RIPHAH
INTERNATIONAL UNIVERSITY

ICAL 2025

ABSTRACT BOOK

INTERNATIONAL CONFERENCE ON

APPLIED LINGUISTICS

February 22-23, 2025

ISBN:

BY

DEPARTMENT OF ENGLISH LINGUISTICS AND LITERATURE

ICAL ABSTRACT BOOK 2025

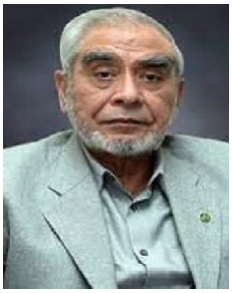
Edited By
Muhammad Abdullah
Shamim Ali
Awais Bin Wasi
Hamed Hussain Shah
Sidra Mahmood

Designed By
Aleena Sajjad

ICAL-2025 © All rights reserved with the Department of English Linguistics and Literature, Riphah International University, Islamabad, Pakistan.
ISBN:

Advisors

Mr. Hassan Muhammad Khan
Chancellor
Riphah International University



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

Dr. Khurrum Shahzad
Professor & Dean, FSSH
Riphah International University

Dr. Muhammad Abdullah
HoD DELL, Focal Person
Riphah International University

Dr. Muhammad Shaban Rafi
Professor, DELL
Riphah International University

Dr. Shamim Ali
Associate Professor, DELL
Riphah International University

Mr. Hamed Hussain Shah
Organizing Member
Riphah International University

Organizing Members

Dr. Awais Bin Wasi
Assistant Professor
Department of English Linguistics & Literature

Dr. Sidra Mahmood
Assistant Professor
Department of English Linguistics & Literature

Ms. Rozina Bibi
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. Muhammad Shahroz
Lecturer
Department of English Linguistics & Literature

Mr. Salman Khattak
Lecturer
Department of English Linguistics & Literature

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

Mr. Adeel Ghulam Muhammad
Program Coordinator
Department of English Linguistics & Literature

Moderators

Dr. Samina Nadeem
Assistant Professor
Department of English Linguistics & Literature

Dr. Awais Bin Wasi
Assistant Professor
Department of English Linguistics & Literature

Dr. Asra Arshad
Assistant Professor
Department of English Linguistics & Literature

Dr. Sidra Mahmood
Assistant Professor
Department of English Linguistics & Literature

Ms. Maria Naoureen
Lecturer
Department of English Linguistics & Literature

Ms. Sabah
Lecturer
Department of English Linguistics & Literature

Ms. Hira Rafiq
Lecturer
Department of English Linguistics & Literature

Ms. Zain Fatima
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 abstracts 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
- Islamic Perspectives in English Literature

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, Indonesia, Italy, Malaysia, Morocco, Nigeria, Oman, Pakistan, 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

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-2025. 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

AI Impact on Language and Literature		
Sr. No.	**Contents**	**Page No.**
1	Digital Linguistics: An Interdisciplinary Approach to Promote Social Sciences and New Career Trajectories by **Muhammad Shaban**	14
2	Exploring the Integration of ChatGPT in Educational Practices: Insights from Educators by **Sareen Kaur Bhar**	15
3	The Role of AI in Higher Education English Test Designing: Benefits, Challenges, and Recommendations by **Antonio Taglialatela**	16
4	Emojis as Digital Language and its Effect on Semantics by **Maryam Khan**	17
5	The Influence of Generative AI on Academic Writing: A Qualitative Study of Teachers' Perspectives and Digital Literacy in Pakistani Universities by **Syeda Malika Zahra**	18
6	Enhancing BS Students' Writing Skills Using AI: The Role of ChatGPT in Providing Feedback by **Maria Noureen** and **Amna Naeem**	19
7	Transforming Literary Education: AI's Role in Language Learning by **Maham Muzamil**	20
8	AI or I? Evaluating ChatGPT's Role in Shaping Students' Writing in Literature by **Sameet Fatima, Dure Shahwar Bukhari, Laiba Arooj**	21
Conflicts, Representation and Prejudices		
1	A Study of Racist Slurs Against Dark Skinned Malaysian Indians as Depicted in Videos and Publications by **Maya Khemlani David**	23
2	Social Media and Gricean Maxims: A Pragmatic Analysis of YouTube Comments by **Arshad Ali**	24
4	A Linguistic Analysis of Redemption in Khaled Hosseini's The Kite Runner: A Critical Discourse Approach by **Sidra Mahmood**	25
3	Epic Genre of Azerbaijan Folk Literature: Study of Proverbs and Multicultural Approach by **Gunel Hummetro (Pniyeva) Saleh**	26
Ecolinguistics and Ecological Narratives		
1	Epic Genre of Azerbaijan Folk Literature: Study of Proverbs and Multicultural Approach by **Yamna Khan**	28
2	Unveiling Environmental Education: An Ecolinguistic Exploration of Moroccan Textbooks by **Mounya Mrabti , Mouassine Fatima Ezzahra**	29
Emerging Trends in Translation Studies		
1	We Can Do Much Better than Product-ordinated and Workflow-oriented Research in Journalistic Translation Studies by **Ali Jalalian Daghigh**	31
2	Preposition Errors, Analysis of Hausa Films Subtitled in English: A Case Study Of 'Abokin Mijina' and 'Mansoor' by **Ali Umer Muhammad**	32
3	Political Economy of Culture: Promoting Pakistani Literary Narratives through Translations by **Muhammad Safeer Awan**	33
4	Comparative Analysis of "Rekhteya Rekhteya Di" and "Facts are Facts": A Translation Quality Assessment by **Pir Muhammad**	34
5	A Corpus-Based Comparative Study on Collocation and Semantic Prosody in English and Urdu by **Nasir Hussain**	35
6	Semantic Aspects in Contractual French Legal Discourse by **Mohammed Hichem Bencherif**	36
7	Resistance among the Classroom Actors: A Critical Analysis of the Discursive Practices in the ESL Undergraduate Classroom by **Muntazar Mehdi**	37

Global Perspectives in English Language Teaching		
1	Think Shop with Prezi Slides by **Gennady Medvedev**	39
2	An Evaluation of English Oral Communication Course: A Case Study of BS Program at QAU by **Umaima Kamran**	40
3	From Mind to Mouth: Crafting Effective Cross-cultural Communication Strategies for Enhanced Academic Output by **Ghulam Ali Buriro**	41
4	Attitudes of EFL Teachers' Incorporation of Critical Thinking in Argumentative Writing Instructions by **Abdelmomen Khalil , Nadia Hellalet**	42
5	Empowering Girls through Language Learning: Leveraging Technology and Resources for Enhanced Education by **Oyebolu, Ifeoluwa D, Jinadu, Damilola C.**	43
6	Bridging Language Education Gap in Neoliberal Times: The Interplay of Schooling, Higher Education and The Role of English Private Tutoring by **Muhammad Ibrahim**	44
7	Developments Reshaping ELT Globally: Rethinking Industry, Standards, and Competencies by **Sajida Zaki**	45
Gender Dynamics in Sociocultural		
1	Socio-Political Occurrences in Pakistan Paving the Way for Coining New Words by **Malik Ajmal Gulzar**	47
2	Humour and Gender Issues in Pakistani Women's Fiction in English by **Daniela Vitolo**	48
3	Surviving Violence, Resilience, and Resistance in the Face of Gender-Based Oppression: A Lexical-Semantic Study of Bayo Adebowale's Lonely Days by **Adesanmi, Moses Ademola , Adesiyan, Oyinade Funke**	49
4	Fe/Males Equal Rights: A Systemic Functional Linguistics and Critical Discourse Analysis of Selected Yoruba Proverbs by **Festus Moses Onipede**	50
5	Turn Taking Patterns in University Level Classrooms by **Sadia Siddiq**	51
Language Policy: Predicaments and the Way Forward		
1	Language Policy, Language Identity and Linguistic Landscapes in Two Pakistani Cities: An Exploratory Study **by Arshad Mahmood**	53
2	The Roles of Language in Conflict and Conflict Management in Wukari Taraba State by **Ajayi, Owolabi Badmus, Kilani, Sakiru Opeyemi**	54
3	Language Attitude and Language Shift: Exploring the Effects of English in Pashto Speech by **Muhammad Umair Khan , Naveed-Ur-Rehman Khattak**	55

Language, Mind and Brain		
1	The Silent Dialogue: Examining the Impact of Nonverbal Communication on Trust and Understanding in Patient-Doctor Interactions by **Fatima Jabeen, Asim Muneeb Khan**	57
2	Psycholinguistic Perspective on Ecolinguistics: Language, Perception, and Behavior by **Aditya Soni, Zain Khan**	58
3	Exploring the Complexities of Artificial Intelligence: Language, Mind and Brain by **Maryam Jilani, Saira Siddiqui**	59
4	Morphological Analysis in Pashto: A Multi-Step Hybrid Stemming Algorithm for Text Mining by **Khursheed Ahmad**	60
5	Plasticity in Language Recovery: Stroke, Rehabilitation, and Brain Reorganization by **Rana Maryam Mohammad Hamza, Mohammad Talha**	61
6	An Insight into the Teaching Methodologies for Dyslexic Students at Elementary Level in Lahore by **Bisma Butt**	62
7	A Linguistic Investigation of Propaganda in Advertising in Algeria by **Sabrina Zemmour**	63
Conference Program		
1	Day-one	59-63
2	Day-two	64-68

Abstracts

International Conference on Applied Linguistics
February 22-23, 2025

1

AI Impact on Language and Literature

Digital Linguistics: An Interdisciplinary Approach to Promote Social Sciences and New Career Trajectories

Dr. Muhammad Shaban Rafi
Professor
Riphah International University, Pakistan
Email: muhammad.shaban@riphah.edu.pk

Digital linguistics is part of our pilot research project aimed at enhancing the scope of social and human sciences. We believe that graduates in linguistics and literature face challenges in securing careers. Interestingly, many courses within their curriculum provide only a general and theoretical understanding of the subjects, lacking a focus on outcome-based education. Upon closer examination, it becomes evident that these courses do not adequately align with the learning progression and skill sets required for the ever evolving and highly competitive job market. Our analysis indicates that graduates from these disciplines primarily, if not exclusively, enter the teaching industry in Pakistan, which is already saturated. As a result, many graduates of social and human sciences find themselves unemployed or in careers that they may find unfulfilling. This frustration is reflected in the decline of admissions in these programs at universities. Instead of tackling this crisis, universities are increasingly prioritizing high-demand programs. This shift raises concerns for social and human sciences programs and consequently affects faculty and staff members as well. Given these challenges, we plan to propose a pilot project centered on linguistics due to its inherently interdisciplinary nature. At this stage, we aim to suggest a postgraduate diploma in digital linguistics, seamlessly integrating computer science, marketing, and business studies into a cohesive program. This micro-credential is designed to train graduates of linguistics with the technical skill sets including critical thinking, empathy, and creativity required by local and global industries.

Exploring the Integration of ChatGPT in Educational Practices: Insights from Educators

Dr. Sareen Kaur Bhar
Assistant Professor
Multimedia University, Melaka - Malaysia
Email: sareen.kaur@mmu.edu.my

This study investigates the adoption and utilization of ChatGPT in educational practices, based on qualitative interviews with 15 respondents from a private university in Malaysia. Participants, primarily educators from diverse faculties, shared their experiences, motivations, and challenges related to integrating ChatGPT into their teaching methodologies. The research aimed to explore how ChatGPT supports professional objectives enhances teaching practices and addresses educational challenges. Thematic analysis revealed several key insights: respondents were inspired to use ChatGPT for ideation, timesaving, and overcoming creative blocks. Specific instances highlighted its effectiveness in providing instant feedback, supporting critical thinking, and personalizing learning experiences. Participants acknowledged significant benefits, including enhanced classroom participation and accessibility to diverse resources, while identifying challenges like the need for proper training and institutional support. The findings underscore the potential of ChatGPT as a transformative tool in education, emphasizing the importance of institutional backing through training, technical support, and better policies. This study contributes to the growing discourse on AI's role in education by offering practical recommendations and identifying areas for future research, particularly on long-term impacts and scalability of AI tools in teaching.

The Role of AI in Higher Education English Test Designing: Benefits, Challenges, and Recommendations

Dr. Antonio Taglialatela
Assistant Professor
University of Basilicata, Italy
Email: antonio.taglialatela@unibas.it

The rapid advancements in generative AI (genAI) have produced significant research in recent years highlighting the advantages of using genAI in language test design. These advantages encompass time savings, the generation of test papers, and the enhancement of students' experiences during stressful assessments. This paper seeks to underline the importance of human intervention in English test preparation by analysing various genAI outcomes informed by direct experience and observation. Specifically, this study investigates the benefits and challenges associated with developing genAI-based English assessment tests for 160 Italian undergraduate students at an upper-intermediate level of English proficiency. Using ChatGPT 3.5., I argue that human intervention, particularly through well-crafted prompts, is essential for achieving effective results. This paper advocates for a thoughtful approach to integrating AI in English test design. The objective is to equip language teachers and practitioners with vital recommendations for test preparation. This guidance will assist them in navigating the intersection of AI and test design, fostering a nuanced understanding of the benefits and challenges posed by AI technology. It also emphasizes the necessity of balancing technological reliance with the integrity of higher-order thinking skills. In sum, the paper stresses that human supervision and intervention are critical for producing reliable outcomes, as failures in genAI-based tests are not uncommon. While the primary focus of this study is on the context of Italian undergraduates, it also explores broader implications for the use of AI in language education globally, reinforcing the universal need for human intervention to maintain quality and ethical standards.

Emojis as Digital Language and its Effect on Semantics

Ms. Maryam Khan
MPhil Scholar
Riphah International University, Pakistan
Email: maryamkhan0987z@gmail.com

Emojis have gained prominence in interactive digital communication. These symbols are widely known and commonly recognized among computer-mediated communication (CMC) users. These digital signs are taken as a substitution for the non-verbal clues that are missing from CMC in comparison to face-to-face communication. People incorporate them in short texts they send or post because they cushion the feeling expressions. Despite their wide use, the understanding of their usage in a correct manner is still lacking. This study investigates the understanding of the usage of emoticons and emojis in text messages. This study aims to determine whether any universal understanding of emoticons and emojis exists when there are thousands of people integrating them every day when disseminating text messages. For the purposes of this study, a survey form was utilized to gather information from students at different universities. Our results have concluded that though there is always a need for emojis to support the message emotionally, plain text can explain a major part of the semantics of the message. The results also established the fact that people have enough sense to use emojis to express emotions.

The Influence of Generative AI on Academic Writing: A Qualitative Study of Teachers' Perspectives and Digital Literacy in Pakistani Universities

Ms. Syeda Malika Zahra
PhD Scholar
Riphah International University, Islamabad- Pakistan
Email: malika.zahra@numl.edu.pk

Academic practices have changed as a result of the quick adoption of generative artificial intelligence (AI) technologies in the classroom, which present both enormous benefits and difficulties. With an emphasis on writing quality, critical thinking, and engagement, this study investigates how generative AI affects Pakistani university students' writing practices. It investigates how students' capacity to utilize AI tools sensibly and morally is shaped by their level of digital literacy. The study explores how students view and use AI technologies like Grammarly, QuillBot, and ChatGPT in academic settings. It is based on theoretical frameworks including the Technology Acceptance Model (TAM), Constructivist Learning Theory, and the Community of Inquiry (CoI). The results show that although participants acknowledged AI's potential to improve productivity, creativity, and learning, worries about reliance, false information, and a diminished role for teachers were common. Numerous attendees emphasized the value of striking a balance between the use of AI and conventional teaching techniques, highlighting the vital role that educators play in encouraging critical thinking and emotional engagement. Along with addressing issues with academic integrity and authenticity loss, the study also emphasizes how AI might enhance content structure and engagement. In the end, this study provides insightful information for educators, administrators, and legislators, highlighting the necessity of responsible, controlled AI use in higher education to encourage moral behavior and improve digital literacy.

Enhancing BS Students' Writing Skills Using AI: The Role of ChatGPT in Providing Feedback

Ms. Maria Naureen
Lecturer
Riphah International University, Islamabad
Email: maria.noreen@riphah.edu.pk

Ms. Amna Naeem
MPhil Scholar
NUML, Islamabad
Email: amna.mogal@gmail.com

Proficiency in writing in English is essential, especially, for the students of BS programs. It is a prerequisite for effective communication, lucid presentation of ideas and critically analyzing varied topics. On the other hand, the convenient accessibility to AI tools like Chat GPT has increased student's reliance on these AI tools. However, by integrating AI and making it a part of students' academic routine at BS level can constructively impact their performance. Hence, the dual purpose of this study is to demonstrate how we can recognize software like ChatGPT by integrating them in education by investigating its role in identifying errors in the language, improving sentence structure, refining grammar, and promoting coherence and clarity in their writing. This study is based on qualitative approach with the dual aim to integrate ChatGPT by making it a part of academia at BS level and analyzing its effectiveness in improving students' writing skills. It studies how the feedback obtained from ChatGPT by students themselves not only standardizes it but also promotes error identification in writing and enhanced learning from self-assessment. Moreover, the study identifies challenges and ethical considerations in using AI tools for academic purposes and offers practical strategies for educators to integrate such technologies effectively. By making ChatGPT a part of active learning of BS students to enhance their writing skills is at the core of this study.

Transforming Literary Education: AI's Role in Language Learning

Ms. Maham Muzamil
MPhil Scholar
Kinnaird College for Women, Lahore- Pakistan
Email: maham.muzamil@kinnaird.edu.pk

This research explores the transformative role of AI-powered tools such as language translation services, grammar checkers, and text-to-speech software in reshaping language and literature education. The study identifies a gap in understanding how AI-driven technologies are influencing the way students approach language acquisition and literary interpretation. The advent of AI has introduced new methods of learning, particularly in language acquisition and literary analysis. However, there is limited research examining how these tools impact students' comprehension and engagement in language and literature education. This qualitative study involved 15 semi-structured interviews with undergraduate students from five different universities in Lahore, Pakistan. The participants were selected to provide insights into their experiences with AI tools in their language and literature studies. Nvivo software was used to code and analyze the data, identifying themes related to students' perceptions and the practical impacts of AI in language learning. The study reveals that AI tools have an impact on students' language learning processes. Participants reported increased engagement and improved language skills through the use of AI-driven applications. However, some concerns were raised about over-reliance on technology and the potential for diminished critical thinking skills in literary analysis. The findings suggest that AI has the potential to revolutionize language and literature education, making learning more accessible and interactive. The research highlights the need for further exploration into balancing AI use with the development of critical thinking and interpretive skills in students.

AI or I? Evaluating ChatGPT's Role in Shaping Students' Writing in Literature

Ms. Sameet Fatima
MPhil Scholar
COMSATS University Islamabad- Pakistan
Email: sameetfatima15@gmail.com

Ms. Dure Shahwar Bukhari
MPhil Scholar
COMSATS University Islamabad- Pakistan

Ms. Laiba Arooj
MPhil Scholar
COMSATS University Islamabad- Pakistan
Email: aroojlaiba355@gmail.com

This study delves into the influence of AI assistant ChatGPT on students' writing in literature and related disciplines, exploring whether it enhances or diminishes critical thinking, creativity, and originality in academic writing. As artificial intelligence (AI) tools like ChatGPT gain more popularity in education, it is crucial to investigate how they affect tasks that need significant intellectual engagement, such as literary analysis and formal writing. The core question guiding this research is: How does ChatGPT affect students' ability to critically analyze, interact creatively with texts, and create original written work? To address this, the study employs a mixed-method approach, incorporating surveys and interviews. Both Undergraduate and Graduate students of English, at COMSATS University Islamabad were surveyed about their experiences using ChatGPT in academic writing. Preliminary data reveals that, while ChatGPT aids with idea development and writing refinement, it also poses a risk of dependency, reducing students' intellectual effort and originality, undermining their cognitive engagement. The study underscores the duality of AI, highlighting the drawbacks and advantages of AI tools in writing tasks. The findings suggest that educators should carefully evaluate how to include AI tools in the curriculum such that they serve as supplements for enhancing productivity, rather than as substitutes that replace critical thinking and creativity. This study fills a gap in the existing literature on the role of AI in humanities education and offers educators practical guidelines for balancing AI use with intellectual development, thereby contributing valuable insights to the evolving landscape of technology in Pakistan.

2

Conflict, Representation and Prejudices

A Study of Racist Slurs against Dark Skinned Malaysian Indians as Depicted in Videos and Publications

Dr. Maya Khemlani David
Professor
University of Malaya, Kuala Lumpur- Malaysia.
Email: mdavid@um.edu.my

In today's globalized world, many countries have multi-ethnic, multi-cultural, and multi-religious populations who have migrated to such countries at different times, each ethnic group holding a different socioeconomic status. In this presentation, I focus on the Malaysian Indian population who comprise about 7 percent of Malaysia's 34,000,000 population. Much discrimination is based on unconscious bias. Unconscious bias is based on what we are told by families, what we see, what we read, and watch on TV, and our personal experiences and it becomes part of our daily lives. However, what results due to such bias needs to be explored, and solutions need to be provided to ameliorate such bias. This study, by focusing on videos in Malaysia, discusses how color is explicitly and implicitly embedded in language. Using Fairclough's critical discourse analysis perspective, I explore color bias in these video presentations. Videos collected from online websites discuss how color enacts racism and negatively portrays dark skinned Indians. Video data has been triangulated with Malaysian publications to depict the manifestations of such bias in lived experiences. I move on to discuss the responses of British African senior leaders in organizations and how they reacted to bias, prejudice, and slurs. Many of these leaders used several strategies in response to such racism. Based on a book -The Model Black by Barbara Banda, who interviewed thirty of these senior leaders found that they either assimilated, squared, or went silent. The writer concludes that perhaps the younger generation may respond radically differently to such color bias.

Social Media and Gricean Maxims: A Pragmatic Analysis of YouTube Comments

Dr. Arshad Ali
Assistant Professor
National University of Modern Languages, Rawalpindi- Pakistan
Email: arali@numl.edu.pk

The study examines how the maxims posited by Paul Grice were flouted in the online media discourse in the comments section of the social media platform YouTube. Drawing on purposive sampling technique, eight conversational samples from the aforementioned source were manually retrieved, and the speakers were anonymized. The theory of cooperative principles by Paul Grice was brought into use as the theoretical framework. The researcher aimed to unearth how these principles were being violated in online discourse and also the implicit reasons behind them, in the form of implicatures. A pragmatic analysis was carried out of each conversation, it was found that the principle of quantity was the most disregarded, followed by that of quality, relevance and manner, respectively. Moreover, the implicatures gleaned from the samples included, inter alia, providing a more comprehensive picture of the issue at hand; emphasizing a certain aspect more; and showing a tacit agreement or disagreement to a particular proposition set out by the previous speakers.

A Linguistic Analysis of Redemption in Khaled Hosseini's *The Kite Runner*: A Critical Discourse Approach

Dr. Sidra Mahmood
Assistant Professor
Riphah International University, Pakistan
Email: sidra.mahmood@riphah.edu.pk

The theme of redemption is central to human existence, as individuals often strive to atone for their wrongdoings in pursuit of self-realization and moral reconciliation. Khaled Hosseini's The Kite Runner intricately portrays this theme through the protagonist's journey of guilt, perseverance, and eventual redemption. While the theme has been extensively explored from literary and psychological perspectives, this study adopts a linguistic approach, employing van Leeuwen's Social Actor Network model (2008) within the framework of Critical Discourse Analysis (CDA). By examining the representation of social actors, role allocation, and inclusion/exclusion strategies in the protagonist's dialogues, inner monologues, and narrative voice, this research investigates how language constructs and negotiates the concepts of guilt, moral conflict, and redemption. The findings reveal that linguistic strategies such as exclusion, role allocation, and association play a pivotal role in shaping the protagonist's transformation from guilt to self-redemption. By focusing on the linguistic construction of redemption, this research addresses a significant gap in existing scholarship, offering a unique perspective on how language mediates complex human experiences in literature.

Epic Genre of Azerbaijan Folk Literature: Study of Proverbs and Multicultural Approach

Dr. Günel Hummetova (Paniyeva) Saleh
Assistant Professor
Azerbaijan State Pedagogical University, Azerbaijan
Email: gunelpeniyeva@mail.ru

The epic genre of Azerbaijani oral folk literature is rich in terms of genre and is quite rich in content. The genres of this genre are mainly the following: myth, legend, narrative, anecdote, proverbs and sayings, riddles, riddles, fairy tales. From the reading of examples of these genres, it becomes clear that they reflect the most vivid and consistent expression of national thought, national values, love and respect for man. Attention is paid to the assimilation of knowledge about each of these genres in the philology faculties of universities. However, the involvement of students in research is not satisfactory. This is one side of the matter. It is impossible not to mention another and more serious issue. It is interesting that although various studies talk about the creation, dissemination, collection, recording, and printing of genres, not enough has been said about their being unique examples of art reflecting national-spiritual values and universal values. It can be said that in the study of these genres, the identification of national-moral values reflected in them, the expression of attitudes, and the assessment of their important role in education have been neglected. Analysis has been conducted in a narrow, limited framework on the example of more specific examples. The ideas expressed in textbooks and speeches on multiculturalism about this are very small steps towards solving the problem. In this article, the traces of multicultural values have been examined and paid attention to during the analysis of the main proverbs. Examples of proverbs included in Azerbaijani oral folk literature have been brought and analyzed, and in each of them, noticeable national values and multicultural traces, ideas containing tolerance, and unity have been revealed.

3

Ecolinguistics and Ecological Narratives

Eco Tales for Eco-Warriors: An Ecolinguistic and Developmental Analysis of English Textbooks

Ms. Yamna Khan
Lecturer
Sir Syed University of Engineering &Technology, Karachi- Pakistan
Email: yamnakhan.yk@hotmail.com

The global push for sustainability has led to increasing calls for educational reforms that integrate ecological awareness into learning materials, especially, English Language Teaching (ELT). As a primary educational resource, textbooks play a crucial role in shaping students' environmental consciousness, making them "eco-warrirors"- capable of addressing global environmental challenges. For that, this research examines to what extent Grade 9 and 10 English textbooks published by the Sindh Textbook Board (STBB), incorporate ecological themes and align with the Sustainable Development Goals (SDGs), particularly SDG 13: Climate Action. Using an ecolinguistics and developmental framework, the study investigates (1) the extent to which these textbooks promote ecoliteracy, (2) the linguistic and developmental strategies employed to present environmental themes, and (3) their alignment with global sustainability frameworks. A qualitative methodology involving thematic analysis and rubric-based evaluation assesses the ecological content and critical thinking potential of the textbooks. The findings reveal that while some environmental themes are present, they are often superficial and lack depth, urgency, and actionable insights for engaging students with sustainability issues. Therefore, the study highlights the need for substantial revisions to the textbooks to better integrate ecological narratives and align them with the principles of sustainable development. In sum, this research contributes to the growing discourse on ecolinguistics and educational reform, offering actionable insights for curriculum developers, educators, and policymakers seeking to create environmentally conscious learning materials.

Unveiling Environmental Education: An Ecolinguistic Exploration of Moroccan Textbooks

Dr. Mounya Mrabti
Assistant Professor
Moulay Ismail University of Meknes, Indonesia
Email: mrabti.mounya@gmail.com

Dr. Mouassine Fatima Ezzahra
Assistant Professor
Moulay Ismail University of Meknes, Indonesia
Email: fatimzahraemouassine@gmail.com

Environmental Education (EE) is a cornerstone of sustainable development, equipping learners with the knowledge and skills to address pressing ecological challenges. In this context, school textbooks play a crucial role in shaping environmental awareness and attitudes. This study delves into the portrayal of EE in Moroccan English secondary school textbooks through an ecolinguistic and semiotic lens. Employing a mixed-methods approach, three textbooks, namely Outlook, Ticket to English, and Gateway to English were selected from the official curriculum for analysis. Content analysis revealed significant findings regarding linguistic representation. Features such as nominalization, verbs, and passive voice were frequently employed, indicating a tendency to obscure the agency behind environmental actions. Although the textbooks are rich in environmental content, they show a notable lack of references to local environmental issues, highlighting a disconnect between global environmental narratives and local contexts. To complement the linguistic analysis, a semiotic examination based on Barthes' framework was conducted on the introductory images of each textbook. This analysis uncovered how visual elements contribute to shaping environmental narratives and engage students in interpreting ecological themes. Together, the findings illuminate the complex interplay between language and imagery in EE content. This study highlights the need for more localized and contextually relevant environmental content in textbooks. It offers valuable pedagogical implications for curriculum designers, textbook authors, and educators, advocating for a more intentional integration of EE into English language teaching materials.

4

Emerging Trends in Translation Studies

We Can Do Much Better than Product-ordinated and Workflow-oriented Research in Journalistic Translation Studies

Dr. Ali Jalalian Daghigh
Senior Lecturer
Universiti Malaya, Malaysia
Email: jalalian@um.edu.my

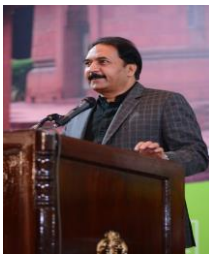
News media and translation have become two inseparable disciplines in the current era of globalization, playing an essential role in reporting international news. This has led to increasing scholarly interest in studying the translation of journalistic text in the field of Translation Studies as a young discipline and in Journalistic Studies taking interdisciplinary approaches in their inquiries into journalism and translation, leading to the formation of the nascent field of journalistic translation studies. A review of the literature in this area reveals a predominant focus on product-oriented studies, with comparatively less attention given to workflow-oriented research. In this keynote, I aim to encourage scholars to expand the scope of Journalistic Translation Studies, by advocating for a humanizing approach inspired by transformative trends in Translation Studies. Drawing on interdisciplinary perspectives, in this talk, I will revisit the current research landscape in journalism translation and propose a shift towards a humanizing trend and the possible avenues to consolidate this. I will end this talk by discussing how such a paradigm shift can enrich the field and outline practical strategies for future researchers to adopt this perspective.

Preposition Errors, Analysis of Hausa Films Subtitled in English: A Case Study Of 'Abokin Mijina' and 'Mansoor'

Dr. Ali Umer Muhammad
Assistant Professor
Yusuf Maitama Sule University, Kano-Nigeria
Email: babangidamama@gmail.com

Subtitles are a form of translation provided in a television series or films in order to communicate with a wider society across the globe. Shuttleworth and Cowie argued that subtitles are a method of transfer, which is used in rendering an utterance or a conversation in an audio-visual communication like a TV series and movie/film. The subtitle is a written translation of the initial discussion or utterance that appears on the screen in a line of text usually placed at the bottom of the screen. Subtitles appear and vanish to concur with the part of the original dialogue in time and are generally applied as a post-production operation to the screen image later. Due to the application of technology in the teaching and learning process, subtitles are also used to teach language at different levels. To use subtitles in teaching and learning situations, such subtitles must be error-free, or the error must be at a minimal level. In this regard, Hasuria argued that good subtitles can be produced based on the subtitler's good skills and adequate experience, which always aid him/her in selecting appropriate strategies which fit well with the subtitling work while wrong subtitles will affect the viewers' understanding. Therefore, the purpose of this study is to explore the use of English subtitles in Hausa films, with the aim of investigating the errors committed by subtitlers. Error analysis theory was used for the data collection and data analysis. The data was collected from a Hausa film, titled 'Abokin Mijina' (My Husband's Friend and 'Mansoor' (The proper name of a male). The researcher watched the film three times and both the source language utterances and their corresponding subtitles were recorded from which the errors were identified and analyzed. The collected data was analyzed using the error analysis theory proposed by Corder. Many errors in relation to prepositions were found in the data. Other errors are due to the poor use of punctuation and typology. The paper recommends that Hausa filmmakers should collaborate with professional translators, who should from time-to-time organize workshops and seminars for subtitlers.

Political Economy of Culture: Promoting Pakistani Literary Narratives through Translations



Dr. Muhammad Safeer Awan
Professor
National University of Modern Languages, Islamabad- Pakistan
Email: msawan@numl.edu.pk

Culture and its associated artistic productions, rooted in societal beliefs and practices, constitute a multi-billion-dollar global industry. This is evident in the far-reaching influence of Hollywood, Bollywood, and other thriving film industries worldwide. These visual and literary narratives not only shape public opinion but also generate substantial financial revenue, foster employment opportunities for creative professionals such as writers, directors, and designers, and play a pivotal role in promoting the soft image of a nation on the global stage. In stark contrast, Pakistan has yet to fully explore and promote its cultural capital, with limited state attention directed toward developing industries such as film and literary translation. The rich and diverse literary narratives originating in Pakistani languages remain largely inaccessible to global audiences, hindering the country's cultural influence and soft power. Literary works, which often serve as the foundation for cinematic adaptations, have the potential to act as bridges of cross-cultural dialogue and understanding. This paper explores the critical importance of translating Pakistan's cultural and creative narratives into languages of global significance. It argues that fostering a robust translation industry can amplify the country's voice on the international stage, showcase its rich literary heritage, and contribute to the diversification of global cultural discourses. By investing in the transfer of Pakistan's cultural capital, the nation can not only elevate its creative economy but also counter stereotypes and project a more nuanced and positive image worldwide. The discussion underscores the need for strategic state policies and collaborative initiatives to nurture and promote these endeavors.

Comparative Analysis of "Rekhteya Rekhteya Di" and "Facts are Facts": A Translation Quality Assessment

Mr. Pir Muhammad
MPhil Scholar
University of Buner, Pakistan
Email: pirm1234@gmail.com

Translation studies is an emerging interdisciplinary field that examines linguistic, cultural, and contextual factors that shape the transfer of meaning between languages. This research applied Juliane House's model, Translation Quality Assessment: Past and Present (2015), to analyze the translation of Facts are Facts by Dr. Syeda Saidain Hameed from Khan Abdul Wali Khan's Rekhteya Rekhteya Di.TQA model was applied to 3 chapters out of 22 of the said book by purposive sampling as these three chapters were most suitable for this study. Using a qualitative approach, the study investigated whether the translator employed a covert or overt translation strategy to ensure quality. Lexical, systematic, and textual analyses revealed that the translator prioritized equivalence in the target text, adapting the source text to fit the cultural and linguistic context of the target audience. This approach facilitated accessibility for readers while minimizing cultural barriers. The findings highlighted the value of House's model in understanding the teaching and learning processes in translation, emphasizing the importance of balancing fidelity to the source text with audience accessibility. The translator predominantly employed a covert translation strategy.

A Corpus-Based Comparative Study on Collocation and Semantic Prosody in English and Urdu

Mr. Nasir Hussain
MPhil Scholar
Air University, Islamabad- Pakistan
Email: nasirshigri001@gmail.com

The present study will aim to explore collocational behavior and semantic prosody of English content words and their Urdu translation equivalents using two cross-linguistic newspapers as reference corpora. The English corpus was built based on The Sun which is the most circulated English newspaper in the UK and the Urdu corpus was built based on Express which is the most circulated Urdu newspaper in Pakistan. The analysis of semantic prosody will be carried out using the latest version of #LancsBox (Brezina et al, 2021). The identification and categorization of the semantic prosody will be based on Stubbs' (1995) classification of the semantic prosody. The findings of the study can have a profound impact on the field of Language Teaching and learning and translation studies specifically English to Urdu. The findings of the study can also contribute to lexicography as the findings of the study can become significant prosodic descriptions in bilingual as well as monolingual English and Urdu dictionaries. Moreover, the present study will open new avenues for researchers who are interested in Urdu corpus-based studies.

Semantic Aspects in Contractual French Legal Discourse

Dr. Mohammed Hichem Bencherif
Assistant Professor
Nour Bachir University Centre, El Bayadh- Algeria
Email: m.bencherif@cu-elbayadh.dz

Talking about semantics in French legal discourse in general, and contractual discourse in particular, requires familiarity with the issues raised by the latter at several levels: lexical, terminological, semantic and stylistic. Using a linguistic and historical approach to language, this article examines the manifestations of semantics in French legal discourse and highlights the problem of the multiplicity of meanings of legal terms, which varies according to the different branches of law. In addition, the style of legal expression is imposed in terms of the choice of terms to express legal reality, all of which are factors to be studied by the specialists in the field as well as by the legal translator.

Resistance among the Classroom Actors: A Critical Analysis of the Discursive Practices in the ESL Undergraduate Classroom

Dr. Muntazar Mehdi
Assistant Professor
National University of Modern Languages, Pakistan
Email: mmehdi@numl.edu.pk

The current study focuses on the ESL multicultural classroom discursive practices on ideology, race, power, resistance and gender. The ESL classroom involves the classroom participants in learning the non-native language in a common setting where all the students learn the content of the ESL course in socially constructed practices. Since the classroom is a constituent of the social growing practices, the classroom approved practices contribute a significant role in the development and establishment of social norms. All three universities of Islamabad (the capital city of Pakistan) were taken as the sites of the study where the undergraduate four-year English program is being offered. The study is a census enquiry where the population of the sites is considered as a sample of the study. Moreover, all the students of the research site were contacted to participate in the study. The data were collected through questionnaires – being the only tool of quantitative study – from the students only. The study is descriptive in nature and the design is explanatory. It was found that some groups of students are dominant in the ESL (English as Second Language) classrooms discursive interactions which cause the back-benching and silencing of some of the students. In such multicultural ESL classrooms, the students also feel alone, and certain minority groups hesitate to participate. Silence and lack of participation among some of the students have been observed as they come across dominant cultural values in the ESL classrooms. To get plausible academic results in the ESL multicultural classroom, the teachers need to understand, perceive and sensitize themselves to the cultural, and social understanding of the students for a smooth academic process in the language classroom.

5

Global Perspectives in English Language Teaching

Learning to Speak another Language: Theories, Myths and Realities

Dr. Gennady Medvedev
Associate Professor
Sultan Qaboos University Muscat- Oman
Email: gennady@squ.edu.com

This keynote address will be delivered in the form of a Think Shop that will invite the audience to critically evaluate the existing theories in second language acquisition and involve them in workshop-like activities related to their personal associations with learning how to speak a foreign language. Indeed, learning another language is a complex cognitive process that engages different parts of our brain. While we are often eager or compelled to learn another language quickly and effectively, we may underestimate the cognitive load that the brain can actually carry. Thus, this keynote address makes reference to several popular TED talks which feature linguists and polyglots discussing their best practices for learning other languages. It also demonstrates several creative approaches to active classroom learning based on the speaker's personal teaching experience. The presentation also explores the benefits of new technology (e.g., smart speakers and smartphone applications) that have become an integral part of language learning in the modern era. Although speaking a language as a mother tongue is merely a geographical accident, to begin with, what happens to a learner next depends entirely on a number of important academic decisions they make in and outside their classroom environment. The key to learners' success is still in the hands of effective language teachers who will 'light the world' for them.

An Evaluation of English Oral Communication Course: A Case Study of BS Program at QAU

Dr. Umaima Kamran
Associate Professor
Quaid-e-Azam University, Islamabad- Pakistan
Email: umaima@qau.edu.pk

English proficiency, especially in oral communication, is a crucial skill in a globalized world. However, students in Pakistan often struggle with English speaking despite years of compulsory education. This study evaluates the teaching and learning practices of oral communication courses at the BS level in Quaid-i-Azam University, Islamabad, focusing on identifying challenges and proposing solutions to improve students' oral English skills. A mixed-method approach was employed, incorporating classroom observations, structured teacher interviews, and student questionnaires from diverse academic disciplines. The findings reveal significant challenges, including outdated curricula, lack of speaking-focused activities, and students' anxiety and low confidence. Teachers often rely on traditional lecture methods, with limited integration of modern techniques or technology, further hindering skill development. The study highlights the importance of updating teaching methodologies, incorporating activity-based learning, and fostering a supportive environment to enhance students' oral communication skills. By addressing these gaps, this research offers recommendations for teachers, policymakers, and curriculum

From Mind to Mouth: Crafting Effective Cross-cultural Communication Strategies for Enhanced Academic Output

Dr. Ghulam Ali Buriro
Professor
University of Sindh, Jamshoro- Pakistan
Email: gaburiro@gmail.com

This research paper investigates the core aspects of multicultural communication and presents findings on how it could become effective in a world where communication has departed from a mere necessity to an inevitable mandate. In addition, in today's diverse workplace, communication issues can take on an added dimension of complexity. Every culture has its own set of tacit assumptions and tendencies when it comes to face-to-face interactions, and trying to get your point across effectively can sometimes be difficult. Even when a language barrier doesn't exist, cross-cultural communication can be challenging. Here are our top ten tips for effective cross-cultural communication. Besides, effective communication across cultures is essential for successful collaborations between people of different cultures. However, there are many challenges when it comes to multicultural communication that can make it difficult to communicate effectively. Language barriers, cultural differences, different levels of intercultural communication skills, and misunderstandings can all lead to ineffective communication and strained relationships. Fortunately, there are steps that can be taken to overcome these challenges and ensure effective multicultural communication for business success. Language barriers can be one of the big challenges in multicultural communication that can create many frustrations. For example, many times, U.S. citizens who are discussing a situation with someone who does not speak English and is trying to explain an issue, find that their communication becomes more difficult or ineffective because of the language barriers. Sometimes, misunderstandings can even create hostile or aggressive communication in multicultural audiences. There are ways to overcome this barrier besides, of course, basic mutual respect. One way is to use an interpreter, which is someone who can translate the conversations that usually happen between people from different countries or cultures. This will allow those from different places and cultures to understand each other without limits in their languages.

Attitudes of EFL Teachers' Incorporation of Critical Thinking in Argumentative Writing Instructions

Dr. Abdelmomen Khalil
Assistant Professor
Universite Chouaib Doukkali,Morocco
Email: khalilabdelmoumen03@gmail.com

Dr. Nadia Hellalet
Assistant Professor
Chouaib Doukali University, Morocco
Email: hellaletnad@gmail.com

This study aimed at finding out Moroccan English as a foreign language (EFL) high school teachers' attitudes towards incorporating critical thinking skills (CTS) in their teaching practices and in argumentative writing, how they facilitate CTS, and what challenges they experience when incorporating CTS. To fulfill the research objectives and collect both quantitative and qualitative data, a mixed-methods approach was adopted using questionnaires and interviews. The researchers collected data from 127 EFL teachers from different Moroccan high schools. The findings revealed that the teachers hold positive attitudes toward critical thinking (CT) and integrate it in their argumentative writing instructions. Additionally, the most frequently encountered challenges teachers confront when facilitating CTS are the absence of expertise and training, crowded classrooms, and outdated textbooks. The research findings are aimed to guide EFL teachers in understanding the current practices of facilitating CTS in argumentative writing and devise applicable strategies for better practices in the Moroccan context.

Empowering Girls through Language Learning: Leveraging Technology and Resources for Enhanced Education

Ms. Oyebolu, Ifeoluwa D.
Assistant Professor
The Federal Polytechnic, Ilaro- Nigeria
Email: ifeoluwa.oyebolu@federalpolyilaro.edu.ng

Ms. Jinadu, Damilola C.
Assistant Professor
The Federal Polytechnic, Ilaro- Nigeria
Email: damilola.jinadu@federalpolyilaro.edu.ng

This paper explores the intersection of language learning, technology, and gender empowerment, highlighting the potential of technology-enhanced language learning to address unique challenges faced by girls in remote areas. As Dr. Uduig aptly notes, "educating a woman empowers a community," and language learning is a powerful tool for empowering women, enhancing their educational and economic opportunities, and promoting gender equality. Technology-enhanced language learning expands access to quality education for marginalized groups, but the digital divide persists, limiting benefits for women in disadvantaged regions. This study is aimed at answering the question of how and if technology can influence economic possibilities for girls in Africa through language education. This study investigates how digital resources and educational technologies can enhance language education for women and girls, promoting empowerment and social mobility. A random sample of 250 participants (125 women and 125 girls) from urban and rural areas was selected to explore these challenges and opportunities. Findings show that a significant number of girls in the selected locality still have very limited access to technological resources, thereby limiting their access not just to opportunities, but also to enhanced education. In relation to current trends, it is believed that language education using technology has the potential to improve the chances of women and girls economically.

Bridging Language Education Gap in Neoliberal Times: The Interplay of Schooling, Higher Education and the Role of English Private Tutoring

Mr. Muhammad Ibrahim
Lecturer
NUCES-FAST, Islamabad- Pakistan
Email: Ibrahim51826@gmail.com

This study examines how private tutoring academies position themselves within the linguistic market by targeting competitive exam aspirants and language proficiency preparatory students. These academies attempt to achieve this by creating a perception of English language deficiency in these individuals through strategic advertisements. Since English serves as the medium for high-stakes examinations, students from underprivileged families, due to the educational dichotomy, often experience a deficiency in English proficiency and seek additional support to meet the language demands of these examinations. The research highlights how private coaching academies attract such students under the guise of "bridging the educational gap," primarily for financial gain. Drawing on 12 semi-structured interviews, 20 promotional videos, and 50 picture advertisements, the study employs neoliberalism and the sociolinguistics of globalization as its theoretical framework. The data was analyzed using Charmaz's constructivist grounded theory to gain an in-depth understanding of this social phenomenon. The findings reveal that these academies capitalize on educational disparity by employing persuasive advertisements to market their services under a neoliberal agenda. The study underscores that educational inequality, driven by Pakistan's stratified social structure, unrestricted marketization of the English language by private academies, and static English language learning content, collectively contribute to the proliferation of English private tutoring.

Developments Reshaping ELT Globally: Rethinking Industry, Standards, and Competencies

Dr. Sajida Zaki
Professor
NED University of Engineering and Technology, Karachi- Pakistan
Email: drzaki@neduet.edu.pk

English Language Teaching [ELT] has become a prominent industry globally with established standards in academic discipline, research and applications, professional practice, and training and development with implications for a large variety of stakeholders engaged with this industry. The ELT has already come a long way owing to the shifting status of the English language from its infamous earliest status of being the instrument of colonialism and imperialism (17th to 19th centuries), to a means of scientific and technological advancement (post-World War II), to the vehicle inducing the ICT revolution and globalization (that completed in the 1990s), to becoming a global lingua franca introducing the ELF paradigm significant in the 21st century realities (the first decade), to the Covid -19 post-pandemic world that ushered in a new era of remote, online, distance, and hybrid world of study, work, and living. Even before we could fully comprehend the extent of the changes, Artificial Intelligence began the ultimate transformation which is yet to fully unfold. These shifting sands of ELT, from TEFL to TESL to TESOL to TEGCOM to TEIL to TELF to GELT, to virtual English, are spread over 75 years with theoretical and applied developments that have transformed English Language Teaching against the rapidly evolving wider socio-economic, geo-political, and technological realities. English Language Teaching professionals, thus, require sophisticated knowledge of the disciplinary developments coupled with competencies that would enable them to impart this applied knowledge skillfully to the satisfaction of the stakeholders from individuals to communities of practice, to organizations, to societies at large, and to the industry itself. The local ELT scenario reveals a disconnect from the aforementioned global developments. Consequently, the ELT academic and professional standards do not reflect the desirable structure and practices that would earn it the credibility of an important industry. The keynote will provide an overview of the developments that influenced ELT over the last 75 years to develop the criticality in responding to the shifting perspectives and frames for the contemporary professional ELT field aligning it with the global developments. The primary aim will be to provide the in-service and pre-service ELT practitioners and teacher educators with a list of recommended practices that they can adopt to respond to the professional ELT standards.

6

Gender Dynamics in Sociocultural Transformation

Socio-Political Occurrences in Pakistan Paving the Way for Coining New Words

Dr. Malik Ajmal Gulzar
Associate professor
Allama Iqbal Open University, Islamabad- Pakistan
Email: ajmal.gulzar@aiou.edu.pk

The present study examines the coinage of new terminologies that evolved with the emergence of a new socio-political framework. The study focuses on the coinage of new words, e.g., gullu and gulluism in the prevailing socio-political scenario of Pakistani society. The study examines how words attain new meanings and how quickly people accept meaning according to their socio-political awareness. Some socio-political happenings are so influential that they provide totally different meanings to the existing words. Furthermore, the study examines how when a word attains a new meaning from a socio-political system, how quickly it carries other meanings within its repertoire, associating it with society. Finally, conclusions are drawn to signify the growing use of newly coined terms with special reference to opinions, experiences, and marked choices of the users. Most importantly, with the emergence of mass media, the quick reporting of incidents has a thrilling impact on the socio–political consciousness of the masses. It has also influenced the routine language of the people. In the present time, ideas, thoughts, and expressions are dependent on the specific situations, conditions, and use of language. Despite the richness and multiple uses of language formally and informally, determining new meanings is a mammoth task, as sometimes a word carries one meaning in one culture and may be entirely different in the other culture. With the passage of time, some words adopt or include new meanings, but it is a very rare phenomenon that an incident utterly changes the connotative meanings of the words. A coinage of new words or the inclusion of new meaning into the meaning of a word is called neology.

Humour and Gender Issues in Pakistani Women's Fiction in English

Dr. Daniela Vitolo
Associate Professor
University of Naples, Italy
Email: daniela.vitolo@hotmail.it

Literary narratives provide examples of how language has the power to shape and reshape the world around us. The ways in which fiction writers use language to represent a given context, situation or issue, render a view of a current situation and can suggest a perspective on how things should be or could become. Pakistani Anglophone fiction is characterised by a principal interest towards social issues and the ways in which they affect individual lives. Consequently, this literary production represents Pakistani society frequently pointing out the challenges individuals and communities deal with in their everyday lives. In this context, women's writings provide a gendered perspective on the questions they focus on not only highlighting how the structures and logic of patriarchy affect women but also making it possible to imagine a future where gender should not constitute a limitation of women's subjective experiences and possibilities in life. Humour is a powerful tool for expressing social commentaries in ways that have a high impact on the reader. This intervention will interrogate how humour is used in Pakistani women's fiction in English as an instrument to express a critical view of gendered relationships and social roles in contemporary Pakistani society.

Surviving Violence, Resilience, and Resistance in the Face of Gender-Based Oppression: A Lexical-Semantic Study of Bayo Adebowale's Lonely Days

Mr. Adesanmi, Moses Ademola
Assistant Professor
Federal Polytechnic, Ilaro- Nigeria
Email: moses.adesanmi@federalpolyilaro.edu.ng

Mr. Adesiyan, Oyinade Funke
Assistant Professor
Osun State Polytechnic, Nigeria
Email: adesiyanf@gmail.com

This study undertakes a lexical-semantic analysis of Bayo Adebowale's Lonely Days to explore how language reflects and reinforces themes of resilience and resistance in the face of gender-based oppression. From the lens of Lexical Semantic, and Feminist Literary Theories, focusing on the protagonist, Yaremi, a widow subjected to cultural and social violence in a patriarchal society, the research examines how specific lexical choices and semantic patterns in the novel convey her struggles and strength. Through a detailed analysis of keywords, phrases, and their connotations, the study reveals how language is used to depict both the brutality of Yaremi's experiences and her enduring spirit of resistance. This lexical-semantic approach uncovers the underlying meanings and associations that shape the reader's understanding of Yaremi's resilience, particularly in her interactions with a community that seeks to control and marginalize her. The study also highlights how Adebowale's use of language challenges traditional gender norms, portraying Yaremi not just as a passive victim but as an active agent who resists oppression and asserts her autonomy. By focusing on the linguistic strategies employed in Lonely Days, this research contributes to a deeper understanding of how African literature can represent gender-based violence and the ways in which female characters survive and resist oppressive forces. This study offers new insights into the power of language to shape narratives of resilience and resistance within the broader context of gender-based violence in African literary works.

Fe/Males Equal Rights: A Systemic Functional Linguistics and Critical Discourse Analysis of Selected Yoruba Proverbs

Dr. Festus Moses Onipede
Associate Professor
University of Lagos, Lagos- Nigeria
Email: onipedefestusmos@gmail.com

This study investigates the representation of gender roles and relations in Yoruba proverbs, using Systemic Functional Linguistics (SFL) and Critical Discourse Analysis (CDA) to analyze twenty selected proverbs. The study seeks to uncover the linguistic constructions of gender roles, the ideologies embedded in these proverbs, and how they reflect or challenge patriarchal values in Yoruba society. Findings reveal that the majority of the proverbs linguistically position men as dominant figures, while women are portrayed as passive or confined to domestic roles. These proverbs reflect a deeply rooted patriarchal ideology, reinforcing traditional gender norms and contributing to the marginalization of women in public and private spaces. However, a few proverbs acknowledge women's capabilities, though often within limited and constrained contexts. The study concludes that while these proverbs generally reinforce gender inequality, there is potential to reinterpret some in ways that support contemporary gender equality movements. The implications of these findings highlight the need for cultural re-evaluation of gendered proverbs and their impact on the status of women in Yoruba society. Recommendations include encouraging gender-sensitive reinterpretation of proverbs and incorporating them into educational programs to promote more equitable gender relations.

Turn Taking Patterns in University Level Classrooms

Dr. Sadia Siddiq
Assistant Professor
COMSATS University, Pakistan
Email: sadia_siddiq@comsats.edu.pk

Turn taking in an interaction is a set of principles and procedures that monitor how the participants take turns in a conversation or discussion. It stands as a very significant aspect of communication that aids in generating an environment of respect, fairness and compassion, signalling the obligation of inclusiveness and decency in the dialogue. Studying the patterns of turn taking in university level classrooms is a very interesting exploration domain. Using the nonparticipant naturalistic observation technique, the current study aims to explore the turn taking patterns existing in the university level classrooms. Further, the paper would propose certain strategies and tools for developing effective turn taking patterns.

7

Language Policy: Predicaments and the Way Forward

Language Policy, Language Identity and Linguistic Landscapes in Two Pakistani Cities: An Exploratory Study

Dr. Arshad Mahmood
Professor
National University of Modern Languages, Islamabad
Email: armehmood@numl.edu.pk

It is true that language policy, language identity and linguistic structure are closely linked and affect each other. Looking through the lens of history, we will realize that regime change affects language policy and language display in public spaces. Such instances can be observed during what they call *Russification* and *Turkification*. Similarly, Russia was dominant in Azerbaijan but after the regime change, first it diminished, and then disappeared in one decade. Some changes and tension between language policy and practice were noted in countries like India, Pakistan, Hong Kong, Singapore and Iran as well. This tension was quite visible in Pakistan while implementing language policy. For example, this has been a hard puzzle to solve if elementary education should be in the local language/s, the national language or the international language (English) in the country. This study explored the interface between language policy and practice, language display and language identity with the help of photo clips of signboards and interviews of shop owners from two cities in Pakistan. After an informal survey prior to the formal study, three locations in Islamabad were chosen while one shopping street in the neighboring town was focused on gleaning the required data. Twelve shop owners were interviewed from the four locations to further verify the phenomenon behind the choice of language on the signboards. A comparison was also drawn between the linguistic landscapes of the city and the neighboring town. It was found out that English language was dominant at the mass level and the dominance of English in linguistic structuration points to the lack of explicit language policy by the state. However, the people maintain the language identity of their local languages in their spoken discourse and the national language identity in their private written communications.

The Roles of Language in Conflict and Conflict Management in Wukari Taraba State

Dr. Ajayi, Owolabi Badmus
Assistant Professor
Federal University Wukari Taraba State, Nigeria
Email: ajayi@fuwukari.edu.ng

Mr. Kilani, Sakiru Opeyemi
Lecturer
Federal University Wukari Taraba State, Nigeria
Email: kilani@fuwukari.edu.ng

Conflicts are inevitable in human societies, and managing these conflicts is essential for peaceful and harmonious co-existence in such societies. Over the decades, Wukari has witnessed a series of conflicts, ranging from religious crises (Christians-Muslims), ethnic crises (Tiv-Jukun ethnics), and occupational crises (farmers-herdsmen). Recognising the pivotal role of language in conflict and conflict management, the research explored the linguistic dynamics that contributed to the emergence of conflict and investigated linguistic strategies employed in conflict management using Geoffrey Leech's (1983) Politeness Principles. The research hinged on qualitative and quantitative research methods to gather data from the Internally Displaced People's (IDPs) camps within Wukari vicinities. Through interviews, surveys, and secondary data sources, the research identified linguistic patterns that escalated tensions and those that facilitated conflict management. The research found that insensitive/offensive language, stereotyping/generalisation, inflammatory rhetoric, and language barriers were some of the factors that aided conflicts. Fortunately, adherence to Leech's politeness principles – tact, generosity, approbation, modesty, agreement, and sympathy maxims was identified to be effective in conflict management. The research recommended that residents of Wukari should avoid using conflict causative utterances and focus more on politeness strategies. Scholars in conflict management should carry out deep research into the physical and emotional effects of conflicts in Wukari.

Language Attitude and Language Shift: Exploring the Effects of English in Pashto Speech

Mr. Muhammad Umair Khan
MPhil Scholar
Air University, Islamabad- Pakistan
Email: umair.ia20@gmail.com

Dr. Naveed-Ur-Rehman Khattak
Assistant Professor
Air University, Islamabad- Pakistan
Email: naveed.khattak@mail.au.edu.pk

English, as an associated official language and the language of regulatory and instrumental functions, is considered prestigious in Pakistan. The prestige it has influenced the attitude of its users, thus affecting the local languages in Pakistan. The effects of the English language have influenced almost all the important indigenous languages namely Pashtu, Punjabi, Sindhi, and Balochi in Pakistan. This research has explored the attitude attached to the English language by Pashto speakers and identified the shift this attitude has brought in communicative events in the Pashto language. By adopting mixed-methods research, data for the study was collected through different modes that included a questionnaire, focused group discussions, and semi-structured interviews. Data obtained via the questionnaire was analyzed through SPSS, data from semi-structured interviews was analyzed according to Braun and Clarke's reflexive thematic analysis; whereas data obtained via focused group discussions was analyzed through Baumgardner's lexical categorization. The findings of the study have revealed that Pashto speakers have a very positive attitude towards English. They usually assign a superior attitude to English as compared to Pashtu. This attitude has influenced the use of the Pashtu language in communicative events. They use a lot of English words in Pashtu which has resulted language shift in Pashtu speech.

8

Language, Mind and Brain

The Silent Dialogue: Examining the Impact of Nonverbal Communication on Trust and Understanding in Patient-Doctor Interactions

Ms. Fatima Jabeen
Lecturer
Foundation University, Islamabad- Pakistan.
Email: fatima.jabeen022@gmail.com

Dr. Asim Muneeb Khan
Associate Professor
Minhaj University, Lahore- Pakistan.

Effective communication is the cornerstone of patient-centered healthcare, yet the role of nonverbal cues in fostering trust and understanding between patients and doctors often remains underexplored. This study investigates the impact of nonverbal communication—specifically body language, tone of voice, and facial expressions—on the dynamics of patient-doctor interactions. By analysing how these subtle behaviours enhance or hinder rapport, the research sheds light on the "silent dialogue" that profoundly influences patient outcomes. The study employs a mixed-method approach, combining analysis of clinical consultations with patient surveys and interviews. Key findings suggest that positive nonverbal cues, such as sustained eye contact, open body posture, and warm tone of voice, significantly enhance patient trust, reduce anxiety, and improve comprehension of medical advice. Conversely, behaviours like crossed arms, lack of eye contact, or a hurried tone can create barriers, fostering feelings of mistrust or disengagement. Cultural variations in interpreting nonverbal behaviours are also examined, highlighting the need for culturally sensitive communication strategies. The research concludes with actionable recommendations for integrating nonverbal communication training into medical education. A framework for teaching healthcare providers to recognize and employ effective nonverbal strategies is proposed, aiming to bridge the communication gap and promote a more empathetic, understanding healthcare environment. This study underscores the critical role of nonverbal communication in healthcare discourse and advocates for its prioritization in clinical practice to enhance patient satisfaction, adherence to treatment, and overall health outcomes.

Psycholinguistic Perspective on Ecolinguistics: Language, Perception, and Behavior

Mr. Aditya Soni
MPhil Scholar
National University of Modern Languages, Hyderabad - Pakistan
Email: aditiyasoni713@gmail.com

Mr. Zain Khan
MPhil Scholar
National University of Modern Languages, Hyderabad - Pakistan
Email: kzayn484@gmail.com

This research explores the role of native languages (L1) in addressing environmental issues, focusing on emotional engagement, cognitive understanding, and behavioral motivation. In Pakistan, where Urdu and English dominate, regional languages are often excluded from environmental discussions, reducing cultural and emotional resonance. Notably, Pakistan is among the ten countries most vulnerable to climate change. This study investigates how L1 use can foster ecological awareness and inspire sustainable behavior. Adopting a qualitative approach, the study incorporates in-depth interviews, focus groups, and participant observations with speakers of regional languages such as Balochi, Pashto, Punjabi, and Sindhi. Given Pakistan's linguistic diversity, encompassing over 74 languages, the research addresses the impact of L1 use on cognitive and emotional responses to environmental issues compared to dominant languages, cultural elements of L1 alignment with ecological themes, and motivation of L1 use for sustainable practices. Preliminary findings indicate stronger emotional bonds and heightened responsibility when environmental messages are delivered in L1, attributed to culturally embedded metaphors and expressions. These insights highlight the importance of ecological language planning, advocating for the inclusion of regional languages in environmental campaigns to enhance collective engagement in combating climate challenges.

Exploring the Complexities of Artificial Intelligence: Language, Mind and Brain

Ms. Maryam Jilani,
MPhil Scholar
Government College University Faisalabad, Pakistan
Email: mariamjilani723@gmail.com

Ms. Saira Siddiqui
MPhil Scholar
Government College University Faisalabad, Pakistan

The paper explores the language-mind-brain relationship to AI technology, considering the technical, ethical, and social implications of AI. This study uses a qualitative review of published articles and a thematic analysis research model. Prominent to this discourse are questions of ethically unimpeachable responsibility, data privacy, and fairness within the development, and practice of AI, which greatly influence confidence in such systems. The use of AI in making critical decisions brings about issues of who will take responsibility, particularly in considerate areas. It becomes dangerous for users' privacy when personal data is used in the training of AI systems to compromise. They opined that prejudice and racism in such systems nowadays are attributable to biased social datasets used in the training process. Furthermore, the majority of AI models work in a closed environment such that their decision-making logic cannot be trailed; therefore, creating explainable AI frameworks becomes necessary. Thus, this study underlines the need for further analyses of the sociological impact of AI to develop actual ethical models. Although it successively integrates the current literature to derive challenges, it also recognizes constraints because of constantly emerging AI technologies and calls for more empirical research. In essence, finding solutions to these diverse problems is critical so as to guarantee that AI delivers justice to society by augmenting benefits, but reducing the disparities. This study aligns practical aspects of cognition, particularly language and decision making converge with the ethical in the construction of artificial intelligence.

Morphological Analysis in Pashto: A Multi-Step Hybrid Stemming Algorithm for Text Mining

Dr. Khursheed Ahmad
Assistant Professor
University of Swabi, Pakistan
Email: Khursheedlinguist@gmail.com

Stemming is a fundamental operation in Natural Language Processing (NLP) that eliminates derivational and inflectional affixes to extract the root or stem of words without conducting detailed morphological analysis. This process is critical for improving tasks such as information retrieval (IR), text classification (TC), text mining (TM), and other NLP applications. However, most existing Pashto stemmers focus exclusively on unigram words, neglecting the potential of bigrams, trigrams, and n-grams, which could significantly enhance stemming accuracy and efficiency. This study proposes an improved Pashto stemming algorithm based on a hybrid, multi-step approach designed to process unigram, bigram, and trigram features. The evaluation will involve two corpora—a word corpus and a text corpus—and two distinct evaluation metrics to measure performance. It is anticipated that the proposed system will demonstrate substantial improvements in stemming accuracy and efficiency, achieving significant contributions to the fields of information retrieval and text mining. The expected results highlight the potential of this approach to advance Pashto NLP applications effectively.

Plasticity in Language Recovery: Stroke, Rehabilitation, and Brain Reorganization

Ms. Rana Maryam
MPhil Scholar
National University of Modern Languages, Pakistan
Email: laraibmaryam77@gmail.com

Mr. Mohammad Hamza
MPhil Scholar
National University of Modern Languages, Pakistan
Email: poet15malik@gmail.com

Mr. Mohammad Talha
MPhil Scholar
National University of Modern Languages, Pakistan
Email: talha031739@gmail.com,

This research investigates how neuroplasticity, multilingualism, and cultural factors shape language recovery among stroke survivors in Pakistan. Neuroplasticity, the brain's ability to reorganize itself following injury, is pivotal in regaining lost language functions. In Pakistan, where a significant number of stroke survivors experience language impairments such as aphasia, access to rehabilitation services remains uneven, with rural populations particularly underserved. Factors such as stroke severity, lesion location, and pre-existing multilingual abilities significantly influence recovery, alongside psychological and social dynamics, including familial support and cultural stigma surrounding disabilities. This qualitative study employs semi-structured interviews and discussions with stroke survivors, and rehabilitation professionals to explore barriers and opportunities within. Pakistan's healthcare system. The findings reveal the importance of early intervention to maximize neuroplasticity during critical recovery periods. However, delayed access to therapy often restricts outcomes, underscoring the need for alternative approaches, such as community-based rehabilitation, to address systemic resource constraints. By examining the interaction between cultural, linguistic, and systemic factors, this study highlights the urgent need for tailored rehabilitation strategies that reflect the unique. socio-cultural realities of Pakistan. It also identifies key research gaps, emphasizing the importance of developing localized frameworks to enhance recovery outcomes and improve public awareness about stroke rehabilitation.

An Insight into the Teaching Methodologies for Dyslexic Students at Elementary Level in Lahore

Ms. Bisma Butt
MPhil Scholar
Kinnaird College for Women, Lahore- Pakistan
Email: bisma@kinnaird.edu.pk

The main purpose of this research was to learn about the teaching methodologies used by the teachers to cater to dyslexic learners in educational institutes of Pakistan. To conduct this research, a few elementary schools in Lahore were selected to cater to dyslexic learners. Teachers with 5-10 years experience with dyslexic learners answered semi structured interviews. The result showed that not many teachers were aware of the disorder although they have been teaching students with learning disabilities for a long time now. The researcher used the methods of post-assessment, electric approach, and multi-sensory approach in the study. The deficient knowledge led to many difficulties faced by the learners in classrooms as well as in socializing. The motivation level and self confidence of dyslexic learners are low because they are being bullied and scolded for not performing well in academics. Dyslexic learners are in dire need of extra attention, love and care from teachers as well as parents. Parents play a major role in helping their dyslexic children but due to lack of awareness, parents are not aware of their child's problem and lash out at them for their poor performance academically. It is concluded that although teachers are involved in catering to dyslexic learners, they do not know the accurate reason for the behavioral change and distant personalities of the learners. In Pakistan, there is a dire need to spread awareness among teachers, parents and in society to help dyslexic children. The study suggests that proper arrangements and workshops for teachers help to educate dyslexic learners in a better way.

A Linguistic Investigation of Propaganda in Advertising in Algeria

Dr. Sabrina Zemmour
Associate Professor
Abderahmane Mira, Bejaia-Algeria
Email: Sabrina.zemmour@univ-bejaia.dz

This psycholinguistic research explores the language of propaganda in advertising in Algeria. 20 Algerian PhD students were asked to judge three famous advertisements in Algeria: Hamoud Bouelem, Condor Electronics, and Echorouk TV in a questionnaire that took Wasiu and Oyedokun (2013) as a framework. The study aimed to investigate the language used as a means of propaganda in advertising and its influence on end-users. The data was analyzed quantitatively and qualitatively. The results showed that the use of language in the advertisement is laced with propaganda. However, it has been established that there were no deceptive contrivances in propaganda tools in the three materials. Various linguistic and extra-linguistic features were used in the material discussed, namely the use of dialect Arabic instead of standard and some propaganda tactics such as name-calling on Echorouk TV. Besides, using attractive colors is an extra-linguistic feature of advertising, such as the yellow color in Hamoud Boualem. In further studies, it is worth investigating propaganda in new product advertising. Since we have found in the analysis that there are no deceptive contrivances in propaganda tools in all the material discussed, which have much experience, we'd recommend dealing with new products and including both males and females in the participants because the variable of gender is responsible for shaping results.

Conference Program

Saturday (February 22nd, 2025)- DAY 1	
Virtual and In-Person Conference	
INAUGURAL	
Moderator	• **Dr. Samina Nadeem** 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. Khurram Shahzad** Professor and Dean Faculty of Social Sciences and Humanities Riphah International University, Islamabad-Pakistan
9:10 AM –9:20 AM	**Introduction** **Dr. Muhammad Abdullah Baig** HoD & Focal Person Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan
9:20 AM – 9:40 AM	**Keynote Speaker: Dr. Gennady Medvedev** Qaboos University, Muscat- Oman **Topic:** Learning to Speak Another Language: Theories, Myths and Realities
09:40 AM – 10: 00 AM	**Keynote Speaker: Prof. Dr. Muhammad Shaban Rafi** Riphah International University, Islamabad-Pakistan **Topic:** Digital Linguistics: An Interdisciplinary Approach to Promote Social Sciences and New Career Trajectories
10:00 AM – 10: 20 AM	**Chief Guest Talk: Prof. Dr. Muhammad Safeer Awan** Pro-Rector, National University of Modern Languages Islamabad, Pakistan **Topic:** Political Economy of Culture: Promoting Pakistani Literary Narratives through Translations
10: 20 AM- 10:40 AM	**Closing Remarks** **Prof. Dr. Anis Ahmad** **Conference Chair** Vice Chancellor, Riphah International University, Islamabad-Pakistan **Topic:** Islamic Perspective in English Literature
10:40 AM- 11:15 AM	**Tea Break**

11:15 AM- 12:40 PM	**SESSION 1** **Moderator: Dr. Sidra Mahmood** Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan
11:15- 11:30 AM	**Keynote Speaker /Chair: Prof. Dr. Arshad Mahmood** National University of Modern Languages, Islamabad-Pakistan **Topic:** Language Policy, Language Identity and Linguistic Landscapes in Two Pakistani Cities: An Exploratory Study
11:30 – 11:45 AM	**Keynote Speaker: Prof. Dr. Ghulam Ali Buriro** University of Sindh, Jamshoro- Pakistan **Topic:** From Mind to Mouth: Crafting Effective Cross-cultural Communication Strategies for Enhanced Academic Output
11:45 AM- 12:00 PM	**Keynote Speaker: Dr. Ali Jalalian Daghigh** Universiti Malaya, Malaysia **Topic:** We Can Do Much Better than Product-ordinated and Workflow-oriented Research in Journalistic Translation Studies
12:00 - 12:15 PM	**Keynote Speakers: Prof. Dr. Maya Khemlani David** Universiti Malaya, Malaysia **Topic**: A Study of Racist Slurs Against Dark Skinned Malaysian Indians as Depicted in Videos and Publications
12:15 - 12:30 PM	**Keynote Speaker: Dr. Antonio Taglialatela** University of Basilicata, Italy **Topic:** The Role of AI in Higher Education English Test Designing: Benefits, Challenges, and Recommendations
12:30 - 12:45 PM	**Presenter: Dr. Ali Umer Muhammad** Yusuf Maitama Sule University, Kano-Nigeria **Topic:** Preposition Errors, Analysis of Hausa Films Subtitled in English: A Case Study Of 'Abokin Mijina' and 'Mansoor'
12:45 – 1:45 PM	**Lunch Time**
1:45 - 2:55 PM	**SESSION 2** **Moderator: Dr. Awais Bin Wasi** Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan
01:45- 2:00 PM	**Keynote Speaker/ Chair: Dr. Malik Ajmal Gulzar** Allama Iqbal Open University, Islamabad **Topic:** Socio-Political Occurrences in Pakistan Paving the Way for Coining New Words

International Conference on Applied Linguistics

02:00- 2:15 PM	**Keynote Speaker: Dr. Sareen Kaur Bhar** Multimedia University, Malaysia **Topic:** Exploring the Integration of ChatGPT in Educational Practices: Insights from Educators
02:15- 2:25 PM	**Presenter: Dr. Khursheed Ahmad** University of Swabi, Pakistan **Topic:** Morphological Analysis in Pashto: A Multi-Step Hybrid Stemming Algorithm for Text Mining
02:25- 02:35 PM	**Presenter: Mr. Muhammad Ibrahim (Lecturer)** NUCES-FAST, Islamabad- Pakistan **Topic:** Bridging Language Education Gap in Neoliberal Times: The Interplay of Schooling, Higher Education and The Role of English Private Tutoring
02:35 - 02:45 PM	**Presenter: Mr. Muhammad Umair Khan (MPhil Scholar), Dr. Naveed-Ur- Rehman Khattak** Air University, Islamabad- Pakistan **Topic:** Language Attitude and Language Shift: Exploring the Effects of English in Pashto Speech
02:45- 02:55 PM	**Presenter: Dr. Sidra Mahmood** Riphah International University, Islamabad **Topic:** A Linguistic Analysis of Redemption in Khaled Hosseini's *The Kite Runner*: A Critical Discourse Approach
2: 55 – 3: 05 PM	**Short Break**
3:05 - 4: PM	**SESSION 3** **Moderator: Ms. Hira Rafique** Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan
3:05 - 3:20 PM	**Keynote Speaker/Chair: Dr. Umaima Kamran** Quaid-e-Azam University, Islamabad- Pakistan **Topic**: An Evaluation of English Oral Communication Course: A Case Study of BS Program at QAU
3:20 – 3:35 PM	**Keynote Speaker: Dr. Daniela Vitolo** University of Naples, Italy **Topic:** Humour and Gender Issues in Pakistani Women's Fiction in English
3: 35 - 3:45 PM	**Presenter: Ms. Yamna Khan (Lecturer)** Sir Syed University of Engineering &Technology, Karachi-Pakistan **Topic:** Epic Genre of Azerbaijan Folk Literature: Study of Proverbs and Multicultural Approach

Department of English Linguistics and Literature

3:45 - 3:55 PM	**Presenter: Mr. Nasir Hussain (MPhil Scholar)** Air University, Islamabad- Pakistan **Topic:** A Corpus-Based Comparative Study on Collocation and Semantic Prosody in English and Urdu
3:55 – 4:05 PM	**Presenter: Ms. Rana Maryam, Mr. Mohammad Hamza, Mr. Mohammad Talha (MPhil Scholars)** National University of Modern Languages, Pakistan **Topic:** Plasticity in Language Recovery: Stroke, Rehabilitation, and Brain Reorganization
4:05 – 4:15 PM	**Presenter: Dr. Adesanmi, Moses Ademola, Dr. Adesiyan, Oyinade Funke** Osun State Polytechnic, Nigeria **Topic:** Surviving Violence, Resilience, and Resistance in the Face of Gender-Based Oppression: A Lexical-Semantic Study of Bayo Adebowale's Lonely Days

Sunday (February 23rd, 2025)- DAY 2	
Virtual and In-Person Conference	
DAY 2 PROGRAM	
TIME (Pakistan Standard Time)	**ACTIVITIES**
09:20 - 10:35 AM	**SESSION 4** **Moderator: Dr. Asra Irshad** Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan Recitation and National Anthem
09:30 – 9:45 AM	**Keynote Speaker/ Chair: Dr. Sadia Siddiq** COMSATS University, Pakistan **Topic:** Turn Taking Patterns in University Level Classrooms
09:45 – 9:55 AM	**Presenter: Dr. Abdelmomen Khalil, Dr. Nadia Hellalet** Universite Chouaib Doukkali,Morocco **Topic:** Attitudes of EFL Teachers' Incorporation of Critical Thinking in Argumentative Writing Instructions
9:55 – 10:05 AM	**Presenter: Mr. Aditya Soni, Ms. Zain Khan (MPhil Scholars)** National University of Modern Languages, Hyderabad - Pakistan **Topic:** Psycholinguistic Perspective on Ecolinguistics: Language, Perception, and Behavior
10:05 – 10:15 AM	**Presenter: Ms. Maryam Khan (MPhil Scholar)** Riphah International University, Islamabad **Topic:** Emojis as Digital Language and its Effect on Semantics
10:15 – 10:25 AM	**Presenter: Dr. Ajayi, Owolabi Badmus, Mr. Kilani, Sakiru Opeyemi** Federal University Wukari Taraba State, Nigeria **Topic:** The Roles of Language in Conflict and Conflict Management in Wukari Taraba State
10:25 – 10 :35 AM	**Presenter: Ms. Maryam Jilani, Ms. Saira Siddiqui (MPhil Scholars)** Government College University Faisalabad, Pakistan **Topic**: Exploring the Complexities of Artificial Intelligence: Language, Mind and Brain
10:35AM – 11-00 AM	**Tea Break**
11:00 AM- 12:30 PM	**SESSION 5** **Moderator: Ms. Zain Fatima** Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan

Department of English Linguistics and Literature

11:00 - 11:15 AM	**Keynote Speaker /Chair: Dr. Arshad Ali** National University of Modern Languages, Rawalpindi **Topic:** Social Media and Gricean Maxims: A Pragmatic Analysis of YouTube Comments
11:15 - 11:25 AM	**Presenter: Dr. Sabrina Zemmour** Abderahmane Mira, Bejaia-Algeria **Topic:** A Linguistic Investigation of Propaganda in Advertising in Algeria
11:25 - 11:35 AM	**Presenter: Ms. Maria Noureen (Lecturer), Ms. Amna Naeem (MPhil Scholar)** Riphah International University, Pakistan **Topic:** Enhancing BS Students' Writing Skills Using AI: The Role of ChatGPT in Providing Feedback
11:35 - 11:45 AM	**Presenter: Ms. Maham Muzamil (MPhil Scholar)** Kinnaird College for Women, Lahore- Pakistan **Topic:** Transforming Literary Education: AI's Role in Language Learning
11:45 - 11:55 PM	**Presenter: Mr. Sameet Fatima, Ms. Dure Shahwar Bukhari, Ms. Laiba Arooj (MPhil Scholars)** COMSATS University Islamabad- Pakistan **Topic:** AI or I? Evaluating Chat GPT's Role in Shaping Students' Writing in Literature
11:55 AM - 12:05 PM	**Presenter: Mr. Pir Muhammad (MPhil Scholar)** University of Buner, Pakistan **Topic:** Comparative Analysis of "Rekhteya Rekhteya Di" and "Facts are Facts": A Translation Quality Assessment
12:05 -12:15 PM	**Presenter: Ms. Fatima Jabeen (Lecturer)** Foundation University, Islamabad- Pakistan **Dr. Asim Muneeb Khan** Minhaj University, Lahore- Pakistan. **Topic:** The Silent Dialogue: Examining the Impact of Nonverbal Communication on Trust and Understanding in Patient-Doctor Interactions
12:15 – 12:25 PM	**Presenter: Dr. Mohammed Hichem Bencherif** Nour Bachir University Centre, El Bayadh- Algeria **Topic:** Semantic Aspects in Contractual French Legal Discourse
12 : 25 -12:35 PM	**Presenter: Ms. Bisma Butt (MPhil Scholar)** Kinnaird College for Women, Lahore- Pakistan **Topic:** An Insight into the Teaching Methodologies for Dyslexic Students at Elementary Level in Lahore

12:35 PM- 1:30 PM	**Lunch Break**
1:30 PM- 2:50 PM	**SESSION 6** **Moderator: Ms. Sabah Aziz** Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan
1:30 - 1:45 PM	**Keynote Speaker/ Chair: Dr. Sajida Zaki** NED University of Engineering and Technology, Karachi-Pakistan **Topic**: Developments Reshaping ELT Globally: Rethinking Industry, Standards, and Competencies
1:45 – 2:00 PM	**Keynote Speaker: Dr. Muntazar Mehdi** National University of Modern Languages, Islamabad **Topic**: Resistance among the Classroom Actors: A Critical Analysis of the Discursive Practices in the ESL Undergraduate Classroom
2:00 - 2:10 PM	**Presenter: Ms. Syeda Malika Zahra (PhD Scholar)** National University of Modern Languages, Islamabad- Pakistan **Topic:** The Influence of Generative AI on Academic Writing: A Qualitative Study of Teachers' Perspectives and Digital Literacy in Pakistani Universities
2:10 - 2:20 PM	**Presenter: Dr. Mounya Mrabti, Mouassine, Dr. Fatima Ezzahra** Moulay Ismail University of Meknes, Indonesia **Topic:** Unveiling Environmental Education: An Ecolinguistic Exploration of Moroccan Textbooks
2:20 - 2:30 PM	**Presenter: Dr. Oyebolu, Ifeoluwa D, Dr. Jinadu, Damilola C.** The Federal Polytechnic, Ilaro- Nigeria **Topic:** Empowering Girls through Language Learning: Leveraging Technology and Resources for Enhanced Education
2:30 - 2:40 PM	**Presenter: Dr. Festus Moses Onipede** University of Lagos, Lagos- Nigeria **Topic:** Fe/Males Equal Rights: A Systemic Functional Linguistics and Critical Discourse Analysis of Selected Yoruba Proverbs
2:40 - 2:50 PM	**Presenter: Dr. Gunel Hummetro (Pniyeva) Saleh** Azerbaijan State Pedagogical University, Azerbaijan **Topic:** Epic Genre of Azerbaijan Folk Literature: Study of Proverbs and Multicultural Approach

2:50 - 3:30 PM	**Concluding Session** **Moderator:** Ms. Maria Noreen Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan
	Dr. Shahid Imtiaz HoD Lahore Campus Riphah Institute of Language & Literature Riphah International University, Islamabad-Pakistan
	Dr. Saqlain Hassan HoD Malakand Campus Department of English Linguistics and Literature Riphah International University, Malakand-Pakistan
	Dr. Muhammad Abdullah Baig HoD Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan
	Souvenirs' Distribution to ICAL-25 Organizers

RIPHAH INTERNATIONAL UNIVERSITY

INTERNATIONAL CONFERENCE ON

APPLIED LINGUISTICS

https://ical.riphah.edu.pk/