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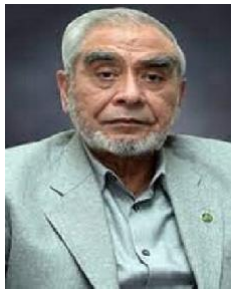

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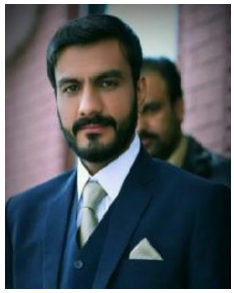

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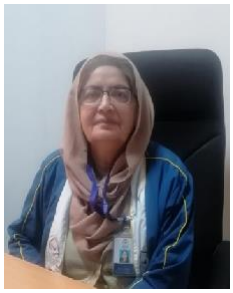

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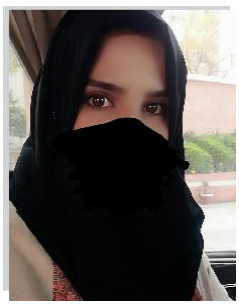

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Preface

ICAL provides a platform to scholars who want to explore how the disciplines of English language teaching, linguistics, and literature are increasingly expanding and evoking interdisciplinary research to benefit society. The conference motivates researchers from these disciplines to share their applicable research findings – how languages can solve our local and global challenges. To achieve this goal, ICAL invited papers on the following broader themes:

1. Communication in Health Care System
2. Current Trends in English Language Teaching
3. Ecolinguistics and Ecological Narratives
4. Implications of Disinformation on Social Media
5. Language of Resistance and Call for Social Justice
6. Literature for Social Transformation
7. Political Hate Speech
8. New Directions in Translation Study

A large number of abstracts were received until the closing date on November 30, 2022. However, only 30% of abstracts were included in the conference program. The selected abstracts aimed squarely at applied and practical aspects of linguistics and literary research. Advanced and early-career researchers from Canada, Ghana, Italy, Malaysia, New Zealand, Nigeria, Pakistan, Philippines, Poland, Russia, Tunisia, the United Kingdom, and the USA submitted their abstracts. They have also assured their participation in the conference.

The conference brings together scholars from English linguistics and literature – often considered contesting and opposing disciplines – to interact and discuss contemporary and future research trends. They may find the ICAL an opportunity to enhance networking and collaboration in interdisciplinary research. I am hopeful that this conference will be highly beneficial for teachers, students, and researchers from linguistics and literature. They may also develop an insight regarding whether their ongoing research is comparable with technologically advanced countries.

I would like to express my great appreciation for the financial and logistic support provided by Riphah International University. Assistance provided by different management offices, such as the Operations Department, Finance Department, Riphah Institute of Media Sciences, and Information Technology, is also very much appreciated and valued.

I want to extend my special thanks to all the participants – scholars, researchers, faculty members, and students, who sent their abstracts to be included in the ICAL 2023. Their overwhelming contribution and interest enabled us to create an impressive two-day research-packed Program for the Conference. I am grateful to the editors of journals:

IRJAH, JCP, PJLTS, and EFL Annual Research Journal who have collaborated with ICAL to invite the conference participants for publication.

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

Thank you. You have all made it possible!

Dr. Muhammad Shaban Rafi
Professor and HoD
Department of English Linguistics & Literature

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Abstracts

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Department of English Linguistics and Literature

Communication in Health Care System

Use of Inclusive and Exclusive Pronominals to Reflect Unequal Power Relationships in Medical Consultations in Lahore, Pakistan

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The current rhetoric of medical consultations supports egalitarian and patient-centered interactions. However, it needs to be clarified to what extent doctor-patient interactions practically represent the partnership in Pakistan. The study measures patient-centeredness by deploying inclusive and exclusive pronominals in medical consultations. The data were collected through 15 actual medical consultations that were video recorded in outpatient departments belonging to two private and two public healthcare sectors of Lahore, from November 2019, for four months. Bourdieu's Social Practice Theory was used as a theoretical framework, while thematic analysis by Braun & Clarke resulted in the interpretation of the qualitative data sets. The occurrences of inclusive and exclusive pronouns were manually calculated from the transcribed data set. Three types of pronouns were identified from the data set: 1) Healthcare professionals mostly used exclusive pronouns such as aap (you), and is (him/her). These pronouns referred to patients only and excluded healthcare professionals from the discussion. 2) Healthcare professionals used pronoun main (I) that seemed to include patients in discussions, as this pronoun was always followed by either aap (you) or its variants. 3) Similarly, when doctors used inclusive pronoun such as hum (we doctors), it was always accompanied by a pronoun that addressed the patient. The verbs of physical activity or auxiliary verbs were used after these pronouns: aapki, aapko, aapkay, aapnay, apni, aapab, aaplog, aapsay, aapka; iski, isko, iska, isay, osay, iskay, inki, inkay, inka and unhay; mainay, mera, meri, mujhay, meray, mujh;hamaray, hamari, and humai. 9 variants of aap (you); 10 variants of is (him/her); 5 variants of ma (I); and 3 variants of hum (we, us) were identified from the data. in consultations. This implies that The findings suggested a prototypical pattern in doctor-nurse and patient interactions that identifies with doctors' paternalistic approach to consultations with patients (ma followed by aapko or vice-versa). Patients were mostly submissive listeners. Data also identified a majority of healthcare professionals' utterances in which no pronoun was used. This suggested that primarily disease rather than the patient was foregrounded in consultations. This implies that power relations in doctor-nurse and patient interactions in Pakistan may still be unequal, despite the current paradigm that supports the partnership between doctors and patients.

Seniors and their Perceptions of the Use of Ageist Talk by their Doctors

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Much research on interactions between doctors and their older patients (Peck, 2011; Samra, 2015) has focused on attitudes or patient satisfaction. This study, however, focuses on the perception of older Malaysian and Pakistani patients of their interactions with doctors. Previous research on older patients focused either on their healthcare needs (Shah, et al., 2021) or their limited health literacy (Salim et al., 2022). The aim of this study is, through the voices of senior patients, to determine if elderese is used by their doctors. Elderese is a discourse used by younger interlocutors when speaking with older interlocutors. It refers to talking down to the older patient by some doctors. According to Chee (2011), elderese is a language that subjects older persons to a different code, generally demeaning. A total of 40 Malaysian and 40 Pakistani respondents above 60 were asked to reflect on these interactions with doctors. Use of sound recordings and WhatsApp messages were used to obtain data to questions about the discourse used in interactions. The findings show that most doctors use elderese with older patients, and we suggest that such ageist language should be avoided. While appropriate communication with patients is taught in some medical faculties, focus on talking with older patients should also be incorporated in such courses.

Tobacco as a Planetary Problem and the Discourse of Carcinogens in the South Asian Advertisements

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Advertisers tap into consumers' needs, fears, and dreams to promote products. Lifestyle aspirations and scenes of happiness and joy depicted in the advertisements shape not only the choices and norms of society but also play their roles in defining the identities of consumers of this digital age. The study explores how advertisers exploit lifestyle marketing strategies, linguistic resources, and semiotic signs to promote even those products which cause health hazards and diseases, including cancers. Cigarettes and smokeless tobacco, for example, contain carcinogens and cause several types of cancers, including oral and throat cancers, according to research reports. Both smoking and smokeless tobacco are commonly used in multiethnic South Asia. According to a report from the World Bank, tobacco use is increasing in developing countries, and around 1.2 million people die every year in south Asia. Smoking and consumption of Smokeless tobacco are threats to global public health. World Health Organization (WHO) states that tobacco kills half of its users, or 8 million people, each year. Furthermore, tobacco production costs us 600 million trees, and the chemicals needed for its preparation poison the land, the soil, the air, and the water, WHO avers. Ignoring the toxins tobacco spreads, the advertisers of the said carcinogenic products hire film stars and models to conceal the dangers of the various tobacco products and aggressively build a sense of safety and recognition of the attractively presented carcinogens among the public. World Bank states that the international tobacco industry's marketing strategy targets young people in developing countries. Can the planet and its inhabitants afford the poison and the way it is presented? The current study explores the discourse of tobacco advertisements with the help of tools of critical discourse analysis.

A Web Content Audit of Disability Support Services on Official Websites of SAARC Countries' Universities

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Disability is a global phenomenon, and the inclusive education model focuses provision of disability support services to students with special needs (SWSNs). The purpose of this quantitative web content analysis was to audit the availability of disability support services information on the official websites of universities as their virtual face. A purposive sampling technique was used to select the official websites of eight universities, one public and private university each of four SAARC countries, Pakistan, India, Sri Lanka, and Bangladesh, based in the capital cities, considering their demographics of disability, universities, and geographical proximity. To address two research questions, a semi-adapted bi-sectional checklist of ten close-ended questions was used to collect data on the availability and distance of disability support services information in terms of mouse clicks from the homepage of websites. The study found a lack of availability of disability support services as, according to the data collection instrument, 50% of information about building infrastructure and support services was unavailable. India has 50% of information on public and private sector universities' websites compared to 30% each of Pakistan, Sri Lanka, and Bangladesh. Both public and private universities have 30% information apiece. This non-clustered information was available with 1 to 4 mouse clicks from the homepage, as none of the universities has a separate and prominent link for SWSNs. The study recommends clustered and accessible disability support services information on the websites of universities. Global policy-makers, governments, heads of academic institutes, and web professionals should ensure the availability of disability support services information on the homepages of university websites. This study urges researchers of applied linguistics and education to explore this phenomenon from different standpoints to contribute to the rehabilitation and educational needs of SWSNs.

Applied Psycholinguistics of Language & Communication Disorders

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Language development is a unique process that involves the automatic functioning of a set of comprehension and production processes. Speech production and comprehension models by Levelt et al. (1999) and Dell et al. (1997) explain the importance of the stage of conceptualization (activation of lemmas) to reach the final stage of articulation. Between these initial and final stages, the uninterrupted activation and spreading of lemmas help lexicalize concepts corresponding to morpho-syntactic processing. Neuro-developmental disorders (autism/down's syndrome) and brain damage (aphasia) can limit the production and comprehension skills of children/adults at different levels of phonology, morphology, syntax, pragmatics, and semantics. In most cases, the conceptualization stage (lemma activation) is imperative in figuring out why the right lexicalized concepts could not be activated (Naqvi, 2017; Batool & Shehzad, 2018). This can inform about the nature of their morpho-syntactic (Batool et al., 2021b) and semantic processing (Batool et al., 2022b); hence remedial linguistic interventions can be suggested accordingly (Batool et al., 2021a; Batool et al., 2022a). In my talk, I will present findings from my research to illustrate how language scientists in Pakistan can play a significant role in identifying and addressing the reasons for the language and communication limitations of people with cognitive disabilities.

Department of English Linguistics and Literature

Current Trends in English Language Teaching

An Investigation of Embedded Biases in the English Curriculum

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After giving operational definitions of biases embedded in the English curriculum, this paper will explore how ideology and power are embedded in preparing a scheme of studies at any level. The linguistic scenario of Pakistan, a multilingual country, is quite complicated. In addition to the mother tongue, learners are exposed to at least three other languages; Urdu, the national language; English, the official language; and Arabic, the Quran and Prayer. We will explore the areas where biases can be embedded subtly to reflect ideologies and try to understand if this is incidental or deliberate. These areas are religion, language, media, and gender. The ideology and power relations articulated, implicitly or explicitly, in these four areas will be explored to understand how perceptions can be altered at a subliminal level. The kind of biases reflected in the texts/books prepared after the curriculum reforms shows the lack of relevance to the intricacies of life for learners in the twenty-first century. The classroom practitioners do not have the training or the insight to bypass this bias and create an impartial learning experience, thus perpetuating the embedded bias. The conclusion will raise some questions for the designers, writers, and classroom practitioners who are the interpreters of the curriculum.

Universal Grammar Theory and Language Teaching

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Chomsky argues for the existence of Universal Grammar, a set of principles, as a human faculty and holds that languages only superficially vary. He further argues that this component works in a fashion where, based on a larger body of linguistic input (listening and reading), it internalizes only a finite set of rules. These rules, used recursively, allow the speaker to produce an infinite number of language structures. In the same vein, Krashen maintains that comprehensive input is essential to learning a (foreign) language. He recommends that intensive reading, particularly of comic books, is the most critical factor in acquiring a language as a first or second language. Given these assumptions, this paper argues that we must radically revamp our teaching methodology at all levels where we provide a large amount of input to learners. Fortunately, the input paucity which seriously handicapped ELT in Pakistan can now be compensated by the tons of material available on the Internet. We need to train our teachers how to tap learner's mind. This paradigm shift in ELT can yield remarkable desirable outcomes.

Bilinguality: A Productive or Counter-Productive Strategy in Pakistani EFL Classrooms

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This article explores the issue of how teachers' translanguaging (i.e., language alternation or language exchange between two languages) can be counterproductive for EFL classrooms. The interaction between the teachers and students is often in the form of bilingual discourse in Pakistani EFL classrooms. The study started with the researchers' intentions to understand how teachers' translanguaging enabled students to change the code of discourse. Jacobson's New Concurrent Approach assumes that translanguaging (henceforth TL) occurs when the students and the teachers can speak both languages. Similarly, in this study, teachers at the additive bilinguals (Li Wei) level switched their code, and students responded to it even being in the category of productive bilinguals (Li Wei). In this paper, the researcher adopted a qualitative methodology to investigate the effects of teachers' translanguaging on the selection of code. During the analysis of the recorded sessions, results indicated that teachers' translanguaging proved to be a counterproductive and/or productive strategy because the teachers' translanguaging provided leverage to students to translanguaging into L1. Moreover, analysis of the recorded discourse revealed that the students responded to the teachers in the code in which the teachers initiated the discourse. Finally, the analysis of this paper is restricted to the teachers of Pakistani EFL classrooms, and the conclusions drawn from them are not restricted to these classes only. However, they could also be applied to answer the unjustified use of translanguaging in EFL classrooms.

Use of Technology in Developing Teaching Skills in an ESL Context in Pakistan

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Technology has revolutionized learning by enabling learners to interact with the resource at home by watching videos, audios and teaching a language through games. Further, it has instigated the learners to explore the topics in class through the guidance of the instructors. That is why the 21st century is witnessing a revolution in educational circles. Further, it is the need of the hour to adopt challenging yet practicable teaching methods. For example, many researchers have adopted the Flipped Learning method in different educational areas to check its feasibility and tendency to get maximum output from the learners. Much research has now explored this new paradigm with the prospect of enjoying the merits of digital technology as much as possible. Key benefits and challenges regarding the use of technology will be discussed, and the possibilities of implementing it in a Pakistani context will also be considered. Statistically calculated and tabulated results have revealed a significant difference in learning through technologically-equipped methods compared to traditional teaching methods. Moreover, there are other benefits, such as increased confidence and motivation, which are the added benefits of using technology in our ELT context. Finally, learners can quickly improve their reading and writing skills with new gadgets and technologically advanced equipment.

Future L2 Self Guides of Pakistani English Language Learners from Rural Areas of Punjab

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Future L2 self-guides are considered to be essential components of L2 learners' motivation across the world. Recently, this realization has led to many studies on future self-guides in various second/foreign language contexts, including Pakistan. However, these studies focus on urban populations, and there has been a serious lack of future L2 self-studies of learners living in rural/remote areas. Therefore, this study investigates the future L2 selves of English language learners from rural/remote and less-developed Punjab, Pakistan. Primarily, the study focuses on diverse personal and contextual factors which may contribute to the 'Future L2 Selves' (Ideal and Ought-to L2 Self) of English language learners in this context. This quantitative study used a structured questionnaire, primarily adapted from Islam et al. (2013), administered to approximately 500 undergraduate students in various public sector colleges situated in the remote areas of Punjab, Pakistan. Both descriptive and inferential statistics, including Step-wise Regression Analysis, have been used to analyze the questionnaire data. The findings show that 'Intended Learning Efforts', 'International Posture', and 'National Interest' are the most substantial factors which contribute to the ideal L2 selves of these learners. Whereas 'Instrumentality-prevention,' 'Milieu,' and 'English Anxiety' strongly predict their ought-to L2 selves. Overall, the study provides interesting data to be compared with the future L2 selves of English language learners from urban settings. However, in-depth qualitative and longitudinal studies may be conducted to explore various unique aspects of the future L2 selves of these learners.

Implementing a Holistic Approach to Teaching English Online in a Post Pandemic (?) Era

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A holistic teaching approach encourages students' meaningful learning, creativity, risk-taking, and mutual empathy within a learning environment. Research has demonstrated that this approach proves to be particularly beneficial when in-person classroom interactions occur. However, during the COVID-19 pandemic, the lack of in-person attendance has dramatically sharpened the need for a rethink of traditional pedagogical approaches, prevailingly based on a mono-referential method, with the teacher at the center of the entire pedagogical process. Rethinking these approaches has placed learners at the core of the teaching process, including their inner personal sphere. Based on a case study from a university setting, the presentation highlights the central role of the learner and the relevance of a holistic approach – with regards to teaching English online in particular – which can contribute to addressing the emotional, social, ethical, and academic needs of students in an integrated learning format. The presentation suggests how to implement this approach to online language teaching, drawing from the results of a structured questionnaire that 144 Italian students (aged 18-19 years) had to complete anonymously at the end of their English course. The questionnaire adopted a Likert Scale score, reporting these students' perceptions of the online teaching practices and materials facilitated by the teacher during the academic years 2019/2020 and 2020/2021. The questionnaire outcome highlights the students appreciation of the holistic approach, which is perceived to push the boundaries of formal and mono-referential teacher-learner relationships while still maintaining the respective roles. Overall, the objective of the presentation is to enhance teachers' awareness of their crucial role as holistic learning facilitators – rather than simply teachers – meant to guide and assist students in learning for themselves.

The Future of Pakistani English (PakE) in Higher Education in Pakistan

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Pakistani English (PakE) has emerged as a new variety of South Asian English through significant evolution and transformation. The research on PakE has discussed its distinct lexical, morphological, and phonological features. The study examines through the content analysis approach that faculty and students in Pakistani universities are extensively using PakE in official correspondence, classroom teaching, assessment, and curricula. It also discusses that PakE can be used as a model variety because of its extensive uses in higher education. World Englishes and PakE should be included in language policy to adopt reliable and valid procedures and methods to augment the standardization process for its acceptability in higher education.

Cyborgs Writing: Leveraging Artificial Intelligence in the Writing Classroom

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The use of artificial intelligence (henceforth AI) writing tools has become a common practice. Many teachers and scholars worry about the ethical implications of using these tools. Some argue that using AI in writing is a creative loss, removing the ability to generate original content. Others worry about widespread plagiarism. However, others see the potential benefits of artificial intelligence writing tools, arguing that they can help drive creativity and improve writing skills. Many writers are experimenting with these tools to drive innovation in their writing. Over time, more and more writers will embrace the use of artificial intelligence in their work, recognizing that it can help them be more creative and tell better stories online. This keynote will discuss how artificial intelligence writing tools can be used in the classroom, showing examples of how this can help drive student engagement, improve their overall writing skills, and create opportunities for creativity, exploration, and experimentation.

Emerging Technologies and Higher Education in Pakistan - The Butterfly Effect

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Technology has reshaped the world in all aspects, especially communication and education. Though various initiatives had already been taken to introduce technology in higher education during COVID-19, there was a massive shift towards online learning. The curriculum, methodology, classrooms, and learning processes were transformed into digital platforms. In Pakistan, technology was embedded into educational experiences in the late nineties, but the transition was not visible as it was during the COVID-19 outbreak. This paper will discuss the policies, practices, prospects, and pitfalls of introducing technology in higher education in Pakistan.

Latest Trends in English Language Teaching

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The spread of English worldwide is unprecedented due to colonialization, globalization, and the development of communicative technologies. Due to its use for cross-cultural communication, which is no longer limited to communication among native and non-native speakers but 80% time, English is used for communication among speakers of other languages, which requires reevaluating traditional English Language Teaching (ELT) practices (Matsuda, 2017; McKay, 2002). Various researchers have highlighted the need to adopt teaching practices that match the reality of the English language in the 21st century (e.g., Galloway & Rose, 2015; McKay, 2002; Sharifian, 2009). As a result, many applied linguists have challenged conventional models of English language teaching and proposed alternative models to conceptualize the global status of English today (e.g., Kachru, 1985; Modiano, 1999; Rose & Galloway, 2019). Such attempts to explicate the use of English on a global scale served as the foundation for new emerging research areas in applied linguistics, including World Englishes (WE), English as a Lingua Franca (ELF), English as an International Language (EIL), and Global Englishes (GE). Although these termsare often used interchangeably, McKay (2018) and Friedrich and Matsuda (2010) argue that they differ in their assumptions and focus. This paper explores the possibilities of current trends in ELT in Pakistan as per the needs of 21st-century learners. Historically, due to socio-political and geographical situations, Pakistani students and graduates used to go to the United Kingdom and the United States for studies and careers. However, the situation has changed after 9/11 and rising of Asian economies and educational institutions, and the trend is now primarily toward China, South Korea, and Malaysia. Moreover, the traditional job market in the Middle East is also changing, and now more skilled workers are going there instead of unskilled labor. This scenario needs a change in English instruction and overall attitude towards English to be taught as a source of communication instead of sticking with the traditional dominance of Native Speakersim. Therefore, this paper argues for the introduction of WE, ELF, and EIL both in theory and practice to liberate English from the colonial stigma and, on the other side, to equip Pakistani graduates with the needed communication skills instead of native speakers' varieties.

Global Englishes Constructs in Language Teaching: A Review of Facebook Materials

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This study attempts to find out comparative tweets to be useful teaching materials. Twenty-five tweets from Global Englishes-directed messages were chosen, opting for purposive sampling. Axial order was established to peruse themes in evidential data together with findings showed that the purpose of Global Englishes Communication Innovation (GECI) was intermingled with tweets along with the relation regulated in forming correlative subject matter for GECI which was a coupler progress calling attention to profound worries of L2 users setting upon L1 cultural supremacy. GECI was a handy way to evolve the linguistic competency of language learners. Tweets' messages were righteous origin to lay out various topics from Englishes handy for Pakistani multilingual learners. Many comparative cultural topics were vivisected in tweets' messages which could be federated in Global Englishes-informed instruction. The investigation was of service in progressing awareness about GECI and its systematic planning as a starting point of pluralistic knowledge that fosters multicompetent users for economic competition. The amalgam insinuated a policy for GECI by using comparative tweets as valuable teaching materials in multilingual classrooms in Pakistan.

Culture Specific Items: Revisiting the Role of Translation in EFL Classroom

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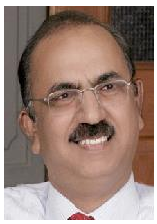
In the age of globalization, translation plays an important role in understanding, communicating, and appreciating each other's cultures. Culture-Specific Items (CSIs), i.e., items representing aspects of a particular culture and its role in translation, are considered significant in foreign/second language learning (Leonardi, 2010; Richards, 2014). However, in Pakistan, this is usually ignored in developing the linguistic repertoire of EFL students (Rehman, 1995). This study intends to find ways in which translation of CSIs can be used to bridge this gap and thus use it as a teaching tool. Peter Newmark's (1988) Cultural Categories (contextual areas) for identifying CSIs were used to explore the role of the translation of CSIs in EFL. Fifty participants studying BS English were engaged in the study employing the tools of questionnaires, translation tasks, and interviews. The CSIs were also incorporated into pedagogy (using translation for vocabulary recognition and internalization). The study finds out that CSIs and their translation improve EFL pedagogy by making vocabulary more accessible through contextualization. Analysis of questionnaire-based data shows that CSIs have socio-cultural implications in the sense that translation would not be considered a strategy of resistance for political reasons but rather a vehicle of intercultural transfer and access to diversity. This intercultural communication is achieved through the translation of cultural differences as well as similarities, and in this way, the source culture is represented in the target culture. The study has implications for vocabulary analysis concerning local or foreign cultures/languages. In addition, the translation of CSIs can help develop a learner-centered approach to recognition, translation, and the use of vocabulary in real-life situations. The utility of CSIs in EFL pedagogy makes the findings of this study relevant to the stakeholders, especially teachers and researchers, in the development of teaching practices and curricula.

Pushing the Boundaries: Rethinking Research in Linguistics



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The fast-paced change in Pakistani universities has serious implications for education in terms of pedagogical practices and research. The fast-changing circumstances and socioeconomic demands of the 21st-century call for significant changes in the domain of education. In the changing scenario, research has come to the center stage as a potent means of constructing knowledge which is equated with 'soft power' and considered more effective than conventional weapons. This dynamic view of knowledge highlights the significance of the research, which is considered a potent means of constructing knowledge. Universities, being the hub of research, are expected to construct and disseminate knowledge that may respond to socioeconomic issues by offering alternative solutions. In Pakistan, there has been a phenomenal rise in the number of universities resulting in increased research programs. Ironically, HEC is expected to help universities improve the quality of education and encourage them to enhance the production of PhDs and MPhils. The large number of students admitted into research programs led to the demand for more supervisors and put tremendous pressure on available supervising faculty. It is important to understand that the increased number of PhDs in a short time does not ensure the kind of research required to construct new knowledge. This paper is a call to revisit the nature and process of research in universities by pushing the boundaries of research areas, themes, and methods to make it more relevant, contemporary and effective in producing knowledge that contributes to socioeconomic development.

Lexical Complexities in Pakistani Legal Documents

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English enjoys its status as an official language in Pakistan. Most of the legal proceedings particularly included judgments and agreements are documented in English. It is a common observation that understanding the language of a legal document is very challenging for laymen not well-equipped with the specified knowledge of the legal language as well as prospective lawyers with the least exposure to legal texts. Signing legal contracts and dealing with court judgements without knowing the true meaning are conspicuous scenarios, in which they may face serious consequences. Keeping in view this grave situation that demands linguistic attention, the present study explores lexical features of Pakistani legal documents. For this purpose, four legal documents: two court judgements and two agreements have been taken as a purposive sample for the analysis. The data were analysed through thematic analysis qualitatively for an in-depth understanding. It was also quantified later descriptively as an information analysis tool to deal with discreet

data. To verify the comprehension of mentioned audience of the text, five respondents who had been pursuing some legal proceedings were taken into consideration and were asked to interpret the text. The findings of the legal text after thematic analysis put forward that the use of archaic words, technical terms and jargon, words of foreign origin, idioms, and proverbs is very much frequent. Moreover, the difficulties faced by the respondents were mostly due to the same lexical patterns which were the key lexical features of the legal documents. The study can be significant for English for specific purpose (ESP) course designers to design effective English language course for English law students. It also suggests to legislators and lawyers to use simple and commonly used lexical expressions that may not hinder the comprehensibility of the legal text. Since the study deals with limited data, it proposes to consider extensive data in local and international settings for larger conclusions.

Genre Pedagogy with Self-Made Specialised Corpora

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Learning and teaching English for special purposes can pose challenges on multiple levels, beginning with familiarity with the relevant lexis, preferred structures, and discursive conventions through selection from the identified material to its gradation. We will introduce insights that language classrooms can gain from both self-compiled and existing (collections of) texts and concordancing tools. Drawing on concrete examples from two genres, namely legal documents and cookbooks, we will demonstrate how corpus linguistics can reveal a wealth of information about the lexis, grammar, information structure, and cultural associations in the genres concerned, which often differ vastly from the conventions and principles of "general English." In the domain of legal English, we shall discuss typical connectors, discourse markers, irregular past participles, pronouns, coordination patterns and synonymic chains, post-modifying participles, emphatic do, peculiarities in conditional clauses, causatives, and several other categories of forms that differ from the English as we know it elsewhere (Bázlik, Ambrus & Bęcławski, 2010).
In the corpus of recipes, we identify intra- and cross-linguistic differences, spanning from collocations through information positioning, compression, and impersonal constructions to genre-specific ellipsis and information structure patterns (Paradowski, 2018).

The Contribution of Field Dependence/Independence to Receptive/ Productive Vocabulary Learning of Iranian EFL Learners

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Vocabulary knowledge has unanimously been reported to be the central component of language. Despite multitude of studies on vocabulary, the issue of receptive/productive vocabulary is still far from clear. On the other hand, the issue of individual differences, specifically Field Dependence/Independence (FD/I), is among the important but controversial areas of investigation in English language learning and teaching. While it is asserted that language pedagogy should be the same for all types of learners, it has been proved that when pedagogy is individualized, teaching effectiveness increases. The focus of this study is, then, to look into the impact of learning styles in general and Field dependence/Independence in particular on the receptive/productive lexical performance of Iranian EFL learners. It aims to examine whether or not FD/I learners perform differently on receptive and productive vocabulary tests. To achieve this, first, Iranian EFL learners are given the Group Embedded Figure Test (GEFT) to determine their learning style; and second, they will be put into two groups based on their performance on the GEFT. They will then be asked to take a receptive and productive vocabulary test to see whether or not FD and FI learners perform differently. The findings of the study may develop a better understanding of learners' individual preferences for vocabulary learning. The pertinent implications are also discussed.

Integrating Video Essays in ESL Classrooms: Digital Competence Framework and Multimodal Literacies

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The use of digital tools shapes our communication practices. The paper reflects on ESL classroom teaching and introduces the integration of video essays to empower learners for digital competence and multimodal literacies. Essay writing has always been considered a passive activity of contemplating and writing, whether a classroom practice or an exam-based assessment. Learners are expected to reflect on the given topic, jot down their point of view or thesis statement and produce a full-length essay according to the given word limit. However, essay writing has always been a nightmare for most school, college, or university graduates. Conventional essay writing assesses writing, argumentation, organization, spelling, and grammar skills but fails to integrate multimodal literacies and digital competencies. The contemporary video essay genre has transformed writing skills by involving video making, digital, visual, narration, and voice-over skills making ESL learning multimodal. Currently, the ESL pedagogies in Pakistan have been limited to preparing learners for traditional reading and writing skills. However, learners need to be trained for 21st-century skills where they have multiple opportunities to engage in media production rather than being media consumers.

The Impact of Online Education on Tunisian English University Students' Motivation

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The covid-19 pandemic affected the degree of educational efficiency worldwide. As a reaction to educational disruptions, governments worldwide resorted to cutting off face-to-face instruction and adopted online alternatives. Consequently, a reshuffle of teachers' and learners' roles takes place, and the use of technological devices, such as iPads and computers, becomes the communication medium between teachers and students and between students themselves. Instead of having teachers as the only source of knowledge and students as passive recipients of knowledge, teachers and learners work interactively in an online atmosphere to achieve successful course outcomes. This study proposes to determine whether Tunisian English University students are intrinsically or extrinsically motivated to be engaged in online education, which refers to "Internet-based learning that delivers content and enables communication between instructor and students (Cleveland-Innes & Garrison, 2021, p. 4)". To achieve this goal, a questionnaire was answered by sixty-four second-year students studying English at the Faculty of Letters and Humanities of Sfax during the academic year 2021-2022. Findings reveal that university students are intrinsically motivated to learn English in an online learning environment. These forays into learning in general and English L2 learning, in particular, have implications for effective pedagogy. Thus, the study puts forward several practical suggestions to enhance the blended learning experience.

MetaPak: A Corpus Tool for Assisting Metadiscourse Analysis

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Applied linguistics in nexus with computational linguistics has resulted in corpus approaches that have significantly contributed to discourse analysis in general and metadiscourse analysis in particular. These approaches through corpus tools have not only opened new avenues in the epistemological realm of linguistic knowledge, but the ontological status of natural language has also been optimized. In particular, these epistemological and ontological realities of metadiscourse have been explored through the available corpus tools. The generic nature of the available corpus tools (e.g., AntConc) to explore the specificity of discourse i.e., metadiscourse needs to be reconsidered since the available tools do not meet the users' demand for the cost-effectiveness of time and effort. Moreover, the accuracy in terms of validity may also be compromised, to some extent, for metadiscourse analysis. Keeping this challenge in mind, MetaPak (Abbas, Shehzad, and Ghalib, 2017) exclusively proffers specificity for metadiscourse analysis. MetaPak (ibid) identifies Hyland's (2005) metadiscourse markers, focusing on frequencies, concordances, and normalized values. This tool has been beneficial for researchers engaged in metadiscourse.

Challenges and Wash-Back Effects of English Language E-testing in Pakistan at Undergraduate Level

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The use of information technology for assessment, especially for educational purposes, is the need of the time. The major types of e-assessments include multiple-choice tests and evaluation of problem-solving skills. The mode of e-tests is more appropriate and quicker than outdated paper-based examinations. The application of electronic tests is no less than a challenge, especially in a teaching and learning environment. This investigation pertains to the perceptions of Pakistani students and teachers regarding e-tests and the wash-back effects of e-tests on the students. In addition, the study also examines and explains the different difficulties and trials that affect Pakistani students. The study sample includes 80 BS English students and 20 EFL teachers from Pakistan's universities. The instruments used for the study include students' perception questionnaires and teachers' perceptions questionnaires developed by Binnahedh (2022) to observe their attitudes about e-tests. The obtained data were analyzed statistically using SPSS software (IBM 23). Findings reveal moderate washback effects, attitudes toward e-tests, and a high level of students' perceptions towards e-tests. However, the perceptions of Pakistani teachers were below average towards e-tests. Hopefully, this study will help teachers, learners, and policymakers and add to the literature on Interlanguage Pragmatics.

Lexical Growth and Utility in Punjab Curriculum and Textbook Board's English 3 and English 4

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The study analyzed lexical richness and growth in English 3 and 4. These English language textbooks were produced and distributed under the supervision of the Punjab Curriculum and Textbook Board. The study focused on calculating the exact number of tokens, types, and word families. The study tallied the words introduced in two books in hierarchal levels of BNC-COCA 25. The first three levels of BNC-COCA 25 included words with the highest frequency and range in the collected corpus. The framework and methodology of Lexical Frequency Profiling (LFP) were used. Three different vocabulary profilers were used; two online and one offline. Lextutor, VocabKitchen, and AntProfiler were utilized. The analysis showed that 2574 words were introduced in the analyzed books. English 3 introduced 873 new words, and 668 words were recycled from the previous two books. English 4 introduced 1501 new words and recycled words from the previous three books 668. The growth of 1500 words is inappropriate for EF / ESL learners with a limited exposure of just three years to the target language. There is a need to strengthen the recycling process. Almost 97% of both books were represented in the first three levels of BNC-COCA-25. The required repetitive frequency for learning a new word is 13 or above. English 3 and 4 present only 9.54 % and 10.71 % of words with a repetitive frequency of 13 or more. The books need a definite plan to introduce useful words with appropriate repetitive frequency to improve the books' effectiveness.

Assessment of Pronunciation Activities in Recommended English Textbooks in Oyo State Public Secondary Schools

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In the global world, the need for internationally intelligible pronunciation is becoming very high due to various transcontinental collaborations and the exchange of knowledge in different fields of human endeavor. These involve presentations and interactions of varying degrees. Digital technology has made it possible to adapt and adopt many resources available for teaching and learning English pronunciation in schools. The study, therefore, investigated the inclusion of digital resources in the recommended English textbooks for public secondary schools in Oyostate to teach pronunciation and classified the contents into pronunciation-specific activities. This intends to examine the adequacy of textbooks for teaching pronunciation in public secondary schools in Oyo state, Nigeria. The study drew its primary data from thirty English language textbooks from five publishers recommended by Oyo state government for both junior and senior public secondary school students. 90 teachers were sampled, 30 from each of the three senatorial districts in Oyo state. The pronunciation contents were analyzed based on eight pronunciation teaching processes adapted from Celce-Murcia et al. (1996). The study found that pronunciation contents in the selected textbooks were adequate to promote sound identification rather than sound production, and none of the textbooks made provision for the digital resources (pronunciation CD materials, video clips, or recorded cassettes to enhance production accuracy) to be used for the teaching of pronunciation. There was no dictation directly meant to teach pronunciation. Therefore, the study recommended that Oral English textbooks for our secondary schools should not only be theoretical but also take advantage of digital resources and be practical-oriented. Dictation activities specifically designed for teaching pronunciation should be included. The study concluded that if the pronunciation contents in the recommended English textbooks in Oyo state are adequate for sounds recognition, and the students' pronunciation is far from the standard norm, there is a need to take advantage of digital resources deployment and also study further on the teacher's delivery process.

Department of English Linguistics and Literature

Ecolinguistics and Ecological Narratives

Ecocultural Identity

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In this presentation, I will discuss the linguistic devices that construct ecocultural identities. I define ecocultural identity as belonging to a group that includes not just humans but also animals, plants, or other beings from the more-than-human world. I focus on how Native American leaders perform ecocultural identities through the words that they use. This will draw from the work of two leaders, the contemporary Seed Keeper Rowan White and Luther Standing Bear, an author who experienced pre-colonial Lakota culture firsthand.

Applied Linguistics for a Sustainable and Developed World

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This presentation shares two of the presenters' studies in ecolinguistics. The first used corpus linguistics to analyze recent articles in four newspapers: The Guardian (UK), the New York Times (US), the New Straits Times (Malaysia), and the Straits Times (Singapore). The research asked how much coverage the newspapers gave to two different topics: (1) COVID-19 and (2) topics linked to poverty - lack of food, clean water, and sanitation. COVID-19 received about 99% of the coverage, even though the neglected topics have long accounted for more deaths. The second study used ecolinguistic tools to analyze an animated children's film produced by Netflix, The Sea Beast. Among the tools were whether ideas are ecocentric (pro-environment) or anthrocentric (pro-human only), how the film can be viewed from Stibbe's Stories We Live By categories, and whether intersectional topics arise in the film.

Teaching Environmental Awareness in Universities

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The future of the planet and its inhabitants is at risk due to climate change, which is no longer a distant threat but a devastating reality. The vast majority of people worldwide have suffered trauma, despair, anxiety, and a sense of helplessness due to climate change discourses, which depict an apocalyptic future for the planet and the extinction of the human race as other life forms. My research argues that since literature and the arts can significantly impact people's viewpoints and emotions, an ecocritical engagement with literary humanities may help promote environmentally friendly and sustainable behavior among students. In light of this, courses in the literary humanities should be taught across disciplines to promote pedagogical experimentation, using strategies such as the problem-solving method, project method, and Environmental Trials method. This would be environmental education in or from the environment, providing students with many opportunities to interact directly with nature, experience its diverse processes and forms, and grow a genuine appreciation for it. Encouraging students to be environmentally conscious citizens capable of organizing collective action to reduce environmental deterioration would also contribute to developing their ecological consciousness. This study proposes creative pedagogies to increase students' awareness of environmental crises and foster ecological thinking.

The Need for Eco Genre Analysis: Ecotourism and Beyond

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A positive ecological narrative is now deemed necessary to sustain a healthy ecological behavior. This ensures that text types that happen to be about environment lead to engendering positive ecological attitude. One of these text types is promotional ecotourism aiming at attracting tourists towards nature to accelerate economic growth. A genre analysis is therefore required to analyse the rhetorical pattern of ecotourist texts to understand how the function of this discourse contributes to a sustainable environment. This paper builds a nexus between ecolinguistics and genre analysis. The aim is to propose Eco Genre Analysis as a new theory to demystify texts that happen to be about environment. The data for the analysis comprises top 35 ecotourist sites. Using Bhatia's (2004) model of promotional genre analysis, the purpose is to analyse the rhetorical moves of description texts of ecotourist sites. Defining the rhetorical moves of these texts is a key step in establishing this text type as part of Eco Genre Analysis. The purpose of moving towards Eco Genre Analysis is to build an all-encompassing and inclusive ground for understanding the linguistic conventions of texts that promote positive ecological attitude. Hence, Stibbe's (2017) theory of positive discourse analysis is taken as a lens to reveal the linguistic working of these texts aiming to reinforce a positive ecological behavior. Eco tourist companies will therefore be able to draft effective texts that best define and describe the functions of eco-tourism.

Demystifying the Labyrynth of the Delta: An Ecolinguistic Appraisal of Selected Poems of Tanure Ojaide

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In previous studies, ecological issues in the context of the Niger-Delta and Nigeria have been approached mainly from environmental degradation and marginalization. However, in literary pieces, mostly the dominant objects of analysis in those studies, there are underlying linguistic imports, which are reflexive of the beauty of the literary discourses revolving around the Niger-Delta environment. Based on this backdrop, this study sets out to examine selected poems of Tanure Ojaide from an ecolinguistic perspective. To achieve the aim of the study, five poems are selected purposively from Ojaide's Songs of Myself and analyzed using qualitative and quantitative approaches to data analysis. The data is also examined using Giles and Johnson's (1987; 2013) Ethnolinguistic Identity Theory (EIT). The findings from the study reveal the use of rhetorical devices to converge toward emphasizing the beauty of the ecological characteristics of the physical environment. The use of imagery by the poet draws on readers' socio-cognitive instincts toward appealing to their emotive senses. In conclusion, the ecolinguistic approach to examining the poems has revealed the poet's intents and demystified the myth behind the ecosystem of the Niger Delta.

Department of English Linguistics and Literature

Implications of Disinformation on Social Media

An Analysis of Exclusive Language in Pakistani Advertisements: Fairclough's 3-D Model

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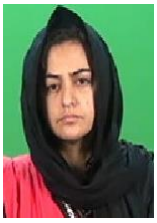
Advertising companies use different strategies to sell their products, attract buyers and compete with other companies in the global market. In doing so, advertisements often go wrong consciously or unconsciously because they contain exclusive language which is culturally inappropriate, promotes consumerism, and influences and exploit our behavior. The current ongoing study aims to present an analysis of exclusive language underlying selected advertisements in the form of billboards, videos, and social media posts. For this purpose, the content of 5 advertisements for Faiza Beauty Cream, Barkat Cooking Oil, Telenor, Molty foam, and Careem has been selected for discourse analysis in the present study. This study aims to investigate the role of exclusive language in advertisements in promoting discrimination, racism, consumerism, and the stereotypical depiction of gender. In this qualitative study, I aim to employ Fairclough's (1993 and 2013) 3-Dimensional Model: description, interpretation, and explanation as a theoretical tool to identify gender objectification, interpret the multi-layered meaning, and highlight problematic language in selected advertisements. The study also gives some examples of inclusive language in advertisements that receive positive feedback from the public on social media, as inclusive language in advertisements is all about respect. It is expected that the results of this study will help readers and employees of the company identify exclusive language, reflect on their communication and replace exclusive language with inclusive language to celebrate diversity and inclusion in the workplace and society.

Department of English Linguistics and Literature

Language of Resistance and Call for Social Justice

Resistance is Never Insignificant



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Resistance to potentially problematic behaviors, narratives, structures, and incidents has a far-reaching impact on the social fabric of society. The first step towards shaking the power structures in history always started with a resistant word. The current paper attends to the resistant narratives and intends to provide a platform to assist, guide, and channel the resistance efforts. This would be accomplished by introducing the concept of resistance in this paper and demonstrating its parallel link to power and dominance. Further, the paper proposes specific tools, skills, and considerations to augment the resistant efforts and improve their effectiveness against the suppressing apparatuses.

Power, Control, and Resistance in Philippine and American Police Interview Discourse

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Investigative interviewing is an important subfield in forensic linguistics that calls for deeper scrutiny of power, control, and resistance. As it is assumed that these three elements are innately present in any legal setting, the convergence of these variables needs to be addressed. Studies in this area looked into the interplay of power and control (Ranosa-Madrunio, 2014) and power and resistance (Haworth, 2006); however, there has yet to be any of the dynamics of the three. This comparative study then examines how power, control, and resistance coalesce as reflected in Philippine and American police interviews. Considering that the Philippines was once a colony of the United States, it is essential to compare the two samples as the Philippine legal system is highly patterned after the American jurisprudence (Mercullo, 2020). Hence, this comparative study would substantiate the Philippine policing system, which is adopted from the American policing system. Highlighting the existing and emerging power relations between the police and the interviewee, this paper employs an integrative approach, drawing on Sacks, Schegloff, and Jefferson's (1974) Conversation Analysis (CA) and Fairclough's (1989) Critical Language Studies (CLS) as general frameworks. This paper hopes to reveal that both the police and the interviewee may employ power, control, and resistance in their utterances, evincing that power symmetry can be achieved in this type of interview discourse in both Philippine and American contexts.

Lawyers' Argumentative Styles in Pakistan's Homicide Trials: Gendered Narratives and Criminal Justice

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In Pakistan, lawyers used a distinct argumentative style to justify the gendered courtroom narratives they developed for homicide trial proceedings. The current study aims to investigate the various types of arguments and topoi the lawyers used to justify their legal claims via socioculturally stereotypical representation. As a data sample, the proceedings of ten homicide trials in Punjab, Pakistan, were used. The Discourse Historical Approach (DHA) of Wodak (2001) was used as a theoretical lens to interpret the various argumentative styles in Pakistan's criminal proceedings. The research revealed dichotomous narratives that promote men vs. women as gender beings who were autonomous vs. dependent, powerful vs. subservient, and authoritative vs. timid who always asked permission from their men to do everything. It was discovered that the lawyers' narratives, formed by sociocultural veracity, harangued the disparities in the courtroom trichotomy of gender, culture, and patriarchy of the criminal justice system. The study has exposed the social realities that can be used to manipulate lawyers' proceeding narratives that favor women as victims or victimized in homicide trials. The study may help introduce forensic investigative linguistics as a new discipline in Pakistan and internationally, as well as address language inequities in the criminal justice system.

Language in Crisis Negotiations: The Rizal Park Hostage-Taking Incident

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This paper examines the Rizal Park hostage-taking incident from the lens of forensic linguistics that looks into crime management. The incident happened on August 23, 2010, in Manila, Philippines, when a tourist bus loaded with 20 Hong Kong nationals was hijacked by a disgruntled former officer of the Philippine National Police by the name of Rolando Mendoza. Employing the DIAMOND model of Grubb et al. (2020), FBI's Behavioral Change Stairway Model (BCSM), and Hammer's (2007) S.A.F.E. model, the study analyzed the stages in the negotiation process employed by the negotiators, the relationship-building process and the communicative dynamics of the hostage-taking incident. Findings revealed that the stages of negotiation in the DIAMOND model were not all carried out. Following the BCSM model, the negotiators could not build empathy with the hostage-taker. Communicative dynamics, as reflected in the S.A.F.E. model, was unsuccessful as pertinent information was not transmitted with maximum effectiveness. The poor handling of the incident and the failure of the negotiation led to the eventual death of innocent people, including the hostage-taker himself, and the issuance by the Hong Kong government of a 'black' travel alert for the Philippines. It is hoped that with this study, a more effective and efficient way of managing crime incidents in the country can be carried out to avoid further disasters.

Literature for Social Transformation

Pakistani Theatre in English: Linking the Imaginative & the Rational in Social Formations

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Literature has always been viewed as an aesthetic dimension of both prevalent and proximate social discourses. Literary discourses relate directly to social processes, interactions, and formations. These objective social relations further lead to the creation of the subjective selves of human beings. Since the literature of antiquity, literary texts have been engaged in not just interpreting but also improving upon this primordial primitive self. An integration of oneself may lead to the integration of society in general. A logical relationship between one's self and the social structures and principles of the natural world helps one to avoid inconsistent meanings and lop-sided interpretations, which may prove to be more repressive than liberating in nature. Although imaginative in spirit, literary discourses raise questions about man's nature and place in the scheme of things by giving a social reality and a human form to his ideological and emotional beliefs. Homer, Geoffrey Chaucer, Jonathan Swift, Charles Dickens, Christopher Marlowe, Ben Jonson, Bernard Shaw, Arthur Miller, Bertolt Brecht, and Edward Bond are just a few names of the literary writers who have established the transformative agency of literature. South Asian Literary genres may also be appraised for their potential to address the need for social activism. This talk aims to focus on the Pakistani plays in English produced specifically by Ali's Theatre to study the transformative nature of these plays. By focusing on the dehumanization in our culture, Usman Ali reinforces the importance of Humaneness. Amidst the enactments of dehumanization, there are human explosions in his plays. The focus remains on the fact that even the most dehumanized people are capable of performing unusual and unthinkable acts of humanity. This human journey from inhumanity to humanity through both verbal and non-verbal language used by the playwright signifies the humane potential which lies in the danger of remaining untapped in the absence of great Literature.

Sciences vs The Humanities or Sciences and The Humanities Together

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There has been a general resurgence in the study of humanities, literature, and liberal arts, particularly in the last decade. The sciences have had their due attention in the run-up to the 21st century, and it is now that the need for the study of the humanities is being felt. What is required in the contemporary world is to study the humanities side by side with the sciences since neither can survive on its own: for the sciences to have their origin, we need creative artists and persons of literature to project their vision on the screens of humankind. Not long ago, creative writers like Aldous Huxley, George Orwell, and H. G. Wells wrote about changes in the world that have become a part of our lives in the 21st century. A while ago, it was a luxury to own a personal cellphone, and now it has become a part of our apparel so that as soon as we have dressed, we check our pockets to ensure that we have the phone. We will only visit a place if we start getting messages on what we like about the market we visited ten minutes ago or the restaurant that we ate at. Sciences are limited in their scope, but the humanities are not. Science is utilitarian, and humanities teach us to look beyond the utilitarian to the artistic; sciences are circumscribed, and the humanities look beyond the bounds of human imagination!

Linguistic Moments and the Literary "Torweg"

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In his 1985 research, The Linguistic Moment, J. Hillis Miller refers to the needle's eye of a linguistic moment that enfolds the transience of spatial images for their everlasting effect. Miller argues that these moments also lead to what Fredrick Nietzsche defines as the image of "torweg" or a gateway that opens to visions in the form of riddles, unfolding the past and the future simultaneously. That the textual "present" of a literary experience, incarnate its linguistic moments, connects the past and the future is perhaps a core inspiration of all great literary works. My paper echoes such experiential moments full of revelatory as well as ambitious and aspiratory ambiance that engage the readers in cross- and sociocultural interactions. To focus on and manifest how these works comprise the social transformation at various levels, I draw on the use of color vocabulary by some literary authors dealing with colonial-postcolonial themes.

Transmission and Transformation: The Sociologue in Pakistani Postcolonial Fiction

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There is a gradual shift from just politics of protest and writing back to engaging the pillars of socio-political setup in creating and sustaining the path of social development through introducing the success stories of characters in general and those of women in particular. Hence there has been a gradual acceptance of female presence over time, which has begun to sustain in south Asian societies, particularly Pakistan. The Pakistani post-9/11 fiction dealt apparently with the trauma of the war on terrorism, but alongside, it also paved the way for engaging in a social dialogue among multiple facets of Pakistani society by providing an imaginary that would go a long way in developing and sustaining participatory dialogue regarding this acceptance. This sociologue is mainly witnessed in the fiction of Mohammad Hanif, Kamila Shamsie, and Mohsin Hamid, who, through their narratives, have not only transmitted their message across the globe but also attempted the transformation of their socio-political setup. This research aims to discover the extent to which they have been able to do so and measure the socio-political impact on Pakistani society in general for sustainable socio-political upward mobility. The study utilizes the selected chunks of the texts for analysis to find that these novelists have been dominantly successful in providing role models who have been not only noticed but also being followed, which is the evidence that acceptance and level for socio-political reforms are providing social mobility upward and simultaneously it is providing a downward decline to the resistance to transformation.

Fore-grounding Assessment Matrix: A Qualitative-Quantitative Interface

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This paper presents the result of trans-disciplinary research conducted in the Humanities and Cognitive Psychology. It investigates the correlation between cognitive reader response tests and Foregrounding analysis by using statistical methods to establish an interface of qualitative and quantitative research methods in the empirical literature. For this purpose, FAM (Foregrounding Assessment Matrix) has been used to analyze Edgar Allan Poes' poem, "The Raven." Moreover, the paper explores this correlation in Poe's "The Raven (1845)" to argue that the aesthetic appreciation and understanding values given by readers in a cognitive reader response test correlate to the marking of density fields (overlapping foregrounding elements). The foregrounding elements target three main categories, i.e., phonological, morpho-syntactic, and rhetoric. To identify those elements, four different text levels are taken into account, i.e., the sub-lexical level of phonemes and syllables, the lexical level of single words, the inter-lexical level of word combinations across longer distances (e.g., two lines), and the supra lexical level of whole stanzas or an entire poem. The findings of this research facilitate researchers in Empirical Literary Studies by providing empirical data derived from qualitative analysis and help scholars with research design specific to Empirical Literature.

Crippled Empowerment: A Critique of Disability and Feminism in Carrie Mathison's Character in the Selected Episodes of Homeland (2011-2020)

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Carrie Mathison, an empowered female protagonist, has her intuitive abilities and good instincts undermined throughout her career in the CIA since she struggles with bipolar disorder. The present work, within the theoretical framework of Garland Thomson's Feminist Disability Studies, qualitatively investigates Mathison's character in the selected episodes of Showtime's series Homeland. The research problem addresses how the language of Homeland is used to promote clichéd ideologies associated with mental illness and female identity. The work questions: How does the predicament of Homeland's language miscommunicating disability and female identity is exacerbated by the constant failure on the part of patriarchal workplace to appreciate Mathison's professional breakthroughs due to her mental disability? This disability, Thomson assumes, is a "flaw, lack or excess." The work asks: What role does language (in the form of dialogues) in film literature play in depicting a conflicting portrayal of Mathison's character as a dedicated American agent- turned-spy and as a mother who is never fully committed to prioritizing her daughter over her job? The paper finds that the language of entertainment television creates and reinforces a stigmatised identity for disabled working women as inefficient mothers even if they have supportive families or have their disabilities managed. The work adds to the area of film literature in which language through dialogues socially transforms the perceptions about disabled working women and miscommunicates their excellence in the workplace. Their abilities are overshadowed because of their disabilities by males. Future research can be done on the use of language for mentally disabled male protagonists in television shows as popular as Homeland.

Department of English Linguistics and Literature

New Directions in Translation Study

Translation Studies: A Field for a Critique of Western Epistemology

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Niranjana describes ideology as a "confusion of linguistics with natural reality, of reference with phenomenalism" (de Man in Niranjana 1992, 171). Slavoj Zizek defines it as a "unconscious fantasy that structure social reality" (García et Sánchez 2008). The current "western scientific project" and its modernity are a gross "simplification" and "mutilation" of reality (Marais 2014, 19), a fantasy, an ideology. Furthermore, as defended more and more by scholars recently (Cronin 2017; Blumczynski 2016; Marais 2014; 2020), not only does translation can be found anywhere, whether we look in the chemical world or the biological one for example, but relations between fields of knowledge, and disciplines that constitute the Western epistemology are translational by nature. Essentially, I aim, in my endeavor, to question the fantasies and hegemonic worldviews that shape knowledge in the West, using the lens of Translation studies to challenge imperialist projects into which a great number of research activities are currently grounded. I will start by defining or outlining possible definitions, since I would like to keep the concept of translation as fluid as possible and not imprison it within one wording or another, which can only emerge from a limited understanding. Afterward, I will focus on a twofold critique, that is, directed first against an epistemology anchored in Western modernity and, second, against its systematic safeguarding of a blind spot, which is outside of history and therefore incomprehensible to the western political project and its scientific project (Marais 2014, 19) and which contains many avenues of resistance. This will be done by describing what is meant by deterritorialization, then by tackling Translation Studies from the point of view of a political epistemology (Latour 2005, 249). Of course, our effort could be understood as another attempt at internationalizing Translation Studies, but contrary to previous attempts, mine, I believe, does not accept the world as it is, or, in other words, the one ideologically fabricated by hegemonic powers. The conditions pertaining to Translation Studies itself and the broader political context seem ripe for such an experiment. In other words, Translation Studies can be seen as a perfect Trojan horse. More precisely, it entails deterritorialization (Deleuze et Guattari 1980) of translation from the framework of modernity.

The Significance of Literary Translation for Language Planning Revisited

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Literary translation is an important factor in language planning that plays a crucial role in the history of almost any language used as a medium of poetry and fiction writing. It often becomes a foundation for all the different literary traditions. Lesser-used languages and their works of literature are no exception in this regard. The proposed paper attempts to understand how the practice of literary translation influenced the development of the language of Renaissance Scots poetry in general and what systemic features this idiom (i.e., the Scots language) owes to borrowing from other languages via translation. The appearance of translations of classic texts (e.g., Virgil's 'Aeneid', translated by Gavin Douglas in the 16th century) immediately gave Scots weight as a language of culture. At the current stage of the study, to start looking for answers to the questions above, the Scots translation of 'Aeneid' was subjected to continuous sampling in search of foreign borrowings in orthography, lexis, phraseology, and grammar. Findings reveal borrowings from English, French, and Latin in the translated text. The paper deals with the attribution and description of the borrowings identified on all the language levels and concludes the level of consistency of Scots in the text.

Language Revitalization Through Audiovisual Translation of Cartoons

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Language shift is a social phenomenon where a speech community shifts towards another, usually more prestigious and dominant language in their mainstream communication relegating its language to the background. The young Punjabi speech community of Lahore, Punjab, Pakistan, is also shifting towards more prestigious languages, i.e., Urdu and English. Several factors play a key role in language shift and identity displacement, such as speakers' attitudinal shift, language stigmatization, lack of intergenerational transmission, etc. Suppose we do not take measures at this stage; there is a fair chance that Generation Z might be shifted entirely to another language in a way that may lead to linguistic loss and alienated ethnolinguistic identity. This language attrition may deprive the Punjabi youth of access to their rich culture and heritage, which is in the Punjabi language. Against this backdrop, this study accentuates the need to encourage and promote the Punjabi language as a heritage language. Aiming at the youngest children of generation Z (7- 10 years young), we propose an audiovisual translation of cartoons in Punjabi as a way forward to transform their beliefs about their language, hence, devising an interesting combination of language, learning, and entertainment. For this purpose, two episodes of popular cartoons were translated, adapted, and dubbed, and the process was mainly guided by the theoretical model of audiovisual translation proposed by Giordano (2016). Two linguists approved the Punjabi audiovisual translation of cartoons. The results revealed that the audiovisual translation of cartoons was an effective edutainment tool for generating considerable children's interest in the Punjabi language.

Translation in the Time of COVID-19

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It is considered that humans survived, built civilizations wrote great literature, and created cultures because they possessed language. That is a truism. Nevertheless, within the larger ambit of language, the crucial role of translation usually needs to be more appreciated. At best, it is acknowledged that translation facilitates inter-lingual communication, and mostly the matter ends there. The fundamental role and import of translation are much more significant than this, and this acknowledgment is little more than the proverbial tip of the iceberg. Translation is the lynchpin of communication in a multilingual and multicultural world, and in its absence, all linguistic communities are crippled and confined to their self- enclosed cocoons. This fact was again established during the recent pandemic in which translation saved millions of lives. How? This paper is an elaboration on this proposition.

Translating Law into National Language: A Systematic Approach

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The national language of a country shapes its national identity. A country must decide on domains for the usage of national and other languages. In this talk, I will draw on the existing situation in Pakistan regarding legal language. Since independence, Pakistan has been a country where legal language is not her national language, and many experts have criticized it. Translation of law into the national language would be a way to normalize this situation. Against this backdrop, a systematic approach to translating law is much more critical. This talk will focus on how to be systematic while translating law into a national language. Translation techniques and decision-making processes will be highlighted for a better understanding of the translation of legal texts, with a particular focus on English and Urdu.

Translation Trends in the 21st Century

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The activity of translation has never been so significant as it is today. Technological advancements, scientific inventions, and the phenomenon of globalization in the world have brought a substantial change in translation trends in the 21st century. This activity was restricted to the issue of translatability of meaning through word-for-word or sense-for-sense strategies in the olden days; then, it started revolving around the concept of equivalence in the 1950s. The situation of globalization demystified its tacit scope further and broadened it far beyond replacing code systems as perceived previously. It is a fact that the phenomenon of translation remarkably contributed to the consecutive development of the human mind since the known history of humanity. However, its role in inter-human communication during globalization is of phenomenal importance. Later, the Cultural-Turn approach in the 1970s shifted its focus from a positivist to a post-positivist paradigm. This movement has seen culture, ideology, position, and contexts as governing factors of this activity. The 21century explored its more varied dimensions and employed this activity to solve the complex inter-human communication among the human mind, cultures, and civilizations. Against this backdrop, the present study attempts to understand the phenomenon of translation in recent days by conducting a bibliometric analysis of world-renowned research journals.

Political Hate Speech

Against All Odds: Examining the Language of Newspaper Political Campaigns

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A language presents us the opportunity to structure it to achieve certain ideological purposes. The presentation of news in the media, like the newspaper, is skillfully done through micro-rhetorical linguistic choices and subtle structural and linguistic elements that sway readers in forming opinions; and as a media discourse, the newspaper presents a public, manufactured, and on-record form of interaction (O'Keeffe, 2012; Metila, 2013). This study, informed by this assumption, examines the transitivity patterning of clauses in the lead news articles to identify how they promote political agendas when political campaigns are banned in Ghana. Two lead news items from the newspapers The Alhajj and The Daily Guide, known in Ghana to be affiliated to Ex-president John Dramani Mahama and the NDC party, and the current president Nana Addo Dankwa Akufo-Addo and his NPP affiliates, respectively, were selected for the study. The Systemic Functional Grammars' concept of Transitivity was adopted to analyze the clause structuring to reveal the newspaper's subtle ideologically biased campaign strategies. The findings reveal that discursive ideologically-cloned linguistic strategies like relational and mental projections are over-relied on to subtly pass on political messages without performing open acts of violations to political bans. Again, circumstantial elements in texts are useful resources in ideological projections.

A Critical Discourse Analysis of Sexist Language of Men in the Proceedings of the Parliament House of Pakistan

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The study focuses on sexism in the discursive practices during the formal enactment of statements and discussions in the Parliament of Pakistan. There are many debates on contemporary and instantaneous social, administrative and legal issues in the Parliament. The data is extracted in the form of comments or remarks exchanged in the discursive interactions by the male politicians pointing at the female members of the Parliament. The study is analyzed through Critical Discourse Analysis by employing Mills' Model of Sexism (2008) for data analysis. The study is qualitative, and the design is descriptive, where the state of affairs has been expressed and stated. The comments have been taken following the principle of the non-proportional quota of non-probability sampling. The analysis of the study confirms that sexist language has been used against female parliamentarians. The analysis also suggested that the male politicians try to dominate the female members by making sexist remarks considering them as the Other, which also reflects the colonial mindset of the male politicians.

Political Hate Speech: An Analysis of the Use of Derogatory Address Terms in Pakistan's Politics

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The present study analyzes one of the most evident aspects of Pakistan's politics, i.e., political hate speech. The animosity, enmity, and rift among the parties are pretty explicit. Mainstream political parties indulge in name-calling. Thus, this study focuses on the derogatory 'Address Terms' used by the political parties for the opponents. These address terms have aggravated political hate speech in Pakistan over the past few years. The study is qualitative, and the sample has been collected in the light of purposive sampling. The theoretical underpinning for the present study is based on the works of van Dijk (2006). Findings reveal that politicians employ manipulation through lexicon, overall interaction strategies, rhetorical figures, and Macro speech acts as far as choosing offensive address terms for the rivals is concerned.

A Lexico-Semantic Analysis of Pakistani National Songs Produced During War on Terror

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This study explores the linguistic forms employed in the national songs produced during the War on Terror (2001-2020) to evoke sentiments of unity, self-sacrifice, and patriotism. The present study utilizes Discourse Historical Approach (DHA) to better understand and analyze the songs' lyrics. DHA's four levels of analysis and the socio-political circumstances were employed to look for commonly emerging themes in the selected text. The study reveals the themes of persuasion to join jihad, nationalism, identity construction, the urge for an invincible Pakistan, and intertextuality. The Pakistani War songs evoke the sentiments of patriotism, unity, and self-sacrifice with a focus on topoi, figurative speech such as hyperbole, personification, and other linguistic devices such as nomination, adjectives, adverbs, and verbs, etc. The findings of this study may be utilized while writing patriotic songs to evoke social cohesion among multiethnic citizens and call for peace on and inside the borders.

A Critical Discourse Analysis of Pakistan Democratic Movement Leaders' Speeches In 2020

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This study explores the in-group and out-group ideology in the political speeches of two leaders, Bilawal Bhutto and Moulana Fazal-ur-Rahman. These speeches were delivered by these speakers from the platform of PDM (Pakistan Democratic Movement), which was founded to destabilize Imran Khan's government. The present research has analyzed four speeches of each speaker. The speeches were delivered from Oct 2020 to Dec 2020. The researcher used Van Dijk's (2006) model for this study. The major categories used in the present data include; actor description, authority, distancing, number game, polarization, hyperbole, history as a lesson, evidentiality, and repetition. The levels of analysis include word class, sentence, and discourse level. The findings show that the speakers have used different linguistic forms such as nouns, pronouns, verbs, and adjectives; rhetorical devices such as number games, hyperbole, and repetition to construct the discursive strategies such as actor description, authority, history as a lesson, evidentiality, polarization, and distancing. PDM leaders employed these linguistic forms, rhetorical devices, and discursive strategies to propagate their ideologies to represent the in-group positively and the out-group negatively. The research concludes that political discourses are the best sites to propagate desired ideologies. Fairclough (1995, 1989) claims that every linguistic usage reflects ideological perspectives and regards speech as a social practice. CDA's fundamental goal is to uncover the hidden aspects of a conversation.

International Conference on Applied Linguistics

Saturday (March 11th, 2023)- DAY 1	
Virtual and In-Person Conference	
INAUGURAL	
Moderators	•Dr. Samina Nadeem Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan •Dr. Awais Bin Wasi Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan •Ms. Rozina Bibi Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan
TIME (Pakistan Standard Time)	**ACTIVITIES**
9:00 AM – 9:05 AM	Recitation and National Anthem
9:05 AM- 9:10 AM	**Welcome Note** Dr. Attiquzzafar Khan Professor and Dean Faculty of Social Sciences and Humanities Riphah International University, Islamabad-Pakistan
9:10 AM –9:20 AM	**Introduction** Dr. Muhammad Shaban Rafi Focal Person of the Conference Professor and HoD Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan
9:20 AM – 9:40 AM	**Keynote Speaker:** Dr. Shahid Siddiqui, Lahore School of Economics, Lahore-Pakistan **Topic:** Pushing the Boundaries: Rethinking Research in Linguistics
9:40 AM – 10: 00 AM	**Keynote Speaker:** Dr. Waseem Anwar, Kinnaird College for Women, Lahore-Pakistan **Topic:** Linguistic Moments and the Literary "Torweg"
10:00 AM – 10: 20 AM	**Keynote Speaker:** Dr. Naseem Akhtar, Abasyn University, Islamabad-Pakistan **Topic:** Universal Grammar Theory and Language Teaching

10:20 AM – 10: 40 AM	**Chief Guest Talk** Dr. Samina Qadir Fatimah Jinnah University for Women, Rawalpindi-Pakistan Topic: An Investigation of Embedded Biases in the English Curriculum
10: 40 AM- 11:00 AM	**Closing Remarks** Prof. Dr. Anis Ahmed Conference Chair Vice Chancellor, Riphah International University, Islamabad-Pakistan Topic: Ethics of Research in English Linguistics
11:00 AM- 11:30 AM	**Tea Break**
11:30 AM- 12:30 PM	**SESSION 1** **Moderator** Dr. Shamim Ali Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan **Volunteer:** Ms. Sabaina Malik
	Keynote Speaker / Chair: Dr. Shaheena Ayub Bhatti, Fatima Jinnah Women University, Rawalpindi-Pakistan **Topic:** Sciences vs The Humanities or Sciences and The Humanities Together
	Keynote Speaker: Dr. Jamil Asghar, National University of Modern Languages, Islamabad-Pakistan **Topic:** Translation in the Time of COVID-19
	Keynote Speaker: Dr. Alexandre Dube Belzile, University of Ottawa, Canada **Topic:** Translation Studies, a Field for a Critique of Western Epistemology
	Keynote Speaker: Dr. Maya Khemlani David University of Malaya, Kuala Lumpur-Malaysia **Topic:** Seniors and their Perceptions of the Use of Ageist Talk by their Doctors
	Keynote Speaker: Dr. Fatima Syeda, Forman Christian College University, Lahore-Pakistan **Topic:** Pakistani Theatre in English: Linking the Imaginative & the Rational in Social Formations
12:30 PM – 1:30 PM	**Lunch and Prayer Break**

1:30 PM – 2: 30 PM	**SESSION 2** **Moderator:** Ms. Tehreem Wali Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan **Volunteer:** Ms. Durr e Adan
	Keynote Speaker /Chair: Dr. Munnaza Yaqoob, International Islamic University, Islamabad-Pakistan **Topic:** Teaching Environmental Awareness in Universities
	Keynote Speaker: Dr. Arran Stibbe, University of Gloucestershire, United Kingdom **Topic:** Ecocultural Identity
	Keynote Speaker: Dr. Iman Aib, Air University, Islamabad-Pakistan **Topic:** The Need for Eco Genre Analysis: Ecotourism and Beyond
	Keynote Speaker: Dr. George M Jacobs/ Dr. Meng Huat Chau, University of Malaya, Malaysia **Topic:** Applied Linguistics for a Sustainable and Developed World
	Presenter: Mr. Moshood Zakariyah , Kwara State University, Malete-Nigeria **Topic:** Demystifying the Labyrynth of the Delta: An Ecolinguistic Appraisal of Selected Poems of Tanure Ojaide
2:30 PM – 2:40 PM	**Short Break**
2:40 PM- 3:40 PM	**SESSION 3** **Moderator:** Ms. Sabah Aziz Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan **Volunteer:** Ms. Sabeen Zahr
	Keynote Speaker /Chair: Dr. Azhar Pervaiz, University of Sargodha, Pakistan **Topic:** Use of Technology in Developing Teaching Skills in an ESL Context in Pakistan
	Keynote Speaker: Dr. Humaira Irfan, University of Education, Lahore-Pakistan **Topic:** The Future of Pakistani English (PakE) in Higher Education in Pakistan

	Keynote Speaker: Dr. Ajmal Gulzar, Allama Iqbal Open University, Islamabad-Pakistan **Topic:** Bilinguality: A Productive or Counter-Productive Strategy in Pakistani EFL Classrooms
	Keynote Speaker: Dr. Akhtar Abbas, Air University, Islamabad-Pakistan **Topic: MetaPak:** A Corpus Tool for Assisting Metadiscourse Analysis
	Keynote Speaker: Dr. Muhammad Umar, Capital University of Science and Technology, Islamabad-Pakistan **Topic:** Emerging Technologies and Higher Education in Pakistan - The Butterfly Effect
	Keynote Speaker: Dr. Antonio Taglialatela, University of Basilicata, Italy **Topic:** Implementing a Holistic Approach to Teaching English Online in a Post Pandemic (?) Era
3:40 PM- 4:40 PM	**SESSION 4** **Moderator:** Dr. Muhammad Abdullah Baig Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan **Volunteer:** Ms. Maryam Baig
	Keynote Speaker /Chair: Dr. Sadia Siddiq, Comsats University, Islamabad-Pakistan **Topic:** Resistance is Never Insignificant
	Keynote Speaker: Dr. Muntazar Mehdi, National University of Modern Languages, Islamabad-Pakistan **Topic:** A Critical Discourse Analysis of Sexist Language of Men in the Proceedings of the Parliament House of Pakistan
	Presenter: Dr. Ma. Kaela Joselle R. Madrunio, University of Santo Tomas, Philippines **Topic:** Power, Control, and Resistance in Philippine and American Police Interview Discourse
	Presenter: Dr. Iram Amjad, Govt. Associate College (W) Gulshan Ravi, Lahore-Pakistan **Topic:** Lawyers' Argumentative Styles in Pakistan's Homicide Trials: Gendered Narratives and Criminal Justice

	Presenter: Dr. Marilu Rañosa Madrunio, University of Santo Tomas, Philippines **Topic:** Language in Crisis Negotiations: The Rizal Park Hostage-Taking Incident

Sunday (March 12th, 2023)- DAY 2	
Virtual and In-Person Conference	
DAY 2 PROGRAM	
TIME (Pakistan Standard Time)	**ACTIVITIES**
09:30 AM – 10:40 AM	**SESSION 5** **Moderator:** Dr. Asra Irshad Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan **Volunteer:** Ms. Rikza Khattak
	Keynote Speaker/ Chair: Dr. Muhammad Javed Iqbal, University of Gujrat, Pakistan **Topic:** Translating Law into National Language: A Systematic Approach
	Keynote Speaker: Dr. Ghulam Ali, Allama Iqbal Open University, Islamabad-Pakistan **Topic:** Translation Trends in 21st Century
	Keynote Speaker: Dr. Alexander Pavlenko/Dr. Marina Paramonova, Rostov State University of Economics, Rostov-Russia **Topic:** The Significance of Literary Translation for Language Planning Revisited (The Evidence of The Renaissance Poetry in Scots)
	Keynote Speaker: Dr. Michał B. Paradowski, University of Warsaw, Poland **Topic:** Genre Pedagogy with Self-Made Specialised Corpora
	Presenter: Dr. Yosra Sellami, University of Sfax, Tunisia **Topic:** The Impact of Online Education on Tunisian English University Students' Motivation
	Presenter: Ms. Ayesha Saddiqa, University of Management and Technology, Lahore-Pakistan **Topic:** Language Revitalization Through Audiovisual Translation of Cartoons

10:40 AM – 11:10 AM	**Tea Break**
11:10 AM- 12:30 PM	**SESSION 6** **Moderator:** Ms. Sana Gul Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan **Volunteer:** Ms. Naheed Hassan
	Keynote Speaker/ Chair: Dr. Zia Ahmed, Emerson University, Multan-Pakistan **Topic:** Transmission and Transformation: The Sociologue in Pakistani Postcolonial Fiction
	Keynote Speaker: Dr. Kingsley Cyril Mintah, University of Ghana, Legon-Ghana **Topic:** Against All Odds: Examining the Language of Newspaper Political Campaigns
	Presenter: Ms.Hafsa Mohi ud Din, Fazaia Bilquis College of Education for Women, Rawalpindi-Pakistan **Topic:** Political Hate Speech: An Analysis of the Use of Derogatory Address Terms in Pakistan's Politics
	Presenter: Ms. Amna Naveed, COMSATS University, Lahore-Pakistan **Topic:** A Lexico-Semantic Analysis of Pakistani National Songs Produced during War on Terror
	Presenter: Mr. Mumtaz Hussain, Ghazi University, DG. Khan-Pakistan **Topic:** A Critical Discourse Analysis of Pakistan Democratic Movement Leaders' Speeches in 2020
	Presenter: Ms. Mahnoor Sher, University of Peshawar, Pakistan **Topic:** Crippled Empowerment: A Critique of Disability and Feminism in Carrie Mathison's Character in the Selected Episodes of Homeland (2011 - 2020)
	Presenter: Mr. Ahsan Chandio, University of Bologna, Italy **Topic:** An Analysis of Exclusive Language in Pakistani Advertisements: Fairclough's 3-D Model
	Presenter: Ms. Spugmai Ali Khattak, Swabi Women University, Swabi-Pakistan **Topic:** Fore-grounding Assessment Matrix: A Qualitative-Quantitative Interface

12:30 PM- 1:30 PM	**Lunch and Prayer Break**
1:30 PM- 2:30 PM	**SESSION 7** **Moderator:** Ms. Samina Najeeb Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan **Volunteer:** Ms. Narmeen
	Keynote Speaker/ Chair: Dr. Riaz Hussain, The Islamia University of Bahawalpur, Pakistan **Topic:** Tobacco as a Planetary Problem & the Discourse of Carcinogens in the South Asian Advertisements
	Keynote Speakers: Dr. Ayesha Junaid, Foreman Christian College University, Lahore-Pakistan **Topic:** Use of Inclusive and Exclusive Pronominals to Reflect Unequal Power Relationship in Medical Consultations in Lahore, Pakistan
	Keynote Speakers: Dr. Huma Batool, Air University, Islamabad-Pakistan **Topic:** Applied Psycholinguistics of Language & Communication Disorders
	Keynote Speakers: Dr. Lance Cummings, University of North Carolina, Wilmington-USA **Topic:** Cyborgs Writing: Leveraging Artificial Intelligence in the Writing Classroom
	Keynote Speaker: Dr. Michael O. Gbadegesin, Lead City University, Ibadan-Nigeria **Topic:** Assessment of Pronunciation Activities in Recommended English Textbooks in Oyo State Public Secondary Schools
	Keynote Speakers: Mr. Khalid Mahmood, Punjab Rangers Teaching Hospital, Lahore-Pakistan **Topic:** A Web Content Audit of Disability Support Services on Official Websites of SAARC Countries' Universities
2:30 PM – 2:40 PM	**Short Break**

2:40 PM – 4:10 PM	**SESSION 8** **Moderator:** Ms. Raheela Naz Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan **Volunteer:** Ms. Nosheen Kanwal
	Keynote Speaker / Chair: Dr. Liaqat Iqbal, Abdul Wali Khan University, Mardan-Pakistan **Topic:** Culture Specific Items: Revisiting the Role of Translation in EFL Classroom
	Keynote Speaker: Dr. Muhammad Islam, Riphah International University, Lahore-Pakistan **Topic:** Future L2 Self Guides of Pakistani English Language Learners from Rural Areas of Punjab
	Keynote Speaker: Dr. Sham Haider, Air University, Islamabad-Pakistan **Topic:** Latest Trends in English Language Teaching
	Keynote Speaker: Dr. Muhammad Umer Azim, Government Graduate College Township, Lahore-Pakistan/ Mr. Zaheer Hussain, National University of Modern Languages Lahore-Pakistan **Topic:** Lexical Growth and Utility in Punjab Curriculum and Textbook Board's English 3 and English 4
	Presenter: Dr. Marghoob Ahmad/ Ms. Saba Naz, Riphah International University, Lahore Campus-Pakistan **Topic:** Global Englishes Constructs in Language Teaching: A Review of Facebook Materials
	Presenter: Dr. Asra Irshad, Riphah International University, Islamabad-Pakistan **Topic:** Challenges and Wash-Back Effects of English Language E-Testing in Pakistan at Undergraduate Level
	Presenter: Mr. Kamal Heidari, Victoria University of Wellington, New Zealand **Topic:** The Contribution of Field Dependence/Independence to Receptive/Productive Vocabulary Learning of Iranian EFL Learners

	Presenter: Ms. Muniba Saeed et al., University of Management and Technology, Lahore-Pakistan **Topic:** Lexical complexities in Pakistani Legal Documents
	Presenter: Ms. Sufia Sultana, Pakistan Institute of Fashion and Design, Islamabad-Pakistan **Topic:** Integrating Video Essays in ESL Classrooms: Digital Competence Framework and Multimodal Literacies
4:10 PM – 4:40 PM	**Concluding Session** **Moderator:** Mr. Hamed Hussain Shah Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan **Volunteer:** Shahmeer Farooq
	Dr. Tahir Ghafoor Malik Riphah Institute of Language & Literature, Riphah International University, Lahore-Pakistan
	Dr. Noshaba Sajjad Department of English Linguistics and Literature Riphah International University, Faisalabad-Pakistan
	Dr. Saqlain Hassan Department of English Linguistics and Literature Riphah International University, Malakand-Pakistan
	Dr. Muhammad Shaban Rafi Conference Focal Person Professor and HoD Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan

Dr. Meng Huat Chau and Dr. George M Jacobs

The abstracts are most impressive. They make us even more proud to be a small part of this great conference.

Prof. Dr. Jamil Asghar Jami

It is so refreshing and reassuring to see an event coming up like this. By all accounts, it holds a great promise of success and an impactful contribution. From the selection of the central theme to the finalization of the topics and the presenters, everything seems perfect. The abstract book is marked by diversity, ingenuity and a great conceptual and applied value.

Dr. Malik Ajmal Gulzar

Thank you for making excellent arrangements and providing a platform for teachers and researchers to present and attend the presentations of national and international speakers in the multi-disciplinary domains. The abstract book highlights current trends and emerging needs for research in our universities. It is impressive that many scholars submitted their abstracts, and hopefully, their talks will open new research dimensions and directions for researchers.

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