taught to facilitate interaction across borders due to its global significance in Pakistan. ESL holds a vital position in various socio-economic contexts, contributing to personal, professional, and cultural development. Furthermore, English for Specific Purposes (ESP) is explored as a specialized domain focusing on the use of English in professional fields such as medicine, commerce, trade, and international relations, including foreign deals and investments in Pakistan. For this purpose, the study applies Hutchinson and Waters's English for Specific Purposes (1987) and Vygotsky's Theory of Sociocultural Cognitive Development (1978) as a methodological framework to focus on the key factors influencing the acquisition of English as a second language in different socio-economic contexts. It also highlights how ESP enhance professional competence among learners in Pakistan. The problem lies in the insufficient understanding of how ESL and ESP address the diverse needs of learners in professional and socio-economic settings in Pakistan, resulting in gaps in teaching strategies and learner outcomes. This research is significant because it bridges the gap between theoretical knowledge and practical applications of ESL and ESP, providing insights into effective teaching practices for both teachers and learners in Pakistan. The findings contribute to a deeper understanding of how English language acquisition supports professional development and global communication, ultimately equipping learners with skills essential for success in an interconnected world.
Keywords: English as a Second Language (ESL), English for Specific Purposes (ESP), Language Acquisition

Introduction

Language for Specific Purposes (LSP) is a sub-discipline of Applied Linguistics in which we learn English for Specific Purposes. The term Language for Specific Purposes (LSP) was first introduced by British Organization Selmous in 1972. It includes teaching and learning English as a second or foreign language that we can use to achieve our goals. English Language is an international language and used for communication. The importance of English is spreading all over the world day by day. Language for Specific Purposes (LSP) is the most active branch of Applied Linguistics at the end of World War II. Its role includes English as an Academic Language that teaches grammar, vocabulary, pronunciation and four modes of communication viz listening, reading, speaking, and writing (Jordan, 2002).

 Learning for Occupational Purposes, General Business Purposes, Science and Technology etc. English for specified purposes (ESP) and the associate discipline of English for academic purposes (EAP) have become increasingly relevant in recent years, owing to the global spread of English. English for business, medical, community access, tourist, and academic purposes are the examples of ESP (Paltridge, 2009). Therefore, the purpose of this research is to investigate why do learner need to learn English for? What kind of texts they need? What's the role of Teacher in learning Language? What's the role of Students, their difficulties and benefits in learning English Language? And the benefits of English Language for Specific Purposes.

The ESP teaching approach is known to be learner-centered, with a focus on learning language from a broad perspective that encompasses all language skills and cultural aspects of the English-speaking community, whereas the General English approach is language-centered, with a focus on learning language from a broad perspective that encompasses all language skills and cultural aspects of the English-speaking community (Sukhachova & Voskoboinyk, 2019).

Language is a system for communicating thoughts and feelings through signs and symbols. The information is encoded and decoded using these signs and symbols. The world is home to a diverse range of languages. A baby's mother tongue is the first language he or she learns. It is the language that he or she has been exposed to since birth (Ahumaraeze et al., 2024) .

 The term "second language" refers to any language that has been learnt or acquired. The term second language acquisition (SLA) has two connotations. It is a term used to describe learning a second language in a broad meaning. It is the name of the theory that describes the process through which we learn a second language.This is primarily a subconscious process that occurs when we are concentrating on conversation. It's similar to second language learning, which discusses how formal language education aids us in acquiring a language through more conscious processes (Hoque, 2017).

The most significant distinction is between the adult learners and their goals for learning English inludes the knowledge of English to communicate a set of professional abilities and accomplish certain job-related duties are typically ESP students. As a result, an ESP programme is based on an assessment of the aims and needs, as well as the functions for which English is necessary (Jumaily, 2011).

ESP focuses less on teaching grammar and linguistic structures and more on

language in context. It includes topics such as accounting and computer science, as well as tourism and business management. The ESP main point is that English is not taught as a separate topic from the students' real world (or wishes), but rather as part of a subject matter area that is meaningful to them (Sekhar & Chakravorty, 2017).

ESL and ESP, on the other hand, differ not only in the character of the learner, but also in the purpose of instruction. In fact, although in ESL all four language skills are equally focused, in ESP a needs analysis determines which language abilities are most needed by the students, and the syllabus is tailored appropriately. For example, an ESP programme might stress the development of reading abilities in students preparing for graduate studies in business administration, or it might encourage the development of speaking skills in students studying English to become tour guides (Rackeviciene et al., 2019).

ESP, in reality, integrates subject matter with English language instruction. Students can apply what they learn in English lessons to their main field of study, whether it's accounting, business management, economics, computer science, or tourism, which is a highly inspiring combination. The ability to apply what they have learned in terms of terminology and structures in a meaningful situation reinforces what they have learned and boosts their drive (Rackeviciene et al., 2019).

Students' strengths in their academic disciplines boost their capacity to learn English as a result. Subject-matter expertise provides individuals with the context they need to comprehend classroom English. Students in the ESP programme are taught how to articulate subject area material in English. The teacher can take use of the pupils' prior knowledge of the subject, allowing them to acquire English more quickly (Bui, 2022).

English for Speciofic Purposes in particular refers to the reason for teaching English. Students approach English study through a field that they are already familiar with and find interesting. This means they may apply what they learn in the ESP classroom to their work and academics immediately away. Because their passion in their field will inspire them to connect with speakers and texts, the ESP approach increases the relevance of what the students are learning and allows them to use the English they already know to acquire even more English (Hijuelos-Cruz et al., 2020).

Problem of the Study
The problem of the study lies in the insufficient understanding of how ESL and ESP address the diverse needs of learners in professional and socio-economic settings in Pakistan, resulting in gaps in teaching strategies and learner outcomes.

Significance of the Study
This research is significant because it bridges the gap between theoretical knowledge and practical applications of ESL and ESP, providing insights into effective teaching practices for both teachers and learners in Pakistan. The findings contribute to a deeper understanding of how English language acquisition supports professional development and global communication,

ultimately equipping learners with skills essential for success in an interconnected world.

Research Objectives

The objectives of the present study aim to

1. Ascertain the specific needs of students learning English for Specific Purposes (ESP) and English as a Second Language (ESL) in academic and professional contexts in Pakistan.
2. Assess the effectiveness of the current teaching methods and materials for ESP and ESL in Pakistan.
3. Look into how socioeconomic and cultural factors impact ESP and ESL instruction and learning in Pakistan.
4. Evaluate the potential benefits of online tools and platforms for ESL and ESP instruction.
5. Make recommendations for developing effective, learner-centered ESL and ESP programs that are tailored to professional and cultural requirements.

Research Questions

The present study seeks to answer the following research questions:

1. What are the specific needs, challenges, and socio-cultural factors influencing the teaching and learning of English as a Second Language (ESL) and English for Specific Purposes (ESP) in professional and academic contexts in Pakistan?
2. How can online tools and platforms be utilized to enhance the effectiveness of ESL and ESP programs, addressing learners' needs and improving teaching strategies in Pakistan?

Literature Review

Language research and training that focuses on the distinctive communicative needs and practices of various social groups is known as English for specific purposes (ESP).

According to Sterven (1977) ESP concerns the emergence of a number of activities, movements, and subjects that are carried out in English across the world (Coffey, 1987). It examines the purpose for which the student needs to learn English, such as for occupational or study purposes. ESP refers to teaching or studying English for a certain profession (such as law or medicine) or for business in general. Hutchinson and Waters (1992) emphasise ESP as an approach rather than a result, emphasising language learning rather than language use. ESP designed to meet the learner's specific needs, contended to specific disciplines or occupations, focused on language specific to those disciplines or occupations, and does not include General English courses (Guest, 2019).

One might expect the ESP community to have a clear understanding of what ESP means because it has had a long time to mature. Surprisingly, this does not appear to be the case on October (2024), on TESP-L e-mail discussion list, there was a heated dispute on whether English for Academic Purposes (EAP) could be considered part of ESP in general. There were also considerable discrepancies in how people viewed the meaning of ESP at the Japan Conference on ESP. Some people defined ESP as "the teaching of English for any purpose that may be

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 2 No. 3 (October) (2024)

identified." Others, on the other hand, were more specific, referring to it as the teaching of English in academic settings (Anthony, 2019).

Hyland (2000) provides an introduction to the developments in English for Specific Purposes as a multi-disciplinary approach, which is possibly the liveliest and inventive area of language teaching and study today. The author has taken on a difficult challenge in attempting to lay down what has grown into a massive body of knowledge and set of principles. The book succeeds in offering a fair and balanced view of the techniques and a slew of conflicting opinions, however a complete description of ESP in its current state It's more of a how-to manual than a theoretical dissertation, but It identifies the key issues of current significance and highlights several of the field's essential features providing a beneficial resource for students attending ESP classes and teachers interested in learning more regarding this.

ESP has exhibited a distinct theoretical perspective on language, learners, and learning, and issues through a long-standing commitment to linguistic analysis, contextual relevance, and pedagogical considerations community-specific communication events are replicated. A progression of the paradigm shift from Since its inception in the 1970s with communicative language learning, ESP has aided in the maturation and refinement of this concern.drawing on the theoretical viewpoints that have appeared to bring the most practical benefits.Cross-cultural concerns, social constructivism, and discourse have been the main topics.Based on these sources of information, pedagogical judgments can be made (Hambali, 2009).

Both English for Academic Purposes and English for Business Purposes distinguish between general and specific versions, with the former focusing on generic abilities or language that can be used to a variety of fields, professions, or purposes. While such courses are clearly available and may perhaps be in high demand, I'm not convinced if we should call them ESP. There is now enough evidence to show that the techniques in which different communities conduct tutorials, produce reports, evaluate essays are intensively different (Yao, 2020).

The literate activities as ESP practitioners attempt to identify and teach are embedded in a range of cognitive, social, and cultural contexts, with language and activities indexically linked to community members' specific goals and understandings. We Textbooks, memos, and oral presentations are clear examples of encompassing genres, and they are used frequently.as ubiquitous academic or professional skills, such as skimming, scanning, or composing letters However, it is only when We place these genres and activities in perspective by referring to specific pragmatic circumstances in which they no longer exist. As speech and as literate, displays of linguistic code or social behaviour take great meaning practices (Ulfiati et al., 2017).

Shing and Sim (2011) divides ESP into two main types. The primary type is English for Occupational/ Vocational/ Professional Purposes (EOP/ EVP/ EPP). When applied to doctors, as an example, this kind of ESP would mean specialization in things like conversations between doctors and patients. The second style of ESP identifies is English for Academic Purposes (EAP). This addresses the requirements of scholars so they'll deal with the stress of their branch of knowledge studies. He subdivides EAP into English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP).

The previous is about skills that are relevant to any of all students no matter their specializations, like paraphrasing, summarizing, and note-taking. The later has relevancy to the needs of scholars of a specific specialization, like vocabulary of medication for medical students (Mahraj, 2019).

This study found that a dual conceptualization of second language speaking anxiety as measured by the second language speaking anxiety scale was relevant to students studying English. The results indicate that the instrument is reliable and valid and thus provides researchers with a brand new instrument to live second language speaking. It might be interesting to use this with second language speakers of a lower linguistic level and also with students after they need started their university courses to research contextual influences on second language speaking anxiety. The study also provided support for the notion of stages of tension. This could be achieved by setting out of-class tasks utilizing the rich linguistic resources available to learners. For instance, students could join a neighborhood library and participate in local people activities in addition as participating within the university community. Finally, there is a need for empirical evidence concerning how effective anxiety reducing techniques are in second language learning classrooms (Zhang, 2013)

As mentioned previously, ESP is broadly defined as English that satisfies the requirements of a selected group of scholars. It's different from English for General Purposes (EGP), which focuses on West Germanic language abilities of students and its relevancy to "contexts where learners have'nt any easily recognizable reason to be told the language" (Islam, 2014, p. 68).

ESP may be a field of growing importance. It makes use of genre theory, critical theories, and corpus linguistics; however, there has always been as in depth relationship between research and practice. Pragmatic considerations dominate; however, issues related to critical thinking haven't been overlooked. ESP appears to be less dominated by the concerns of those who live and add English-speaking countries, and is therefore a more genuinely international subfield of English teaching. It's also true that, throughout its history, ESP has placed learners' needs at the centre of the curriculum, and has not deviated from its primary aim of opening up learning opportunities to help them achieve their goals of successful participation in their chosen specialized domains (Swales, 2020).

The primary goal of an ESP course is to attach students' developing understandings with a curriculum which will help them to participate successfully in their chosen academic or vocational community. To attain this aim, teachers draw on relevant research findings as well as their own knowledge and skill to pick syllabus content, methodologies, materials, assessment and evaluation. Analysis of learners' needs and therefore the requirements of stakeholders like funding agencies, employers, content experts, and professional or academic institutions are usually initial stages within the course development process. The ESP teacher is additionally obliged to think about the extent to which the planned course will emphasize common core content. Recent findings from analysis of language corpora about the fundamentally specific nature of all discourse and therefore the extent of the teacher's access to the knowledge of content experts also will influence the planned curriculum. Authenticity, comprehensibility, and relevance of content and methodology are particularly important considerations in ESP (Hayland, 2000).

Research Methodology

To investigate the acquisition of English as a Second Language (ESL) and English for Specific Purposes (ESP), this study uses an integrated framework that combines Vygotsky's Sociocultural Theory (1978) with Hutchinson and Waters' (1987) ESP framework. The needs-based approach is emphasized by Hutchinson and Waters' framework, which focuses on examining learners' objectives, the target contexts in which English will be used, and the creation of learning-centered instructional materials suited to particular professional contexts like trade, commerce, and medicine. This is enhanced by sociocultural theory, which emphasizes the importance of social interaction, cultural background, and scaffolding in language acquisition. Important ideas like mediation and the Zone of Proximal Development (ZPD) highlight how guided practice and group learning help language learners improve their language proficiency.

ESL and ESP teachers and students are the study's primary focus. The primary audience consists of professionals and students from various fields, such as trade, business, and medicine, who are actively learning or teaching English in Pakistan for specific purposes. The diverse socioeconomic and cultural backgrounds of these people might add to the richness of the data. Online resources have been used to collect data on participants' perceptions of the needs, challenges, and effectiveness of ESL/ESP. SurveyMonkey will be used for convenience. Focused group interviews will be conducted using platforms such as Zoom or Microsoft Teams to evaluate participants' proficiency and the suitability of current instructional materials, as well as to offer qualitative insights into teaching strategies and learners' experiences.

To better understand the particular needs and challenges faced by participants, the study employs a mixed-methods approach, combining quantitative and qualitative data responses from open-ended surveys. The sample will be gathered through purposeful sampling, with a focus on ESP or ESL program participants. Potential participants will be contacted through ESL/ESP forums, LinkedIn groups, and professional networks. The researcher also gets in touch with teachers and students taking ESP-focused courses at colleges or training centers, as well as professionals in the business, technology, and medical sectors who require English for employment. The participants will be required to complete questionnaires or participate in online interviews. To ensure ethical behavior, anonymity will be maintained and consent will be sought.

This integrated approach ensures a thorough understanding of the challenges and opportunities in teaching English as a Second Language and for Specific Purposes.

Limitations

The study may face challenge in online data collection due to physical interaction. The research is also limited in participation from certain socio-economic groups due to the constricted internet access and digital literacy in Pakistan. It might not present all cultural, professional, regional, and educational backgrounds due to the goal-directed sampling method. The self-reported data collected from the participants is based on their honesty which may lead to biasness.

Suggestions

For the teaching of relevant skills, ESP examines needs and blends motivation, subject matter, and content.

The Educator's Responsibility

A teacher with prior expertise teaching English as a Second Language (ESL) can take advantage of her previous language teaching experience. She should be aware of how her teaching abilities can be applied to the teaching of English for Specific Purposes. She'll also need to seek out content specialists for assistance in planning acceptable lessons in the subject area she's teaching. As an ESP instructor, you must take on a variety of responsibilities. You can be requested to plan courses, set learning objectives, create a good learning environment in the classroom, and assess students' progress.

Putting Courses Together

Setting learning goals and converting them into an educational programme with activity timing is required. One of your key responsibilities will be to pick, design, and organise course materials, as well as to encourage students' efforts and provide comments on their progress.

Setting Objectives and Goals

The teacherss set the learning environment in the classroom and set long-term and short-term goals for students to achieve. Your understanding of students' potential is crucial in creating a syllabus with realistic goals that considers students' concerns in the classroom.

Creating a Learning Atmosphere

The classroom atmosphere is created by your communication and mediation skills. Students learn a language when they have opportunities to communicate with other people who speak it. You may be the sole English speaker available to students as their teacher, and while your time with them is limited, you can structure good communication skills in the classroom. In order to do so, strive to listen carefully to what kids are saying and reflect your comprehension or misunderstanding back to them through your responses. Good language learners are also strong risk-takers, as they must make many mistakes in order to succeed; nevertheless, they are handicapped in ESP lessons because they are unable to utilise their native language.

Students' Evaluations

The instructor is a resource who assists students in identifying and solving language learning problems, determining the skills they need to focus on, and taking responsibility for making decisions about what and how they study. You will serve as a source of information for the students regarding their language learning progress.

The Student's Accountability

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 2 No. 3 (October) (2024)

What is the learner's role and what is the task that he or she must complete? The students come to the ESP session with a strong desire to learn, a thorough understanding of the subject matter, and well-developed adult learning skills. They are in charge of honing their English language skills to match their native-language abilities.

The Desire to Learn

When people have opportunity to study and work with language in a setting that they understand and find engaging, they learn languages. ESP, in this view, is a great tool for creating such chances. Students will learn English as they engage with things that are fascinating and relevant to them and that they can apply to their professional employment or further education. The more learners concentrate on the meaning of the language they hear or read, the more effective they are; the more they have to concentrate on linguistic input or isolated language structures, the less motivated they are to attend class.

In the subject-matter field, the ESP student is especially prone to focusing on meaning. English should not be presented in ESP as a subject to be learnt apart from real-world application, nor as a mechanical talent or habit to be developed. English, on the other hand, should be provided in authentic situations to familiarise learners with the specific ways in which the language is employed in functions that they will be required to execute in their fields of specialisation or occupations.

Subject-Content Expertise

The goals for which students in ESP classes will need to use English are commonly understood. They regard their English training as complimenting their schooling, which they have previously focused on a specialised sector. Students can find a meaningful context for the ESP classroom terminology and structures if they have knowledge of the topic area. As a result, learners can use what they already know about the subject to help them learn English.

Adults must work more than children to learn a new language, but their learning skills enable them to learn faster and more effectively. Learning English will be easier for them because of the skills they have previously established in their home languages. Although you will be dealing with pupils whose English will most likely be limited, the adult in the ESP classroom has enormous potential for language learning. Because language learning occurs organically throughout our lives, educated adults are constantly learning new language behaviours in their home languages. They are continually extending their vocabulary, gaining fluency in their disciplines, and adapting their language behaviour to new situations or responsibilities. These natural abilities can be used by ESP students.

Analysis

The analysis of this study will effectively address two research questions through specific needs, challenges, socio-cultural factors, and the role of online tools in improving ESL and ESP programs in Pakistan. In terms of the first research question, the data will reveal that students in English for Specific Purposes (ESP) programs, especially in areas such as business, medicine, and business, have language-specific needs.

These requirements focus primarily on the acquisition of specific vocabulary, communication skills, and technical terms that are essential to their professional development. For example, medical professionals may need skills in the medical field, while administrators need related knowledge in writing relevant reports, professional communication, and communication in English Unlike, the use of English more generally as a second language (ESL) learners have broader needs such as improving grammar, conversational skills, and basic literacy knowledge The challenges faced by students are multifaceted. Language learning in Pakistan is heavily influenced by socio-cultural factors, especially in rural areas Cultural resistance to English poses a serious challenge Students from lower socio-economic backgrounds often have limited access to high-quality educational resources and teachers maturely cope, which further hinders their development. In terms of challenges, the study will reveal that both ESL and ESP students face challenges in applying their language skills in professional settings due to a lack of immersion opportunities. Teachers also struggle with outdated or inadequate instructional materials that fail to meet student needs, especially in specialized areas. In addition, socioeconomic barriers and inadequate infrastructure often prevent students from accessing effective language learning, especially in rural areas where digital access and educational facilities are limited These barriers are exacerbated by economic and cultural factors Cannot be motivated. Regarding the second research question, the data analysis will highlight how online tools and platforms can improve the effectiveness of ESL and ESP programs in Pakistan. Online platforms such as Zoom, Microsoft Teams, and YouTube have proven useful in providing accessible, accessible learning opportunities, especially in remote locations. The study will show that digital tools allow for interactive content, such as virtual case studies, webinars, and industry-specific simulations, which are particularly valuable for ESP students These tools help bridge the gap between theoretical learning and practical applications in profit between world issues of language use. However, the study will also show that challenges associated with technology remain, particularly in terms of internet access, digital literacy, and technology infrastructure. Many students, especially in rural areas, do not have access to the internet and reliable devices, making it impossible for them to fully benefit from online learning. Additionally, although online learning offers flexibility, it often requires self-discipline and digital literacy which some students may lack. Online forums have been reported to improve communication and communication about learning strategies. Teachers can use digital resources such as quizzes, conferences, and real-time feedback to personalize learning and meet the individual needs of ESL and ESP students. However, the study would suggest that teacher training is critical for successful integration of online tools. Teachers need to know how to use these sessions effectively to enhance learning outcomes. Integrating online options could make learning more student-centered, allowing teachers to focus on specific professional areas and provide targeted support for language learners in areas such as medicine, business, and performance. The study will reveal that online learning tools can significantly enhance both ESL and ESP programs by making language learning more accessible, interactive, and tailored to students' professional needs. But to maximize their potential, improvements in access to technology, teacher training, and the development of more targeted digital

DIALOGUE SOCIAL SCIENCE REVIEW

Vol. 2 No. 3 (October) (2024)

content are needed. The study will provide insights that can be used to improve ESL and ESP programs in Pakistan by addressing the specific needs of students in Pakistan, removing socio-cultural barriers and effectively using online strategies though improve teaching and learning outcomes.

Conclusion
This research work provides a comprehensive insight into the comparative study of English for Specific Purposes (ESP) and English as a Second Language (ESL) programs in Pakistan, focusing on professionals and their specific needs, challenges, and sociocultural influences. The study used a methodological approach that combines Vygotsky's sociocultural theory with Hutchinson and Waters' ESP model to ensure that the factors affecting English language acquisition and use in a variety of professional tasks are explored in the right place. The findings suggest that the language needs of students in ESP programs, particularly in specialized fields such as medicine, business, and administration, are very specific, from industry-specific vocabulary to advanced communication skills required for business success. These needs contrast with those of general ESL learners, who place more emphasis on basic language skills such as grammar and conversational abilities. Despite the importance of the English language in the socio-economic development of Pakistan, various challenges such as lack of quality education, lack of resources, and social and cultural barriers exist especially in rural areas.

The main challenge identified by this study is the gap between formal education and English proficiency in professional settings. Although ESP students are eager to acquire language skills for specific professional goals, many struggle to put their skills to good use in real-world situations. The study also emphasizes the importance of addressing the instructional strategies currently in use, individually, to focus on student-centered instruction that meets the needs of ESL learners in general and ESP learners in particular. Research shows that ESL programs primarily focus on teaching language skills, such as grammar, vocabulary, and conversational skills, which are important for social integration and daily communication while ESP programs play tasks specialties such as medicine, commerce, trade and technology Requiring Specific Language Processing The Competency Survey showed that both ESL and ESP students in Pakistan face significant barriers, such as access to resources, outdated teaching methods, and a culture of resistance to English in some communities, especially in rural areas. Socioeconomic differences exacerbate these issues, as students from low-income backgrounds often have less access to quality education and digital tools, which hinders their language acquisition. A major challenge in ESL and ESP programming is the gap between theoretical instruction and practical application. While formal learning focuses on language skills, students often struggle to apply their skills in the workplace or in real-world settings due to independent learning experiences for lack of insertion or use.

The study highlights the positive impact of online tools and platforms such as Zoom, Microsoft Teams, and various Learning Management Systems (LMS) in addressing these challenges Digital tools offer greater accessibility to students, especially in remote locations, and interactive, self-directed instruction that can meet specific language needs Allows but internet connection, Challenges associated with digital literacy and technology infrastructure is still high, especially for students from disadvantaged backgrounds.

Finally, the study concludes that ESL and ESP programs in Pakistan can be greatly improved by adopting a more learner-centered approach that integrates modern technology and positions language learning as a condition for its consumption by meeting the professional, social, and cultural needs of students.

Prioritize teacher training, access to technology, and resources to ensure these programs adequately prepare students for global networking and career success.

By addressing the gaps identified in this study, such as the need for better teaching resources, targeted professional development, and improved access to digital tools, Pakistan can improve its English education, and make it more relevant and effective in a globalized world This study provides valuable insights for policymakers, educators and organizations seeking to make English language acquisition take off effective, provides the skills required for Pakistan's sustainable socio-economic development and integration in the global community.

References

Ahumaraeze, C. I., Dozie, P. C., & Madu, L. (2024, February 5). *LANGUAGE AND COMMUNICATION*.

Anthony, L. (2019). *English for Specific Purposes: What does it mean*. Laurenceanthony.net. https://www.laurenceanthony.net/abstracts/ESParticle.html

Bui, H. P. (2022). Students' and teachers' perceptions of effective ESP teaching. *Heliyon*, *8*(9), e10628. https://doi.org/10.1016/j.heliyon.2022.e10628

G. R., & Chakravorty, S. (2017). English for special or specific purposes (ESP): A study on teaching ESP courses. *ACADEMICIA: An International Multidisciplinary Research Journal*, *7*(4), 112. https://doi.org/10.5958/2249-7137.2017.00041.6

Guest. (2019). *English for Specific Purposes Hutchinson Tom Waters Alan - PDFCOFFEE.COM*. Pdfcoffee.com; PDFCOFFEE.COM. https://pdfcoffee.com/english-for-specific-purposes-hutchinson-tom-waters-alan-2-pdf-free.html

HijuHambali, M. (2009). Community Analysis in ESP (English for Specific Purposes) - Sriwijaya University Repository. *Unsri.ac.id*. http://repository.unsri.ac.id/24953/1/Cover_10.pdf

Helos-Cruz, I., Medina-Carballosa, E., & Pérez-Almaguer, R. (2020). English for Specific Purposes (ESP): A Theoretical Approach for Syllabus Design. *Luz*, *19*(4), 116–127. https://www.redalyc.org/journal/5891/589169024010/html/

Hyland, K. (2000). Developments in English for specific purposes: a multi-disciplinary approach; Tony Dudley-Evans and Maggie-Jo St John.

Vol. 2 No. 3 (October) (2024)

Cambridge, Cambridge University Press, 1998, 301 pp. *English for Specific Purposes*, *19*(3), 297–300. https://doi.org/10.1016/s0889-4906(99)00026-5

Jordan, R. R. (2002). The growth of EAP in Britain. *Journal of English for Academic Purposes*, *1*(1), 69–78. https://doi.org/10.1016/s1475-1585(02)00004-8

Jumaily, A. (2011). Suggesting a General ESP Model for Adult Learners. *International Journal of Applied Linguistics*, *37*(1), 22.

Lilik Ulfiati, Melati Melati, & Radiatan Mardiah. (2017). Literacy Skills among ESP Students. *The Tenth Conference on Applied Linguistics and the Second English Language Teaching and Technology Conference in Collaboration with the First International Conference on Language, Literature, Culture, and Education*, 224–228. https://doi.org/10.5220/0007164902240228

Mohsine Mahraj. (2019). *ESP Needs Analysis in Moroccan Higher Education: The Case of Computer Engineering Students*. *2*(1), 30–44.

Paltridge, B. (2009). English for Specific Purposes, vol. 28, 1. *English for Specific Purposes*, *28*(1), 1–3. https://doi.org/10.1016/j.esp.2008.12.002

Rackeviciene, S., Janulevičienė, V., & Mockiene, L. (2019). ENGLISH FOR SPECIFIC PURPOSES AND THE SECOND FOREIGN LANGUAGE: REACHING BEYOND LANGUAGE TRAINING IN BA PHILOLOGY STUDY PROGRAMME. *Journal of Teaching English for Specific and Academic Purposes*, 135. https://doi.org/10.22190/jtesap1902135r

Sekhar,Rackeviciene, S., Janulevičienė, V., & Mockiene, L. (2019). ENGLISH FOR SPECIFIC PURPOSES AND THE SECOND FOREIGN LANGUAGE: REACHING BEYOND LANGUAGE TRAINING IN BA PHILOLOGY STUDY PROGRAMME. *Journal of Teaching English for Specific and Academic Purposes*, 135. https://doi.org/10.22190/jtesap1902135r

Sukhachova, N., & Voskoboinyk, V. (2019). APPLICATION OF THE LEARNING COMMUNITIES APPROACH TO TEACHING ENGLISH FOR SPECIFIC PURPOSES. *Journal of Teaching English for Specific and Academic Purposes*, 283. https://doi.org/10.22190/jtesap1903283s

Swales, J. (2020). ESP serial publications before The ESP Journal/English for Specific Purposes: Recollections and reflections of an old-timer. *English for Specific Purposes*, *60*, 4–8. https://doi.org/10.1016/j.esp.2020.04.002

Yao, G. (2020). Specialised English: New Directions in ESP and EAP Research and Practice. *Language Value*, *12*(1), 148–153. https://doi.org/10.6035/languagev.2020.12.7

Zhang, L. J. (2013). Second language writing as and for second language learning. *Journal of Second Language Writing*, *22*(4), 446–447. https://doi.org/10.1016/j.jslw.2013.08.010