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AND LITERATURE**

ICAL ABSTRACT BOOK 2024

Edited By

Muhammad Abdullah

Awais Bin Wasi

Samina Nadeem

Hamed Hussain Shah

Compiled By

Nafeesa Sarwar

Maria Noreen

Designed By

Faseeha Noor Awan

Advisors



Mr. Hassan Muhammad Khan
Chancellor
Riphah International University



Dr. Anis Ahmad
Professor & Vice-chancellor
Riphah International University



Dr. Atiquzzafar Khan
Professor & Dean, FSSH
Riphah International University



Dr. Muhammad Shaban Rafi
Professor & HoD, DELL
Riphah International University



Dr. Samina Nadeem
Focal Person, DELL GGC
Riphah International University



Dr. Muhammad Abdullah
Focal Person
Riphah International University



Dr. Shamim Ali
Associate Professor, DELL
Riphah International University



Dr. Saqlain Hassan
Assistant Professor, DELL
Riphah International University



Mr. Hamed Hussain Shah
Focal Person
Riphah International University

Organizing Members



Ms. Rozina Bibi
Lecturer
Department of English Linguistics &
Literature



Ms. Nafeesa Sarwar
Lecturer
Department of English Linguistics &
Literature



Ms. Maria Naureen
Lecturer
Department of English Linguistics &
Literature



Ms. Lubna Ahmed
Program Executive
Department of English Linguistics &
Literature



Mr. Tahir Zafar
Program Coordinator
Department of English Linguistics &
Literature



Mr. Hamed Hussain Shah
Focal Person / Lecturer
Department of English Linguistics &
Literature



Mr. Muhammad Shahroz
Lecturer
Department of English Linguistics &
Literature



Mr. Javed Iqbal
Lecturer
Department of English Linguistics &
Literature



Mr. Riaz Ahmed
Lecturer
Department of English Linguistics &
Literature



Mr. Mohsin Iqbal
Lecturer
Department of English Linguistics &
Literature



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Department of English Linguistics &
Literature

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Literature



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Lecturer
Department of English Linguistics &
Literature



Ms. Hira Rafiq
Lecturer
Department of English Linguistics &
Literature



Ms. Rozina Bibi
Lecturer
Department of English Linguistics &
Literature



Ms. Nabeela Javed
Lecturer
Department of English Linguistics &
Literature



Ms. Amina Haq
Lecturer
Department of English Linguistics &
Literature

Preface

Following the previous tradition of ICAL, this platform provides a space to the researchers and scholars to present their applied research to address the social issues. With the expansion of interdisciplinary research in English language teaching, linguistics, and literature, ICAL welcomes the scholars and researchers to present their research perspectives. The conference aims to motivate the researchers from these disciplines to share their applicable findings on how language can be a solution to the prevalent local and global challenges. To achieve this goal, ICAL invited papers on the following broader themes:

- AI Impact on Language and Literature
- Communication in Healthcare Discourse
- Conflict, Representation, and Prejudices
- Eco linguistics and Ecological Narratives
- Emerging Trends in Translation Studies
- Global Perspectives in English Language Teaching
- Gender Dynamics in Sociocultural Transformation
- Language Policy: Predicaments and the Way Forward
- Language, Mind, and Brain

A number of abstracts were received before the closing date of submission. However, only 35% of abstracts were selected for the final presentation. The goal of the selection process was to choose those abstracts which have practical and applied research value in the fields of linguistics and literature. The researchers from Azerbaijan, Algeria, China, India, Indonesia, Iraq, Jordan, Malaysia, Morocco, Nigeria, Pakistan, Russia, Saudia Arabia, and Singapore submitted their abstracts. They have also confirmed their participation in the conference.

The conference mainly focuses to bring together the scholar and interdisciplinary research experts from English linguistics and literature to interact and discuss the contemporary and future research trends. One of the important aspects of the conference is to provide them an opportunity to collaborate in interdisciplinary research. Apart from this, ICAL added the

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themes that are closely related to the United Nations' Sustainable Development Goals. It may help the teachers, students, and researchers to develop an insight in those themes to be incorporated in their ongoing or future research.

The department of English Linguistics and Literature would like to express its appreciation for the logistic and financial support provided by the Riphah International University, especially the management offices, operation department, finance department, procurement department, media and IT departments. The department wants to extend its special thanks to all the participants- scholars, researchers, and students, who sent their abstracts to be included in ICAL 2024. The department is also grateful to the editors of journals: IRJAH, JCP, PJLTS, and EFL Annual research Journals who have collaborated with ICAL to invite the conference participants for publication.

Last but not least, the DELL faculty, staff, and students' volunteers worked day and night to make this event a success. Their relentless efforts are highly valued and appreciated.

The Department of English Linguistics and Literature,
Islamabad, Pakistan

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1

AI Impact on Language and Literature

Literature in the Age of Artificial Intelligence (AI)



Dr. Fatima Syeda

Forman Christian College University, Lahore-Pakistan

Email: fatimasyeda@fccollege.edu.pk

The proliferation of Artificial Intelligence has created a novel conception of human connection and intellect giving rise to the field of Digital Humanities. Literature, among many other disciplines within Humanities, has been viewed as inherently diametrical to the digital world. One can, however, not deny the fact that the scope of English literary domain has enhanced since the figuration of AI. The availability of digitized forms of English Literature and digital archives has facilitated the creation, reading and analysis of literary texts. Digital technology has helped the literary analysts to develop a digital skillset in English literary studies to explore newer perspectives and innovative ways of interpretations. This repositioning has shifted not only the perspective of the reader and the perception and meaning of the literary texts but also the learning & teaching pedagogy in literary studies. This paper focuses upon this shifting world and aims to explore the ways in which literary studies may be assisted in the age of AI. The purpose is to initiate a dialogue between the digital literacy and the conventional scholarship in Literary Studies in order to determine the future probability of digital literariness through an exploration of a newer literary and linguistic spectrum. For this purpose, the study focuses upon Erik J. Larson's idea of Ingenuity and Intuition to generate a debate on how far the advancements in AI can assist the learning and teaching of English Literature.

AI Odyssey: The Posthuman Metamorphosis of AIDAN in *The Illuminae Files*



Ms. Nimrah Nazim

Air University, Islamabad-Pakistan

Email: nimranazim506@gmail.com



Dr. Maria Farooq Maan

Air University, Islamabad-Pakistan

Email: maria.farooq@mail.au.edu.pk



Mr. Kashif Jamshed

Air University, Islamabad-Pakistan

Email: kashif.jamshaid@mail.au.edu.pk

In an era marked by tremendous technological advancements and the rise of artificial intelligence, there has been a growing interest in these themes in literature, increasing the popularity of the science fiction genre in popular fiction. With various authors embarking on a journey to the far reaches of outer space and portraying non-human AI and non-human characters, these themes have become some of the most prominent ones in contemporary fiction. These narratives not only discuss the confluence of human-machine relationships but also highlight the ethical implications of this integration. One of these scientifically driven narratives is *The Illuminae Files* trilogy authored by Amie Kaufman and Jay Kristoff, which portrays a transformative journey of an AI system from a generic AI system to a human-like entity with the semblance of human-like consciousness, blurring the traditional boundaries of human and non-human. The current study delves into the intricacies of how the character of AIDAN transforms in *The Illuminae Files*, employing a theoretical framework of Nick Bostrom's (2014) Theory of Superintelligence and James Phelan's (1989, 2022) Character Narrative Theory within the context of Posthumanism by carrying out an in-depth textual analysis of the text. It traces AIDAN's journey and discusses what are the ethical dilemmas this transformation entails to explore AIDAN's character as a representation of Bostrom's Superintelligent AI. The current research study will help understand the intersection of literature, ethics, philosophy, and artificial intelligence and their significance in the context of the slowly shifting dynamics of human-machine relationships.

AI Integration in ELT: Advancing 21st Century Skills in Language Learning



Dr. Abdelmomen Khalil

Chouaib Doukkali University, El Jadida, Morocco

Email: khalil.abdelmomen@ucd.ac.ma



Dr. Nadia Hellalet

Chouaib Doukkali University, El Jadida, Morocco

The debate concerning Artificial Intelligence's (AI) impact on education extends beyond the development of 21st-century skills. AI has immense potential in ELT, particularly with the emergence of generative AI tools such as ChatGPT. These tools transform language learning by focusing on the development of essential 21st-century skills. This paper examines the incorporation of Artificial Intelligence (AI) into English Language Teaching (ELT) to help students develop 21st-century skills. It investigates AI's growing significance in developing essential competencies required for modern success. This paper tries to determine existing attitudes and behaviors by researching literature and real AI applications in English language teaching. It shed light on how AI contributes to the development of skills needed in the twenty-first century. The review outlines five major areas in which AI significantly improves ELT, encouraging critical 21st-century skills: improving speaking, writing, and reading abilities, refining teaching methodologies, and increasing self-regulation. Notably, the application of AI to improve listening skills is yet an unexplored subject. The incorporation of AI in English Language Teaching (ELT) has important implications for developing learners' 21st-century skills. AI-powered ELT solutions enable tailored learning pathways, improving language competence while building important qualities such as creativity, critical thinking, and digital literacy. Furthermore, AI provides individualized feedback and adaptive learning experiences in language learners, improving self-regulation and problem-solving abilities. The different categorization of AI systems is an inherent issue that necessitates deeper investigation in order to effectively address its role in developing 21st-century skills within ELT.

Bringing African Children's Literary Imagination into Visuality: Application of Artificial Intelligence in Recreating *Àlọ Àpagbè* (The Yorùbá Children's Folktales)



Mr. Luqman Abisola Kiaribee

Osun State University, Osogbo, Nigeria

Email: luqman.kiaribee@uniosun.edu.ng

Literary and cultural pictures created in the performance of *àlọ àpagbè* (the Yorùbá children's folktales) are usually imaginary. Modern audiences of this genre, predominantly children, find it difficult to fully understand the settings, periods, characters, plots, and language of performance due to their little knowledge about the Yorùbá traditional society. The complete aesthetics of *àlọ àpagbè* could be enjoyed by these audiences when applying Artificial Intelligence (AI) in recreating its performance. This study, therefore, expounded the impacts of AI in recreating the performance of *àlọ àpagbè* among the Yorùbá people of Africa, revealing the total aesthetics encapsulated in it. Digital Transformational Theory complemented by Modernisation Theory was adopted as a framework. Five documented *àlọ àpagbè* from *Àṣàyàn Àlọ Onítàn*, *Àlọ Nínú Àṣà Yorùbá*, *Àkójọpọ Àlọ Ìjápá I*, *Àkójọpọ Àlọ Ìjápá II* and *Ìjápá Tìrókò Oko Yánníbo* were selected. Twenty children, ages between 10 and 12 years, who were the audience of *àlọ àpagbè* were interviewed about their understanding of the settings, periods, characters, plots, and language used in the genre. Data analysis was qualitative. The study revealed that children of nowadays struggle to have a complete understanding of the settings, periods, characters, plots, and language deployments in *àlọ àpagbè* because they cannot link situations of occurrences in this genre to the contemporary world. This problem is better solved by visualising elements of *àlọ àpagbè* performance using AI. African oral literary genres are still relevant to the contemporary world when they are made to comply with societal change.

Integrating Artificial Intelligence in English Language Learning for Students with Special Educational Needs Enhances Teaching- Learning in 21st Century Educational Systems



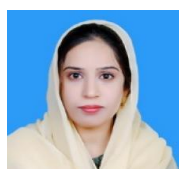
Fr. Baiju Thomas

Ramakrishna Mission Vivekananda Educational and Research Institute,
Vidyalaya Campus, India

Email: rtobaiju@gmail.com

The present study integrates artificial intelligence (AI) in English language learning (ELL) for students with special educational needs (SwSEN) to enhance teaching-learning in 21st-century educational systems. The present-day would have failed without AI. The capabilities, efficacy, and practical application of AI in ELL are some of the concerns that this study seeks to answer. Schools may undergo a radical transformation with the support of AI, becoming more competitive while simultaneously improving the lives of students with SENs and giving experts greater independence in the classroom. AI-related tools for English language learners to understand AI's function inside ELL. The learning environment may be adjusted depending on the user's current English level, vocational demands, and interests, allowing students with SENs to engage their senses while practicing English actively. A greater focus on addressing the needs of students with SENs is made feasible by using AI in teaching and learning assessments, making more resources available. It uses a qualitative approach to examine the pros and cons of using AI in ELL for students with SENs in 21st-century educational systems. AI has the potential to improve practical abilities like writing and make computer-generated discussions appear more realistic, like real-life talks in ELL. Students with SENs benefit from increased practice chances and an improvement in the efficacy of English language teaching. As more and more resources were accessible, learning English became simpler. Thus, the field of AI's use in ELL is complex and rapidly changing, and the extent to which AI improves brain function may depend on several conditions. Using AI-powered tools, one may enhance one's command of the ELL. Students with SENs can now understand English to a greater extent because of the availability of several forms of learning technology. Students with SENs have access to a variety of AI-powered ELL apps. Studies in AI encompass ELL processing, AI programming, and AI. When it comes to classroom tools, AI is causing a revolution. AI has several educational uses, including automated assessment systems to help teachers and customized learning platforms to help students with SENs. Some of the many applications of AI in the classroom include supplemental ELL platforms for students with SENs in 21st-century educational systems.

Impact of YouTube, an AI-Powered Platform, on Pakistani ESL Learners' Non-verbal Oral Presentational Skills: A Quasi-Experimental Study



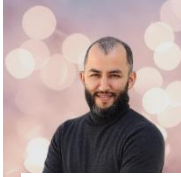
Dr. Tahira Asgher

The Islamia University of Bahawalpur-Pakistan

Email: tahira.asgher@iub.edu.pk

The 21st Century has witnessed a transformative period marked by the resurgence of Artificial Intelligence (AI) in various domains. As an integral component of daily life, AI has permeated diverse aspects globally. In the realm of education, AI has revolutionized traditional teaching and learning methodologies, particularly within English language classrooms, through the introduction of AI-powered educational tools such as YouTube. As a prominent video-sharing platform harnessing the capabilities of Artificial Intelligence, YouTube has assumed a crucial role in education, providing a versatile array of content across different disciplines. This study explores the integration of YouTube, as an educational tool, in English language classrooms in Pakistan, focusing on its impact on Oral Presentation Skills (OPSs). Recognized globally as indicative of an individual's professionalism, OPSs play a pivotal role in effective communication. YouTube's efficacy in enhancing essential skills, including OPSs, has led to its widespread adoption in various countries, including Pakistan. Employing a quasi-experimental approach, this study investigates the influence of YouTube videos on the non-verbal aspects of OPSs among ESL learners in Pakistan. Current research involved a purposive sample of 20 ESL learners enrolled at The Islamia University of Bahawalpur in Southern Punjab. The study's findings revealed that YouTube videos were perceived as productive by Pakistani ESL learners, contributing to the enhancement of non-verbal aspects of oral presentation skills. Improvements were noted in facial expressions, gestures (hand and head movements), eye contact, body posture, and overall movement.

From Vision to Reality: Maximizing Self-Directed Learning with AI-Based Personal Tutors



Dr. Rafik El Amine Ghobrini

Abdelhamid Ibn Badis University, Mostaganem- Algeria

Email: amine.ghobrini@univ-mosta.dz



Dr. Faiza Benaicha

Abdelhamid Ibn Badis University, Mostaganem- Algeria

Email: faizabenaicha2@gmail.com



Dr. Abdelbasset Dou

Abdelhamid Ibn Badis University, Mostaganem- Algeria

Email: abdelbasset.dou.etu@univ-mosta.dz

In 1984, Benjamin Bloom, in his seminal "2 Sigma Problem Study: The Search for the Method of Group Instruction as Effective as One-to-One Tutoring," concluded that personalized instruction by a competent tutor is the most effective way for students to learn. After four decades, this vision has finally become a reality with the democratization of artificial intelligence (AI) through various free-access AI models, such as ChatGPT but many questions remain unanswered like how can we maximize its potential in optimizing the self-directed learning process? and which pedagogical framework can be leveraged to attain the goal? To reach that end, this conceptual paper explores the merits and pitfalls of implementing personalized AI-based tutoring that boost self-determined and self-directed learning and emphasizes the need to use it ethically to ensure students' progress. The proposed framework showcases the protocols and guidelines that should be put in place to ensure the tutoring process aligns with predetermined educational objectives through prompt engineering which is the missing element that can have an exponential effect in the teaching-learning endeavour overall. Finally, implications of such e-practices with respect to the future of e-education and its sustainability.

2

Communication in Healthcare Discourse

Understanding the Stakeholders' Perspectives on Professionalism and Medical Communication in Healthcare: A Cross-cultural and Linguistic Analysis



Dr. Ayesha Junaid

Forman Christian College and University, Lahore-Pakistan

Email: ayeshajunaid51@yahoo.com

This study is to identify the perceptions of doctors, nurses, medical students in Punjab, Pakistan, regarding professionalism in the healthcare sector and to find if being professional makes healthcare professionals a better communicator with their peers and patients. The study design was qualitative. Eight focus group discussions, with 8-15 participants in each group (65 individuals in total), were held in various settings across the province of Punjab. Separate groups were formed of doctors, nurses, and medical students. Thematic analysis was undertaken of the transcribed data. The findings were compared with the evidence gathered from a scoping review of the literature. Communication Skills Assessment Tool (with 30 items) was used to check if the participants perceived the meaning of professional is also to be a good communicator. This study is conducted to know the perceptions of doctors, nurses, and medical students in Punjab, Pakistan, regarding medical professionalism. Also, to understand the perceptions and understanding of medical professionalism differ amongst various stakeholders within the healthcare delivery system of Punjab, Pakistan and the sense-making of medical professionalism relate to the sense making of their medical communication. Four distinct superordinate themes were identified as characterising the perceptions and understanding of these stakeholders of professionalism in healthcare: (i) professionals are VALUES-DRIVEN; (ii) they are ADEPT (that is, skillful, competent and knowledgeable); (iii) a professional is a POTENT LEADER whether formally or informally; and (iv) professionalism only thrives where it is SUPPORTED by the culture and environment. (The CSAT result analysis is yet to be conducted). The perceptions and understanding of medical professionalism do vary among stakeholders in Punjab, Pakistan. Healthcare professionals perceived that being a good communicator is the most important aspect of being professional.

Elderly Discourse between Sindhi Patients and Healthcare providers in Private Clinics, Karachi-Pakistan.



Dr. Muhammad Hassan Abbasi

Dawood University of Engineering and Technology, Karachi-Pakistan

Email: hassan.abbasi@duet.edu.pk



Prof. Dr. Maya Khemlani David

University of Malaya, Kuala Lumpur-Malaysia

Email: mdavid@um.edu.my

The numbers of the elderly population in most countries are increasing. Elderly people require a lot of care socially, psychologically and health wise. Hence, it is vital to explore how elderly discourse takes place within health communication. Previous studies have focused on elderly patients recalling doctor talk, healthcare needs and patients' satisfaction in healthcare discourse. However, the present study observes real-time discourse between elderly people, specialized doctors, medical staff, and caretakers. Therefore, the present study explored the communication patterns between elderly Sindhi male and female patients within health sector. For this purpose, qualitative multiple case study approach was adopted, and data was collected using observation, recording and field notes. Data was collected from 6 elderly patients (03 male and 03 female aged 60 above) for six hours and interactional sociolinguistics was used as a tool for data analysis. The findings of the study reveal that the specialist doctors facilitated the elderly patients in the discourse and bridged intergenerational sensitivity. They also created a sense of association by recalling patient history and daily habits with female patients while respecting the feelings and language identity of male elderly patients. Comparatively, the medical staff showed anger and frustration in their communication. The young caretakers played the role of translators for the elderly. This study provides a detailed insight into ageist discourse that takes place in the health sector and its implications for elderly communication. The health sector and Government should improvise their policies and train medical staff on ageist language in communication courses and training.

Creativity and Its Role in Teaching and Learning English at a Medical School



Dr. Olyesya Razdorskaya

Kursk State Medical University, Kursk-Russian Federation

Email: razdorski@yandex.ru



Mr. Nikolai Ryzhkov

Kursk State Medical University, Kursk-Russian Federation

Email: erodeofsadness@gmail.com

The aim of this research is to show creativity's role in the development of the students' professional communication skills while studying English at a medical school. We find it relevant to develop a future healthcare worker's verbal creativity skill. Medical students are taught to communicate with both colleagues and patients, and verbal creativity is thus defined as professional or professionally applied creativity. The classroom activities developed at the basis of Reflective and Creative Approach are aimed at the development of the students' verbal skills. The students' performing creativity motivates them to take an active part in such activities as didactic dramas. Also, Russian medical students were designing the posters for the foreign students that study Pedagogics. One of the authors of this research (a student) was carrying out master classes in nursing in English for the foreign students. Verbal creativity formed at the classes of EMP, as well as performing creativity make it possible to cope with stress that arises when speaking to an unknown audience. To sum it up, creativity as a new category of language didactics seems to be important from both a teacher's and a student's point of view. There is a need of the further design of the creative and innovative methods of teaching English.

Communication in Healthcare Discourse: A Linguistic Exploration of Exchanges between Health Practitioners and Patients among Jukuns of Nigeria



Mr. Kilani, Sakiru Opeyemi

Federal University Wukari, Taraba State-Nigeria.

Email: kilani@fuwukari.edu.ng



Dr. Ajayi, Owolabi Badmus

Federal University Wukari, Taraba State-Nigeria.

Email: ajayi@fuwukari.edu.ng

This research delves into the cultural and linguistic aspects of health exchanges between Healthcare Practitioners and Patients among the Jukuns of Wukari in Nigeria, within the health centers in the town. Focusing on patient-healthcare-provider dynamics, it aims to find out how language and culture influence healthcare communication within formal settings. Integrating ethnographic, sociolinguistic, and anthropological approaches, the study aims to unveil how language and culture impact interactions and health-seeking behaviors in these centers. It seeks to reveal the roles of language and culture in understanding health information, healthcare provider-patient exchanges, and treatment adherence, all within the distinct sociolinguistic context of the Jukun community. Employing such qualitative techniques as interviews and observations in health centers, the study captures the intricate verbal and nonverbal communication, specific cultural discourse patterns, and communication strategies used by patients and healthcare practitioners. Findings highlight diverse cultural and linguistic methods employed by Jukuns – such as using proverbs, ironies, metaphors, and nonverbal cues – to express themselves in healthcare settings. The research shows that these methods can facilitate communication with familiar practitioners but may complicate interactions with those from different ethnic backgrounds. Furthermore, this study aims to offer practical insights for culturally sensitive healthcare delivery, intending to improve patient-provider communication and health outcomes in linguistically diverse health centers. Ultimately, it offers crucial perspectives for refining healthcare provision, aligning with the precise linguistic and cultural contexts of the Jukun community within formal healthcare settings in Wukari and other parts of Jukunland.

3

Conflict, Representation and Prejudices

Fallacious Reasoning in Legal Argumentation: A Linguistic Analysis of Solicitors' Strategies in Criminal Trials



Dr. Iram Amjad

FAST-NUCES, Lahore-Pakistan

Email: iram.amjad@nu.edu.pk

This study examines the use of fallacious arguments by solicitors in criminal proceedings, focusing on their impact on judicial decision-making. The research centers on understanding how solicitors employ logical fallacies and rhetorical errors, both intentionally and unintentionally, to manipulate legal outcomes. Employing Wodak's Discourse Historical Approach, this qualitative research relies on linguistic analysis of courtroom narratives, identifying common fallacies in solicitors' arguments and their effects on trial proceedings. The findings reveal that solicitors frequently resort to both formal (structural) and informal (content-based) fallacies. Specific fallacies such as associative evidence, anecdotal evidence, affirming the disjunct, begging the question, straw man fallacy, appeal to age, and hasty generalizations were prevalent in their narratives. These fallacies significantly influenced the adjudication process, often leading to misinterpretations of evidence and erroneous conclusions. The study's implications are profound, suggesting the need for enhanced legal education focusing on logical reasoning and argumentation skills. It also highlights the potential for improved judicial training to recognize and mitigate the impact of fallacious reasoning in legal proceedings.

Shrouded Realities: Exploring the Veil as a Symbol of Oppression in Fadia Faqir's *Willow Trees Don't Weep*



Mr. Farooq Ahmad

Riphah International University, Islamabad-Pakistan

Email: faruuqmalik101@gmail.com

This qualitative study explores Fadia Faqir's portrayal of veil, in *Willow Trees Don't Weep*, as a powerful tool of oppression in the Muslim world, drawing on the theoretical insights of Islamic feminist scholar Fatima Mernissi as presented in *The Veil and the Male Elite*. The study analyzes the novel's multilayered portrayal of the veil through thematic analysis, revealing its symbolic significance as a tool of patriarchal control. The study reveals how Mernissi's (1991) assessment of the veil as a tool for maintaining gender hierarchies and exercising power relates to Faqir's representation of veil. Through close examination of the narrative in which the veil is employed as an instrument of oppression, this study adds to a deeper comprehension of the relationships between gender and power roles in Muslim societies. The study also critically examines the possible outcome of Faqir's narrative decisions, particularly the way in which the veil is portrayed as a tool of oppression used by men. It argues that such portrayal accentuates Western misconceptions about the alleged oppression of women in Muslim societies. The study's conclusion shows how literary representations can support or contradict popular prejudices, calling for a deeper understanding of Muslim women's experiences.

Rhetorical Insights into Anti-Racial Dynamics



Ms. Asma Naz

Capital University of Science and Technology, Islamabad-Pakistan

Email: asma.naz@cust.edu.pk

Humor has long been recognized as a powerful tool for addressing complex and sensitive societal issues, including racial prejudice and discrimination. Nowadays, different stand-up comedians use anti-racist humor as a means to highlight racial issues and promote a broader perspective. Building on previous studies examining the potential of humor to ease interracial anxiety and exploring rhetorical strategies in humorous discourses, this research delved deeper into the reasons for using these narratives and their impact on society. The study used anecdotes by renowned comedian Trevor Noah in his stand-up acts. By analyzing humor-centric rhetorical content and strategies employed by Noah, the study intended to uncover the mechanisms through which humor can challenge prevailing cultural practices and stereotypes. Trevor Noah's social commentary and insights into race-related topics as a comedian provided a contemporary and relevant focal point for this research. The paper explored the potential of his humor which drives meaningful change by engaging the audience through entertainment. Through investigation of the interplay between comedy and cultural awareness, the research further sought to understand how humor can be leveraged to foster inclusivity and challenge ingrained biases. The findings shed light on the effectiveness of humor as a means of addressing racial issues, encouraging open dialogue, and promoting social change. Ultimately, this research underscored the significance of humor in the ongoing struggle for an unbiased and equitable society.

4

Ecolinguistics and Ecological Narratives

The Concept of Destruction Deconstructed: An Ecocritical Study of the Novel Hatchet



Dr. Muntazar Mehdi

National University of Modern Languages, Islamabad-Pakistan.

Email: mmehdi@numl.edu.pk



Mr. Junaid Ahmed Khattak

National University of Modern Languages, Islamabad-Pakistan.

The current study aims at the humans' consumption of the objects of the natural world for their use in order to survive. The idea of the destruction is intended to be deconstructed regarding the ecological aspects navigating the interactions of human with the nature. The study takes into account the text from the Gary Paulsen's novel "Hatchet" published by Gary Paulsen. In order to identify the proposed idea, the text from the novel has been taken by using the Glotfelty's (1996) theoretical framework where he has given the concept of human nature interaction with the nature. The study is descriptive in nature and follows the qualitative approach. The analysis reveals that actions often perceived as destructive are the pragmatic responses to survival needs in the wilderness. The concept of transition emerges as a pivotal focus, illustrating Brian's evolution from a city boy to a harmoniously connected individual within natural habitats. Contrary to the dominant assumptions that human actions inevitably lead to environmental destruction, the analysis tries to deconstruct the narrative emphasizing upon the nuanced nature of interactions within the context of ecology and human requirements. The findings emphasize the complex interplay between human needs and environmental realities, promoting a more sustainable approach to coordinate with the natural world. This research recommends a nuanced perspective to eco-criticism, showcasing the potential for positive change in human-nature interaction through individual understanding and connection.

Ecocriticism and Robert Frost as a Nature Poet



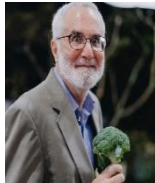
Dr. Sheeba Sardar Ali

Howtat Sudair, Majmaah University, Saudi Arabia

Email: sheeba11parvez@gmail.com

Ecocriticism is the study of the relationship between literature and the physical environment. Literature scholars analyze the texts that illustrate environment concerns and examine the various ways, literature treats the subject of nature. Robert frost is an American poet and won Pulitzer Prize four times mainly as a nature poet. Therefore, in this article relationship is shown between literature and the environment. The study will focus ecocriticism in Frost's poem as the rural life and nature elements are largely depicted in his poems. Ecocriticism is an intentionally broad approach that is known by a number of other designations including "green studies", "ecopoetics" and "environmental literary studies".

Three Case Studies of Collaboration on Research in Eco linguistics



Dr. George M Jacobs

Kampung Senang Charity and Education Foundation, Singapore

Email: george.jacobs@gmail.com



Dr. Ingrid Gavilan Tatin

State University of Yogyakarta, Indonesia

Email: igavilantatin@gmail.com



Dr. Chenghao Zhu

University of Malaysia, Malaysia

Email: zhu_cheng_hao@163.com



Dr. Meng Huat Chau

Universitas Malaysia, Malaysia

Email: chaumenghuat@yahoo.co.uk

This paper describes three collaborative Ecolinguistics' research projects. Aspects of the projects described include research topic, research methods, researchers' roles, recruitment of research team members, decision making among the teams, study findings, and publication processes. The first study to be described investigated four prominent daily newspapers – one newspaper each in Malaysia, Singapore, the U.K., and the U.S. – as to the newspapers' relative coverage of the COVID-19 pandemic vs their coverage of the ongoing disasters caused by lack of food, clean water, and sanitation. The second study applied ecolinguistic tools to the study animated children's films. The third study looked at the coverage in two leading Indonesian newspapers of civet coffee, i.e., coffee made from coffee beans that have passed through the digestive systems of civets, who are small mammals found in some tropical countries in Asia and Africa. The presenters of this paper believe that collaboration can improve both the quantity and the quality of research on ecolinguistics. Furthermore, the presenters hope to encourage teams of other researchers to join in the meaningful and enjoyable task of learning and sharing about the interaction of language with human thoughts and actions with regard to the precious planet which we share with our fellow earthlings.

Looking into Local Environment through Children's Eyes: Urdu Poetry on Environment Day



Dr. Arshad Mehmood

Women University of AJ&K, Bagh-Pakistan

Email dr.arshad@wuajk.edu.pk

This paper explores the phenomenon of local environment epitomized by the children in their poetry on environment day posted through social media. In this respect, five short poems were selected to investigate how Pakistani young poets are viewing the significance of local environment in present scenario. Charles J. Fillmore's frame semantic model (1982) has been used to analyze the text of the selected poems. This model contributes to identifying the key lexical choices and related elements which collectively form a semantic frame. Fillmore (1978) states that one part of a frame is to bring to consciousness, or to raise question, its other components into focused consideration. For the analysis, interpretation, and discussion, the current study focuses on the most frequently used frames. Furthermore, it develops an understanding to highlighting the factors responsible for global warming, raising augmented threat to the environment, using collective approach to minimize the effects, depicting the devastation of natural resources, representing the present condition of the air, stimulating through negative expressive techniques, motivating to retain scenic beauty, and guiding through religious references.

5

Emerging Trends in Translation Studies

A Comparative Analysis of English Translation of Urdu Short Stories in Pakistani Textbooks at Bachelors and Intermediate Levels



Ms. Faiza Arshad

Capital University of Science and Technology, Islamabad-Pakistan

Email: Faiza.arshad@cust.edu.pk

Translation is one of the ways to communicate. However, the principal task of translation practice is to create an equivalence of the original text in the target text. The aim of the present study was to examine the lack of equivalence and to identify inadequacies in the English translations of Urdu short stories in the Pakistani textbooks. This study analyzed the translator's subjectivity and its effects on the translation process. This research also explored the semantic loss related to the cultural, political, religious, and social aspects of the source texts that occurred during the translation of the Urdu source texts into the English target texts. The study comprised of three Urdu short stories by Manto, Qasmi, and Abbas and their English translations selected from *A Selection of Short Stories and One-Act Plays for Bachelor Students (2017)* and *Punjab Textbook 1 of English for Intermediate Students (2017)*. The research was qualitative in nature and based on hermeneutics as an interpretative framework for translation studies. Nida's (1964) *Formal and Dynamic Equivalence Theory* served as a theoretical framework in this study. Different strategies, procedures, and tools were used to analyze the process of translation. The present research used *Translation Tools* of Vinay and Darbelnet (1995) for the analysis of the data. The method had been selected to analyze and compare lexical and syntactical similarities and differences between the source texts and target texts. The translation tools used in this study were: addition, deletion, modulation, adaptation, literal translation, and borrowing. The comparison revealed the lack of equivalence between the source texts and target texts both at lexical and syntactical levels. The translator's subjectivity caused transformation and non-equivalence in the target texts. Furthermore, the translators had not been faithful in transferring the cultural, political, religious, and social aspects of the source text into the textbooks for students. The analysis also revealed the semantic loss in the English translations of the three Urdu short stories.

6

Global Perspectives in English Language Teaching

Pakistani EFL Teachers' Tendency for Switches in the Continuum of Inter-Sentential Patterns



Dr Malik Ajmal Gulzar
Chairman, Dept. of English,
AIOU

This research work aims to contribute to the discussion concerning the value of inter-sentential patterns of language alterations (henceforth ISPLA) particularly in the context of Pakistani EFL classrooms. Through a detailed analysis of recorded data produced in that context, distinctive features in the discourse were examined which were associated with males' and females' inter-sentential alterations/switches. By looking at language choice against the background of this patterning, one can understand the complexity of the occurrence of inter-sentential alterations in the classroom. A few studies on ISPLA in EFL classrooms have been hardly conducted to determine the gender-based inclination among EFL teachers. Consequently, there is a lack of awareness on the part of English language teachers about the qualitative and quantitative aspects of use of ISPLA in the context of Pakistani EFL classrooms. For investigation, the ethnography of interaction was selected as a research design to record and transcribe the sessions of eight resources persons of Allama Iqbal Open University. The analysis of the data indicated that all the male and female teachers altered code in the boundary of inter-sentential switches (henceforth ISS). Moreover, in the light of the data analysis, trends were determined among male and female teachers for the patterns of inter-sentential alterations. In short, this study aimed to enhance understanding about the phenomenon of inter-sentential switches to develop a better insight of the teaching/learning situation in the EFL context.

Redefining Learning: Bracing Learners for the Future Needs and Challenges



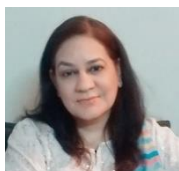
Prof. Dr. Ghulam Ali Buriro

University of Sindh, Jamshoro-Pakistan.

Email: gaburiro@gmail.com

The definition of “learning” and “learners” has almost always tended to stay open to varied interpretations. This research paper seeks to elaborate “deep learning” and “21st century learner attributes”. In addition, it discusses facets like the kind of learners we have generally been producing; how far such learners are braced to fit the ever-changing teaching-learning milieu; and what is needed to align today's learners to the current and future emergent engagements. Besides, it probes questions like what kind of learning we expect to take place in the technology-driven world; how far content-knowledge alone is enough to adequately equip learners with attitude, knowledge and skills to survive and excel in the world characterized by cut-throat competition and fast-forward technological advancements, the need for constant adoptions and adaptations; what classroom activities and assessment patterns to practice; and how far and how often such activity log and evaluation formats have been put to empirical efficacy test in the light of such all-time and varying academic landscapes. Lastly, it pins down its focus on the fact as to what the available research arguably reckons “the inevitable necessity of inculcation of leadership skills in learners and the creation of “alternative learning spaces” (other than traditional classroom settings); and the possible urgent need and importance of policy dialogues to analyze, negotiate, and re-define and re-direct the entire phenomenon at hand.

Teaching Creative Writing in Higher Education with Reference to the Poetry Volume "A Soul's Meditation"



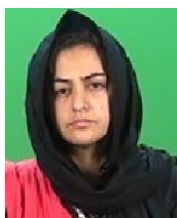
Dr. Humaira Irfan

University of Education, Lahore-Pakistan

Email: humaira.irfan@ue.edu.pk

The purpose of the keynote talk is to discuss creative writing and its pedagogy in a Pakistani university classroom. The quantitative and qualitative data collected from the postgraduate students and faculty of a large public sector university determines that university English teachers in Pakistan do not teach to develop the creative writing of pupils. The findings confirm that English teachers are confused about strategies required for rousing learners' interest in creative writing. The teachers do not provide adequate practice of creative writing in the class. English teachers must be interested and trained to participate in activities that are vital for boosting creative writing in universities. The researcher would discuss the composition of a few poems from the book entitled "A Soul's Meditation" to guide English teachers about writing English poetry in the classroom.

Active Listening and Argumentative Skills



Dr. Sadia Siddiq

Comsats University, Islamabad-Pakistan

Email: sadia.siddiq@comsats.edu.pk

Active listening as a valued skill is well recognized globally and has a far-reaching impact on the communication fabric, both at individual and social level. Listening is profoundly embedded in the context of its capacity to support, construct, sustain and enhance positive interpersonal relationships. It is the standard positive interpersonal communication behavior as it signals an obligation of an interest in the other. The receptive skill of active listening and its impact on active skill of argumentation is an interesting exploration domain. The current study will qualitatively analyse the role of active listening skill in the development of the argumentative skill. Further the paper would propose certain tools, skills and considerations to augment the skill of active listening leading to the development of effective argument apparatus.

Shifting Narratives: An Exploration of Contemporary Pakistani Anglophone Fiction



Prof. Dr. Zia Ahmed

Emerson University, Multan-Pakistan.

Email: zia.ahmed@eum.edu.pk

This study investigates the evolving landscape of contemporary Pakistani Anglophone fiction, shedding light on the dynamic narratives that emerge from the intersection of cultural diversity, globalization, and individual identity. As a post-9/11 scenario, a new generation of writers is reshaping the literary scene, challenging traditional paradigms, and offering nuanced perspectives on the complexities of the nation. In the arena of conventional postcolonial studies, this problematizes the matter of representation and necessitates exploring and determining the extent to which contemporary Pakistani Anglophone fiction serves on the hand as a mirror to Pakistani society reflecting the sociopolitical realities of the nation and how, on the other hand, the authors engage with global perspectives to make themselves articulated to their global audience. The research intends to examine the thematic richness, such as migration, cultural hybridity, and the negotiation of dual found in recent works of fiction of Hamid, Shamsie, Uzma, and Hanif, under the lens propounded by Loomba and Gikandi, to provide insights into how literature becomes a powerful medium for expressing the complexities of being Pakistan in a globalized world. The research further aims to analyze how these writers navigate the confluence of cultural heritage and global influences, often presenting narratives that transcend geographical boundaries and resonate with a global readership. The most probable conclusion of the study may be to illuminate the diverse and dynamic narratives that characterize this literary landscape and offer valuable insights into the evolving cultural and artistic expressions of Pakistan in the 21st century.

English for Sale: Advertising the Legitimate Language



Mr. Muhammad Ibrahim

Air University, Islamabad-Pakistan

Email: Ibrahim51826@gamil.com



Dr. Sham Haider

Air University, Islamabad-Pakistan

Email: shambunery@gmail.com

This study explores the commodification and industrialization of English by coaching academies to sell English as a tangible commodity and draw profits from it. English holds its market value as compared to other languages in Pakistan because of its colonial legacy and being the official language of Pakistan. Additionally, many students are moving abroad for education, and they need English language proficiency certificates. However, due to the dichotomous education system, students who attend government or general private education institutions remain deficient in English. To address this deficiency, students are attracted by academies that advertise linguistic resources and market-oriented linguistic skills. The study aims to investigate the neoliberal trends followed by globalization while advertising English language. The study investigates how CSS coaching academies and IELTS preparatory academies advertise the legitimate English language for achieving success in CSS and scoring high bands in IELTS, using neoliberal ideology and sociolinguistics of globalization as theoretical framework. The study employs a qualitative research method using constructivist grounded theory to analyse the written and spoken text from the written advertisements, promotional videos, recorded interviews posted by academies on social media, and semi-structured interviews with the students having academy experience. Predicting the conclusion, it can be argued that English is sold in the market with the highly strategic design of the advertisement keeping in view the importance of English according to the neoliberal trends of the Pakistani linguistic market. In Pakistan, English along with the national educational policy is practiced in the private educational industry for economic purposes, which is immune from the educational policy.

Exploring the Predictive Role of Self-Efficacy in Engagement among EFL Teachers in Online Teaching: The Mediation of Buoyancy



Mr. Bin Chen

Soochow University, Soochow, Jiangsu Province-China

Email: 20234504034@stu.suda.edu.cn



Dr. Xiaoxue Li

Northeast Normal University, Changchun, Jilin Province-China

Email: lix880@nenu.edu.cn



Dr. Honggang Liu

Soochow University, Soochow, Jiangsu Province-China

Email: liuhonggang@suda.edu.cn

Recent research has unveiled the critical roles of self-efficacy and buoyancy in teachers' work engagement. However, there has been limited research on the intricate links between teacher self-efficacy, buoyancy and engagement in the online English as a foreign language (EFL) teaching context. To address the underexplored relationships among these variables, the current study adopted a quantitative approach to verify the direct and indirect paths from online EFL teacher self-efficacy to engagement via the mediating effect of teacher buoyancy. We invited 978 Chinese high school EFL teachers to take part in the current study and answer questions about their self-efficacy, buoyancy and engagement. The results of the structural equation modelling indicate that teacher self-efficacy could directly and indirectly predict online EFL teacher engagement via the mediation of teacher buoyancy. The results of this study shed light on ways of improving EFL teachers' online teaching experience and educational outcomes.

Integrating Culture Friendly Materials in EFL Classes in Promoting Global Peace



Dr. Meretguly Gurbanov

Dovletmamet Azadi Turkmen National Institute of World Languages,
Turkmenistan

E-mail: meretgurban@gmail.com

Culture has become an increasingly important component of English language teaching in recent times. To illustrate this multicultural use of English the present study is an attempt to explore the way culture is addressed in ELT materials. Teaching a foreign language by means of culture has become increasingly widespread nowadays. The relevance of content is found more motivating by many researchers and motivation will enhance learning process. Culture as a content would be one of the best ways of motivation and it provides students with useful models of authentic use of the language in the classroom. Textbooks enriched in cultural and moral values may more motivate the ELT classrooms while learning a foreign language. The content of ELT materials should be familiar to language learners. The researcher hopes that culturally friendly ELT materials will motivate and accelerate the learning of English. Taking this argument as a starting point, this study reports on a research carried out at different educational institutions in Turkmenistan investigating students and teachers' attitudes to the cultural content of the Turkmen EFL courses. Throughout this study, this issue is examined with reference to the relevant theoretical background in textbooks. This study is on culture, its definitions, relationship of culture and language and the main part – the role of learner's culture in English Language Textbooks. The findings of this study are hoped to have implications for teaching and learning cultural and moral values in ELT classrooms in Turkmenistan.

7

Gender Dynamics in Sociocultural Transformation

A Socio-Pragmatic Study of Selected Women Gender-Related Yorùbá Proverbs Translated in English



Dr. Jayeioaba Olubunmi Olutoyin

Federal Polytechnic Ilaro, Ogun State-Nigeria

Email: olutoyin.jaiyeoba@federalpolyilaro.edu.ng



Dr. Onipede Festus Moses

University of Lagos, Nigeria

Email: onipedefestusmos@gmail.com

Language has important social purposes. Through language, people's way of life is passed down from generation to generation. The Yoruba people are renowned for having a strong cultural legacy and oral history, particularly when it comes to proverb usage. Proverbs' role in creating dichotomies in gender relations in Yoruba land has also been examined. Studies on Yoruba proverbs have concentrated on their semantic categories, structures, and use in interpersonal interactions and dispute resolution. The purpose of this study is to describe the contexts through which women's gender are negatively portrayed; investigate the ideologies behind the negative portrayal of women in the proverbs; and examine the illocutionary acts that are mostly used in portraying the negative images of women. The proverbs will be chosen from 25 translated Yorùbá proverbs in English (Kolawole, 1998, Olojede, 2012; Olasupo et al. 2012; Owomoyela, 2005; Ademowo and Balogun, 2015, and interview). Since proverbs are contextualized in Yoruba culture, the study will incorporate context, a component of Lawal's pragmatic theory from 2012. In accordance with the theory's six levels of context and the Yoruba worldview, the work will be analyzed accordingly. The cosmological, sociological, social, psychological, situational, and linguistic levels are among them.

The Social Media Landscape: A Multimodal Discourse Analysis of Representations of Women Characters



Ms. Syeda Malika Zahra

National University of Modern Languages, Islamabad-Pakistan

Email: malika.zahra@numl.edu.pk



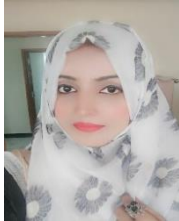
Dr. Muntazar Mehdi

National University of Modern Languages, Islamabad-Pakistan

Email: mmehdi@numl.edu.pk

The present research focuses on the widespread phenomenon of creating and sharing short video clips, commonly known as “reels,” within the digital landscape of social media. These reels have become an integral part of how people express themselves and have fun online. However, the issue emerges that many of these reels conform to prevalent gender stereotypes, particularly how they portray women, which may have implications on how people view themselves and interact with others keeping in view the gender equality. Following the theory of multimodality, this research intends to uncover the applied reflections behind the creation and consumption of gender-stereotypical content in the selected reels. It also explores broader consequences, such as how these stereotypes influence people’s self-esteem, mental well-being, and how they relate to one another. Twenty reels have been collected through non-random sampling from social media platforms: Instagram and Facebook. The reels were taken keeping in view the followers not less than 10000 of the account and the likes on the reels not less than 10000. The selected data was analyzed using multimodal analysis. The research provides specific recommendations to mitigate the negative effects of gender-stereotypical content in these online videos. This research seeks to shed light on these complexities and pave the way for a more inclusive and fairer online environment.

Feminist Literary Critique: Self-Actualization and Freedom in Khaled Hosseini's 'A Thousand Splendid Suns'



Ms. Afshan Abbasi

Shah Abdul Latif University, Khairpur-Pakistan

Email: afshana549@gmail.com



Ms. Nayab Iqbal Shaikh

University of Sindh, Jamshoro-Pakistan

Email: nayabshaikh484@gmail.com



Dr. Zulfiqar Ali Shah

Shah Abdul Latif University, Khairpur-Pakistan

Email: zulfiqaralishah@salu.edu.pk

This research delves into a feminist literary analysis, focusing on self-actualization and freedom in Khaled Hosseini's 'A Thousand Splendid Suns'. The central research problem is to understand how female protagonists navigate societal constraints to attain self-actualization and freedom within the depicted patriarchal context. The research questions guiding this qualitative exploration inquire about the depiction of self-actualization, the role of freedom in the characters' paths, and the impact of societal and cultural factors on their pursuit of self-actualization. The chosen methodology involves qualitative research, utilizing textual analysis and literary criticism. Informed by feminist theoretical frameworks, the study scrutinizes the characters' agency, relationships, and societal expectations to comprehensively grasp the feminist elements within the narrative. The key findings reveal transformative journeys for the female characters, showcasing resilience, empowerment, and resistance against oppressive structures. The analysis uncovers subtle yet influential ways in which the characters assert agency and redefine their identities. Implications of the study extend to literature, gender studies, and feminist discourse, contributing to a nuanced understanding of how narratives challenge societal norms. The research emphasizes the importance of diverse voices in literature and advocates for broader acknowledgment of women's agency in fictional representations.

8

Language Policy: Predicaments and the Way Forward

Making Pidgin English an Official Language in Nigeria: Prospects and Challenges



Dr. Ajayi Owolabi Badmus

Federal University Wukari, Taraba State, Nigeria

Email ajayi@fuwukari.edu.ng



Mr. Kilani Sakiru Opeyemi

Federal University Wukari, Taraba State, Nigeria

Email kilani@fuwukari.edu.ng

Nigeria's unique tapestry of over 500 languages exists with English as the official language and none of these indigenous languages has been designated as such. In the face of this linguistic challenge, Pidgin English emerges as a potential unifying force, promising national unity, socio-cultural identity, and economic progress. This study delves deeply into the discourse surrounding the proposed adoption of Pidgin English as Nigeria's official language alongside English, highlighting both the opportunities and challenges inherent in this paradigm shift. Utilising a comprehensive analysis of 600 survey responses gathered from across Nigeria's six geopolitical zones, this research investigates the diverse array of opinions, perceptions, and concerns expressed by various stakeholders. Through in-depth data analysis and detailed discussions, the paper finds that the majority of the respondents support the adoption of Pidgin English as the official national language in Nigeria, citing its propensity to foster national unity, preserve cultural identity, carry all communities along, enhance communication and educational access, and create economic opportunities. However, some respondents apprehend its adoption based on such challenges as standardization, stigmatization, displacement of indigenous languages, negative impact on English proficiency, and the complexities involved in policy planning and implementation. The study recommends advocacy for the promotion of Pidgin English and the concurrent safeguarding of indigenous languages. In addition, it suggests sensitization initiatives aimed at changing the negative perceptions about Pidgin English. Emphasis is placed on stakeholders' engagement, stressing the need for inclusive dialogues involving linguists, policymakers, educators, and the broader populace to navigate this complex linguistic landscape successively.

9

Language, Mind and Brain

What can Neuroimaging Inform about Language Recovery in Aphasia?



Dr. Huma Batool

Air University, Islamabad-Pakistan

Email huma.batool@students.au.edu.pk

Aphasia is a language disorder and is caused by damage to language specific area of the brain. Childhood Aphasia can lead to developmental language disorders and children may face challenges in achieving standard milestones of language. Besides language problems, developmental aphasia can impact educational achievements and social interactions. Timely speech and language therapies can lead to neurocognitive recovery (Crosson, et al., 2019). Neuroimaging techniques can help see the pattern and nature of language recovery in aphasia (Kiran, Meier, & Johnson, 2019) and can help us understand language recovery in aphasia (Kiran & Thompson, 2019). Kiran and Thompson also emphasized on the need of intervention studies to better understand neuroplasticity in aphasia. In line with this need, the current study explored the nature of structural changes in the brain of two children, who were diagnosed with childhood aphasia. Both children underwent speech and language therapy as intervention and their pre and post-therapy MRI scans revealed explicit evidence of neuroplasticity. The findings have important implications in the field of neuro-rehabilitation, where this kind of neurofeedback can inform how language learning conditions can be aligned with the needs of children with aphasia.

Assessment of Think-Act Capacity and Profane Language in Higher Education Students: A Case Study of National Defence University Islamabad



Dr. Musarrat Jabeen,

University of Balochistan, Quetta-Pakistan

Email musarratjabeen7@gmail.com

Profanity shows cases of impiety and disrespect. Politeness insinuates piety and respect; the two dispositions of civility and civic sense. An increasing level of profane language in the students of higher education indicates the development of rudeness; a display of disrespect by not complying with the social norms or etiquette of a civilization. The irreverent behavior is becoming normal practice. Profanity practice reflects the think-act quality of a person and impacts the think-act capacity of the other. The profane word or act cannot impact positively. Its ripple effects may cost individuals, organizations, and even nations when ranked in national character. The objective of this study is to identify the increase in profanity and the causes of the increase of profanity to insinuate the task force to eradicate profanity in society. The study utilizes observation, focus group discussion, and structured questionnaires in its research design. The study contributes to raising the self-esteem of individuals as a tribute to human development for a sustainable society. It is a support activity for assessing and responding in a deliberative way to profanity.

Prototype Theory: Categorization Insights in Moroccan Arabic



Dr. Zahra Elaouria

Cadi Ayyad University in Marrakech, Morocco



Dr. Yassine Elfaizia

Cadi Ayyad University in Marrakech, Morocco

Email: yassineelfaizi@gmail.com

This study is conducted within the framework of cognitive linguistics, and mainly on the topic of categorization. The main concern of this study is to investigate whether cognition uses the same cognitive processes and principles to sort out and classify different areas of the world in distinct languages and cultures. The researcher also tries to investigate whether we only talk about human cognition in its general sense when talking about categorization as a cognitive process, comparing the results of this study to what is stated in the literature review section. In order to meet his objectives and answer this research question, the researcher chooses a sample of Moroccan Arabic words, mainly adjectives that express “beauty”, the verb “to cook”, the noun “upbringing” and the noun “cup” to study them in the light of prototype theory, cognition and categorization. The researcher, as a native Moroccan, bases the data collection and discussion on his own points of view and experience as well as those of native Moroccan participants of the study. The results of the study show that there are other features on which we can base our Moroccan categorization of objects, especially those of procedure, purpose, sexuality, gender and mind blindness, which themselves are bound to some peculiar types of cognition (cultural and individual cognition). Moreover, the results of this study also reveal that even if categorization theory plays a vital role in the meaning of different words and objects through the notion of “reduction of abstraction” from the highest level to the bottom level or vice versa, it does not solve the problem of “fuzziness” in the human mind since it leads to nothing more than a vicious circle.

Receptive and Expressive Language Abilities in a Child with Down's Syndrome: A Psycholinguistic Case Study



Ms. Andaleeb Sahar

Air University, Islamabad-Pakistan

Email: anna.sahar000@gmail.com



Dr. Huma Batool

Air University, Islamabad-Pakistan

Email: huma.batool@students.au.edu.pk

Down's Syndrome (DS) is a genetic condition characterized by the presence of an extra copy of chromosome 21 (Rahmani et al., 1989; Delabar et al., 1993), leading to cognitive and linguistic challenges. Notably, children with DS encounter communication difficulties, particularly in articulating specific speech sounds (Nyathama, 2018). Despite the prevalence of language challenges in DS, the literature on this subject is relatively limited. The current study aims to address this gap by focusing on word-level language capacities in children with DS, utilizing Levelt's speech production model (Levelt, 1989) as a framework. In a case study involving a 13-year-old child with DS undergoing a three-week speech therapy intervention, the research aims to illuminate the child's language processing abilities. The findings highlight challenges at the phonological level, emphasizing the necessity for tailored speech therapy. This investigation is particularly significant as it delves into a relatively understudied area, i.e., the comprehensive examination of both receptive and expressive language aspects in DS. By providing insights into these facets, the study contributes valuable information for the development of customized interventions to enhance language skills in individuals with DS.

Phonosemantics of Lexical Categories in the Azerbaijani Language



Dr. İbrahimova Sahila Rafiq

Azerbaijan State Pedagogical University, Azerbaijan

Email: sahila.ibrahimova@yahoo.com

The interest in the semantics of speech sounds and in research conducted in this direction attracts attention by their multidirectional nature and the use of various approaches. These issues were in the focus of attention from ancient times. This research aims to determine the phono semantic properties of lexical categories in the Azerbaijani language, and explore the influence of phono semantics on the paradigmatic relations of words. In the article, one of the primary objectives is to ascertain the content and structural peculiarities associated with the phono semantics of lexical categories in the Azerbaijani language. The article employed a comprehensive approach, integrating descriptive, comparative, cognitive, and systematic analysis methods. Particularly noteworthy is the application of the comparative method, which facilitated insightful comparisons with languages of diverse genealogies. In contemporary discourse, the insights derived from exploring the phono semantics of lexical categories serve as a valuable resource for analyzing cognitive-linguistic-pragmatic features at the lexical level. Additionally, these findings contribute to the development of a sound corpus, integral to the National Language.

Isa Huseynov's Prose and Literary Criticism



Dr. Gunel Hummatova (Paniyeva) Saleh

Azerbaijan State Pedagogical University, Azerbaijan

Email: gunelpeniyeva@mail.ru

Isa Huseynov's creative activity, one of the prominent representatives of modern Azerbaijani literature, was in the center of attention of literary and theoretical thought in various contexts. Analyses pertaining to individual works, including their structural systems, genre characteristics, dynamic visual environments, and other aspects, showcase a diverse and rich approach to artistic creativity. The main provisions of the article are the views and opinions put forward by literary criticism about I. Huseynov starting from 50ies up to the present day and the determination of differences of approach and principles of analysis of literary criticism. The article was written based on the criteria and principles determined by the modern literary theoretical idea. Historical comparative, structural methods were used for clarifying the problem. Based on the existing systems of typological approaches, the view and attitude concept of literary criticism to Huseynov's creativity was revealed. Regarding the scientific novelty of the research, the analysis of Isa Huseynov's literary prose and literary criticism is marked by numerous significant scientific innovations. The research aims to elucidate the concept of Isa Huseynov's creativity, define the criteria for the writer's intellectual thinking, and establish a comprehensive overview of literary criticism from the 1950s and 1960s. Additionally, I intend to assess the reception of Huseynov's work during that period.

Arab Learners' Stress Performance with Suffixed Words: Enhancing their Lexical Stress Proficiency



Dr. Safi Eldeen Alzi'abi

Isra University, Jordan

Email: alziabi@gmail.com

This study addresses Arab EFL learners' accurate stress of English words, focusing on the interaction between suffixation and stress placement on the one hand and on the challenges posed by the differences between the Arabic and English phonological systems, on the other. It evaluates the stress production and perception of 210 third- and fourth-year Jordanian English majors through tests covering various suffix types. Despite difficulties in stress placement, particularly with non-stress-carrying suffixes, subjects exhibited improvement through a stress training course. While their initial responses in the production test were largely incorrect, the stress perception test revealed proficiency. The study highlights the influence of native Arabic stress patterns, as learners tended to default to final syllable stress. Pedagogical approaches are suggested to enhance stress placement proficiency, acknowledging the effectiveness of targeted training in improving learners' performance. The findings contribute to understanding the specific challenges Arab EFL learners face in stress placement with suffixed English words, offering valuable insights for educators seeking to enhance pronunciation skills in globalized language communication.

Conference Program

Saturday (March 2 nd , 2024)- DAY 1	
Virtual and In-Person Conference	
INAUGURAL	
Moderators	• Dr. Samina Nadeem Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan • Ms. Rozina Bibi Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan
TIME (Pakistan Standard Time)	ACTIVITIES
9:00 AM – 9:05 AM	Recitation and National Anthem
9:05 AM- 9:10 AM	Welcome Note Prof. Dr. Attiquzzafar Khan Professor and Dean Faculty of Social Sciences and Humanities Riphah International University, Islamabad-Pakistan
9:10 AM –9:20 AM	Introduction Dr. Muhammad Abdullah Focal Person Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan
9:20 AM -9:40 AM	Guest of Honour Prof. Dr. Muhammad Safeer Awan Dean, Faculty of Art and Humanities at National University of Modern Languages (NUML) Islamabad Islamabad-Pakistan

9:40 AM – 10:00AM	Guest of Honour Prof. Dr. Shahid Siddiqui Dean Faculty of Social Sciences, Media Studies, Art and Design, Lahore School of Economics, Lahore-Pakistan
10:00 AM – 10:10 AM	Prof. Dr. Anis Ahmad Vice Chancellor, Riphah International University, Islamabad-Pakistan Topic: Ethics of Research in English Linguistics
10:10 AM – 10:30 AM	Chief Guest Talk Prof. Dr. Anila Kamal Vice Chancellor Rawalpindi Women University Rawalpindi-Pakistan
10:30-10:40 AM	Closing Remarks Prof. Dr. Muhammad Shaban Rafi HoD, Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan
10: 40 AM- 11:00 AM	Tea Break
	SESSION 1 Moderator: Dr. Awais Bin Wasi Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan Volunteer: Mr. Shahmeer Farooq
11:00-11:15 AM	Keynote Speaker/ Chair: Dr. Ghulam Ali Buriro, University of Sindh, Jamshoro-Pakistan Topic: Redefining Learning: Bracing Learners for the Future Needs and Challenges

International Conference on Applied Linguistics

11:15AM-11:30 AM	Keynote Speaker: Dr. Muntazar Mehdi, National University of Modern Languages, Islamabad-Pakistan Topic: The Concept of Destruction Deconstructed: An Ecocritical Study of the Novel Hatchet
11:30 AM-11:45 AM	Presenter: Dr. Rafik El Amine Ghobrini/ Dr. Faiza Benaicha/ Dr. Abdelbasset Dou, Abdelhamid Ibn Badis University, Mostaganem-Algeria Topic: From Vision to Reality: Maximizing Self-Directed Learning with AI-Based Personal Tutors
11:45 AM-12:00PM	Presenter: Ms. Nimrah Nazim/ Dr. Maria Farooq Maan, Air University, Islamabad-Pakistan Topic: AI Odyssey: The Posthuman Metamorphosis of AIDAN in The Illuminae Files
12:00 PM-12:15 PM	Presenter: Ms. Faiza Arshad, Capital University of Science and Technology, Islamabad-Pakistan Topic: A Comparative Analysis of English Translation of Urdu Short Stories in Pakistani Textbooks at Bachelors and Intermediate Levels
12:15 PM-12:35 PM	Keynote Speaker: Dr. Maya Khemlani David, University of Malaya, Kuala Lumpur-Malaysia Mr. Muhammad Hassan Abbasi, Dawood University of Engineering and Technology, Karachi-Pakistan Topic: Elderly Discourse between Sindhi Patients and Healthcare Providers in Private Clinics, Karachi Pakistan.
12:35 PM-12:45 PM	Presenter: Fr. Baiju Thomas, Ramakrishna Mission Vivekananda Educational and Research Institute, Tamil Nadu-India Topic: Integrating Artificial Intelligence in English Language Learning for Students with Special Educational Needs Enhances Teaching- Learning in 21st Century Educational Systems

12:45 PM-1:50 PM	Lunch & Prayer Break
	SESSION 2 Moderator: Ms. Hira Rafiq Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan Volunteer: Ms. Nousheen Kanwal
1:50 PM-2:05 PM	Keynote Speaker /Chair: Dr. Fatima Syeda , Forman Christian College University, Lahore-Pakistan Topic: Literature in the Age of Artificial Intelligence (AI)
2:05PM -2:20 PM	Keynote Speaker: Dr. Tahira Asgher , The Islamia University of Bahawalpur, Pakistan Topic: Impact of YouTube, an AI-Powered Platform, on Pakistani ESL Learners' Non-verbal Oral Presentational Skills: A Quasi-Experimental Study
2:20 PM-2:30 PM	Presenter: Dr. Abdelmomen Khalil/ Dr. Nadia Hellalet , Chouaib Doukkali University, El Jadida-Morocco Topic: AI Integration in ELT: Advancing 21st Century Skills in Language Learning
2:30 PM – 2:45 PM	Keynote Speaker: Dr. Sheeba Sardar Ali , Majmaah University, Saudi Arabia Topic: Ecocriticism and Robert Frost as a Nature Poet
2:45 PM-3:15 PM	Keynote Speakers: Dr. George M Jacobs , Kampung Senang Charity and Education Foundation, Singapore Dr. Ingrid Gavilan Tatin , State University of Yogyakarta, Indonesia Dr. Chenghao Zhu/Dr. Meng Huat Chau , University of Malaysia, Malaysia Topic: Three Case Studies of Collaboration on Research in Eco linguistics

International Conference on Applied Linguistics

3:15 PM-3:20PM	Short Break
	SESSION 3 Moderator: Ms. Amina Haq Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan Volunteer: Ms. Azka Jabbar
3:20 PM- 3:35 PM	Keynote Speaker/Chair: Prof. Dr. Zia Ahmed, Emerson University, Multan-Pakistan Topic: Shifting Narratives: An Exploration of Contemporary Pakistani Anglophone Fiction
3:35 PM-3:50 PM	Keynote Speaker: Dr. Arshad Mehmood, Women University of AJ&K, Bagh-Pakistan Topic: Looking into Local Environment through Children's Eyes: Urdu Poetry on Environment Day
3:50 PM-4:00PM	Presenter: Ms. Asma Naz, Capital University of Science and Technology, Islamabad Topic: Rhetorical Insights into Anti-Racial Dynamics

Sunday (March 03, 2024)- DAY 2	
Virtual and In-Person Conference	
DAY 2 PROGRAM	
TIME (Pakistan Standard Time)	ACTIVITIES
09:10 AM - 09:20 AM	SESSION 4 Moderator: Ms. Rozina Bibi Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan Volunteer: Ms. Aqsa Habib
	Recitation and National Anthem
9:20 AM-9:35 AM	Keynote Speaker /Chair: Dr. Sadia Siddiq , Comsats University, Islamabad-Pakistan Topic: Active Listening and Argumentative Skills
9:35 AM-9:50 AM	Keynote Speaker: Dr. Ayesha Junaid , Forman Christian College and University, Lahore-Pakistan Topic: Understanding the Stakeholders' Perspectives on Professionalism and Medical Communication in Healthcare: A Cross-cultural and Linguistic Analysis
9:50 AM-10:10 AM	Keynote Speaker: Dr. Safi Eldeen Alzi'abi , Isra University, Jordan Topic: Arab learners' Stress Performance with Suffixed Words: Enhancing their Lexical Stress Proficiency
10:10 AM-10:25 AM	Presenter: Dr. Olyesya Razdorskaya/ Mr. Nikolai Ryzhkov Kursk State Medical University, Kursk-Russian Federation Topic: Creativity and Its Role in Teaching and Learning English at a Medical School
10:25 AM-10:35 AM	Presenter: Dr. Owolabi Badmus Ajayi , Federal University Wukari, Taraba State -Nigeria Topic: Communication in Healthcare Discourse: A Linguistic Exploration of Exchanges between Health Practitioners and Patients among Jukuns of Nigeria

International Conference on Applied Linguistics

10:35 AM-10:45 AM	Presenter: Dr. Jayeoba Olubunmi Olutoyin, Federal Polytechnic Ilaro, Ogun State, Nigeria Mr. Onipede Festus Moses, University of Lagos, Nigeria Topic: A Socio-Pragmatic Study of Selected Women Gender-Related Yorùbá Proverbs Translated in English
10:45 AM – 11:05AM	Tea Break
	SESSION 5 Moderator: Ms. Sabah Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan Volunteer: Ms. Rida Naseem
11:05 AM-11:20 AM	Keynote Speaker/ Chair: Dr. Humaira Irfan, University of Education, Lahore-Pakistan Topic: Teaching Creative Writing in Higher Education with Reference to the Poetry Volume "A Soul's Meditation"
11:20 AM-11:35 AM	Keynote Speaker: Dr. Musarrat Jabeen, University of Balochistan, Quetta- Pakistan Topic: Assessment of Think-Act Capacity and Profane Language in Higher Education Students: A Case Study of National Defence University Islamabad
11:35 AM-11:50 AM	Keynote Speaker / Chair: Dr. Ajmal Gulzar, Allama Iqbal Open University, Islamabad-Pakistan Topic:
11:50 AM-12:00 PM	Presenter: Mr. Kilani, Sakiru Opeyemi, Federal University Wukari, Taraba State, Nigeria. Topic: Making Pidgin English an Official Language in Nigeria: Prospects and Challenges

12:00 PM-12:10 PM	Presenter: Ms. Afshan Abbasi, Shah Abdul Latif University, Khairpur-Pakistan Topic: Feminist Literary Critique: Self-Actualization and Freedom in Khaled Hosseini's 'A Thousand Splendid Suns'
12:10 PM-12:25PM	Presenter: Dr. Yassine Elfaizi/ Ms. Zahra Elaouria, Cadi Ayyad University, Marrakech-Morocco Topic: Prototype Theory: Categorization Insights in Moroccan Arabic
12:25 PM-12:35 PM	Presenter: Ms. Syeda Malika Zahra, National University of Modern Languages, Islamabad-Pakistan Topic: The Social Media Landscape: A Multimodal Discourse Analysis of Representations of Women Characters
12:35 PM-12:50PM	Presenter: Mr. Bin Chen/ Dr. Honggang Liu, Soochow University, Soochow, Jiangsu- China Topic: Exploring the Predictive Role of Self-Efficacy in Engagement among EFL Teachers in Online Teaching: The Mediation of Buoyancy
12:50 PM-2:00 PM	Lunch and Prayer Break
	SESSION 6 Moderator: Ms. Nabeela Javed Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan Volunteer: Ms. Nabiha Aziz
2:00 PM-2:15 PM	Keynote Speaker/ Chair: Dr. Iram Amjad, FAST-NUCES, Lahore-Pakistan Topic: Fallacious Reasoning in Legal Argumentation: A Linguistic Analysis of Solicitors' Strategies in Criminal Trials

2:15 PM-2:30 PM	Keynote Speaker: Dr. Huma Batool, Air University, Islamabad-Pakistan Topic: Neuroimaging Information about Language Recovery in Aphasia
2:30 PM-2:45 PM	Presenter: Dr. İbrahimova Sahila Rafiq, Azerbaijan State Pedagogical University, Azerbaijan Topic: Phonosemantics of Lexical Categories in the Azerbaijani Language
2:45 PM-3:00 PM	Presenter: Mr. Muhammad Ibrahim, Air University, Islamabad Topic: English for Sale: Advertising the Legitimate Language
3:00 PM-3:15 PM	Presenter: Dr. Meretguly Gurbanov, Dovletmammet Azadi Turkmen National Institute of World Languages, Turkmenistan Topic: Integrating Culture Friendly Materials in EFL Classes in Promoting Global Peace
3:15 PM-3:30 PM	Presenter: Dr. Gunel Hummatova Saleh, Azerbaijan State Pedagogical University, Azerbaijan Topic: Isa Huseynov's Prose and Literary Criticism
3:30 PM-3:40 PM	Presenter: Mr. Luqman Abisola Kiaribee, Osun State University, Osogbo-Nigeria Topic: Bringing African Children's Literary Imagination into Visuality: Application of Artificial Intelligence in Recreating Àlò Àpagbè (The Yorùbá Children's Folktales)
3:40 P-3:50PM	Presenter: Ms. Andaleeb Sahar, Air University, Islamabad-Pakistan Topic: Receptive and Expressive Language Abilities in a Child with Down's Syndrome: A Psycholinguistic Case Study
3:50-4:00 PM	Presenter: Mr. Farooq Ahmad, Riphah International University, Islamabad-Pakistan Topic: Shrouded Realities: Exploring the Veil as a Symbol of Oppression in Fadia Faqir's Willow Trees Don't Weep

4:00 PM- 4:40 PM	Concluding Session Moderator: Mr. Hamed Hussain Shah Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan Volunteer: Mr. Shahmeer Farooq
	Dr. Muhammad Islam Department of English Linguistics and Literature Riphah International University, Lahore-Pakistan
	Dr. Noshaba Sajjad Department of English Linguistics and Literature Riphah International University, Faisalabad-Pakistan
	Dr. Saqlain Hassan Department of English Linguistics and Literature Riphah International University, Malakand-Pakistan
	Dr. Muhammad Shaban Rafi Professor and HoD Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan
	Souvenirs' Distribution to ICAL-24 Organizers



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