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# **ABSTRACT BOOK**

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**FACULTY OF SOCIAL SCIENCES & HUMANITIES**



# ICAL ABSTRACT BOOK 2026

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## Preface

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

- AI Impact on Language and Literature
- Communication in Healthcare Discourse
- Discourse, Representation, and Prejudices
- Eco linguistics and Ecological Narratives
- Emerging Trends in Translation Studies
- Global Perspectives in English Language Teaching
- Language Endangerment
- Language, Gender, and Power
- Language, Law, and Justice: Contemporary Trends in Forensic Linguistics
- Language Policy: Predicaments and the Way Forward
- Language, Mind, and Brain

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

The conference mainly focuses to bring together the scholar and interdisciplinary research experts from English linguistics and literature to interact and discuss the contemporary and future research trends. One of the important aspects of the conference is to provide them an

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

The department of English Linguistics and Literature would like to express its appreciation for the logistic and financial support provided by the Riphah International University, especially the management offices, operation department, finance department, procurement department, media and IT departments. The department wants to extend its special thanks to all the participants- scholars, researchers, and students, who sent their abstracts to be included in ICAL 2026.

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

The Department of English Linguistics and Literature,  
Islamabad, Pakistan

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**International Conference on  
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# 1

## AI Impact on Language and Literature

## From Prohibitive to Integrative Stances: AI Policy Changes in English and Composition Syllabi



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Although artificial intelligence (AI) policies in higher education have been widely studied at the institutional level, the linguistic realization of such policies in syllabi remains underexplored. Addressing this lacuna, the present study examines how AI policy in undergraduate English and Composition syllabi has evolved across five academic terms (Fall 2022–Spring 2026). It investigates whether policy framing has shifted from prohibition-oriented approaches toward integration-oriented ones and analyzes the linguistic choices educators use to enact these stances. Adopting a discourse-analytic methodology, this study analyzes a corpus of 250 undergraduate English and Composition syllabi from public universities in the US. Syllabi were sampled at five temporal intervals and coded for AI-related policy and linguistic features including modal verb usage and agentive versus agentless constructions. Preliminary results indicate an increase in AI policy inclusion, rising from 12% of syllabi in Fall 2022, prior to the widespread availability of generative AI tools, to 94% by Spring 2026. Concurrently, explicitly prohibitive framings declined significantly ( $p < .05$ ). Linguistic analysis reveals systematic grammatical shifts: early policies relied heavily on deontic modals and agentless passive constructions, whereas later policies increasingly employed conditional constructions and first-person plural pronouns. Evaluative language shifted from lexemes associated with academic dishonesty toward those emphasizing critical engagement and ethical/responsible use. This analysis documents a clear shift in AI policy language, reflected not only in stated permissions and restrictions but also in underlying grammatical and evaluative choices. These findings provide an empirical baseline for future research on disciplinary responses to generative AI in English/writing instruction globally.

## Generative AI in Dissertation Writing: Applications, Limitations, and the Need for Prompt Literacy



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The integration of generative artificial intelligence (GenAI) for dissertation writing has sparked debates regarding where it can augment the writing process, when must exclusively have human intelligence at its core, and how to write GenAI prompts that produce effective output. This present presentation is based on qualitative data gathered from a survey of PhD and MPhil scholars as well as thesis supervisors in the social sciences and humanities. We applied the AI Assessment Scale developed by Perkins to evaluate GenAI's role across various stages of dissertation writing and to explore pedagogical adaptations of GenAI to support dissertation writing in the contexts of the social sciences and humanities. Findings indicate that GenAI can be fully utilized to improve writing mechanics, including grammar, structure, and coherence, by enhancing clarity and efficiency. GenAI also proves beneficial in analyzing larger datasets by defining a coding frame, identifying trends, and conducting sentiment analysis. GenAI can be utilized in argument structuring by organizing literature, suggesting logical ways to arrange sentences, and generating counterarguments. The participants agreed that exploring these applications saved their time and allowed them to focus on a deeper intellectual engagement. However, they recommended limiting or prohibiting GenAI use in areas that require critical reasoning, originality, and cultural context. Moreover, they underscored that AI-generated content may lack accuracy and contextual depth, thus requiring careful human validation against vague expressions. This study focuses on prompt literacy and provides a scale to utilize GenAI for dissertation writing. These insights are drawn from a peer reviewed version of this research published in *Frontiers of Digital Education*, an imprint of Chinese Higher Education Commission.

## AI-Based Grammar Assessment in University Writing: A Descriptive Study of Grammarly's Feedback Patterns



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This study examines how Grammarly functions as an automated writing evaluation tool for university-level students, with a particular focus on the accuracy, consistency, and pedagogical value of its grammar-related feedback. Although AI writing tools are rapidly expanding in higher education, there is still limited empirical evidence on how they shape students' writing practices in real academic contexts. Accordingly, the study asks: (1) What types of grammatical issues does Grammarly detect in undergraduate students' writing? (2) How accurate and appropriate are these suggestions when evaluated by human raters? and (3) What patterns emerge in students' responses to the tool's feedback? A descriptive design was adopted. Writing samples from undergraduate EFL courses at Eloued University in Algeria were collected and analyzed using Grammarly to document error types, feedback categories, and correction patterns. Parallel human evaluations were conducted to compare the tool's recommendations with discipline-informed judgment. Preliminary findings indicate that Grammarly effectively identifies surface-level grammatical issues, such as punctuation, subject-verb agreement, and article usage, but it is less reliable in treating contextual choices, academic tone, and discourse-level coherence. Students reported that Grammarly increased their awareness of recurring errors but sometimes encouraged over-editing or unnecessary lexical substitutions. The study demonstrates the importance of integrating AI feedback with instructor guidance rather than relying on automated systems alone. Its implications contribute to ongoing discussions about responsible AI use in university writing instruction.

## From Text to Algorithm: Rethinking Language and Literature in the Age of Artificial Intelligence



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The rapid development of artificial intelligence (AI) has significantly altered the study and practice of language and literature, leading to important questions about authorship, interpretation, creativity and teaching. The research problem addressed in this study is the lack of critical understanding of how AI tools are reshaping human creative expression within literary analysis, language usage, and English studies. Important research questions ask: How does AI affect linguistic patterns and literary interpretation? In what ways does AI support or challenge traditional literary scholarship? And what are the ethical and cognitive implications of AI-generated language and text? The methodology adopted in this research is qualitative and interdisciplinary, combining textual analysis, discourse studies, and the perspectives of the digital humanities. Language output is evaluated with the help of selective literary text and AI to observe changes in style, meaning-making, and reader-author relationships. Linguistics, literary theory, and secondary sources of AI studies further support analysis. Key findings suggest that AI increases access to text, accelerates linguistic analysis, and introduces new interpretive possibilities, particularly through text mining and computational analysis. However, it also challenges traditional notions of originality, human creativity and authentic intent. AI does not replace literary scholars but reshapes their character by acting as a collaborative analytical tool. The implications of this study suggest that English studies should be adapted by integrating AI literacy into the curriculum while maintaining a critical, ethical and humanistic approach. Balanced engagement with AI can enrich language and literary studies without undermining their core values.

## AI-Based Analytics as Feedback to Teachers: Bridging Classroom Data to Pedagogical Action



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Although multimodal classroom data and AI-driven learning analytics continue to expand rapidly, most systems are still off the periphery of daily teacher practice by providing retrospective metrics and student-level risk indicators that often do not directly lead to actual pedagogical intervention. This design-based research project, implemented in three iterative cycles involving 18 secondary mathematics and English teachers and their 420 students, bridged this “knowing-doing” gap by creating and testing Pedagogy Mirror: a teacher-facing AI feedback system that turns audio, video, LMS, and interaction data into weekly Pedagogical Insight Briefs with task-level diagnostics, annotated teaching moments, explanatory why statements, and classroom-ready what-to-try-tomorrow moves. Results indicated that teachers greatly preferred moment- and task-level information to individual labelling, nearly all of them (81-86) accepted questioning and pacing suggestions based on the eight principles of human-centered design of the study, and the effect of the study significantly changed practice: data-informed lesson planning increased by almost a quarter (12 to 68), formative assessment and differentiation strategies doubled, and teachers felt much more confident working with heterogeneous classrooms ( $d = 1.12$ ). The interaction between students had increased but by a low value ( $d = 0.38$ ) even though it was not significant in short term achievement effects as was anticipated in the duration of 10 weeks. The first cases of resistance and algorithmic bias were replaced by a developing teacher-AI collaboration based on co-design and joint calibration. The study concludes that when analytics are deliberately engineered as reflective, agency-preserving feedback partners rather than surveillance tools, they can meaningfully bridge classroom data to pedagogical action, offering a scalable model for human-centered learning analytics that places teachers’ professional judgment at its core.

# 2

## Communication in Healthcare Discourse

## **Beyond Communication: Reframing the Analytic Scope of Applied Linguistics in Healthcare**



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Applied linguistics has made important contributions to research on language, health, and illness, most notably through the analysis of healthcare communication. With patient-centered care increasingly emphasized in healthcare, efforts to improve health care delivery are increasingly emphasizing matters such as patient involvement and experiences, alongside clinical outcomes. Similarly, healthcare research is becoming more cross-disciplinary, with studies adopting designs that cross epistemic and methodological boundaries. In this research landscape, applied linguists have the opportunity to contribute towards enhancing healthcare practice in diverse clinical contexts. Yet we may find ourselves framed as specialists of language alone, often limited to providing into communicative practices. In this keynote, I will emphasize the broader analytic and theoretical potential of applied linguistics in healthcare research. Drawing on my past and ongoing discourse analytic studies in healthcare contexts, namely primary care for type 2 diabetes, periodontitis treatment and junior doctor training, I will demonstrate how applied linguistic approaches can be mobilized to examine clinical practice beyond communication. I will end the talk by outlining practical and epistemic considerations for researchers embarking on interdisciplinary research in clinical settings.

### Exploring the Need for Medical Interpretation Services: A Qualitative & Quantitative Case Study of Hospitals in Twin Cities



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Effective communication lies at the heart of healthcare delivery, shaping diagnosis, treatment, patient safety, and emotional well-being. In multilingual societies such as Pakistan, linguistic and cultural differences often complicate medical interactions, particularly in the absence of professional medical interpretation services. This qualitative case study examines the availability, perceived need, and awareness of medical interpretation services at various hospitals and healthcare centers in Islamabad and Rawalpindi. The researchers collected the data through semi-structured interviews with medical doctors, paramedic staff, officials, and patients belonging to contrasting linguistic and socio-cultural backgrounds. The study is empirical in nature, using both qualitative and quantitative methods. The findings reveal a complete absence of formal interpretation services, with doctors and patients relying on ad hoc solutions such as mobile translation applications, English as a fallback language, and untrained family members. While healthcare professionals and linguistically marginalized patients strongly recognized the need for trained interpreters, administrative reluctance and privileged patient perspectives reflected a profound lack of awareness regarding the role and importance of medical interpretation. The study underscores the urgent need for institutional acknowledgment of medical interpretation as an essential component of patient-centered healthcare in Pakistan.

# 3

## Discourse, Representation, and Prejudices

## Morphological Reduplication in Pakistani English: Forms, Usage, and Functions



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The Pakistani variety of English (PakE) has evolved from a colonial historical context, developing distinctive linguistic features, as highlighted by Maldonado García (2024) and other scholars. Among these features, reduplication—defined as the repetition of a word or a modified form of a word within the same prosodic unit—emerges as a notable pattern. Reduplication serves as a productive morphological and stylistic device in many Indo-European languages, including PakE. This study provides an empirical description of reduplicative processes in PakE through a corpus-based approach. The compiled corpus includes 198 articles from three widely read Pakistani English newspapers, supplemented by five Pakistani English novels. Analysis reveals that reduplication occurs predominantly in informal spoken contexts rather than formal written discourse. Copy reduplication is the most prevalent type, followed by rhyme and ablaut reduplication. A significant finding is the integration of Urdu reduplicative elements via code-mixing in everyday PakE speech. The study further examines the functional roles of reduplication in nouns, adjectives, and verbs, highlighting its contribution to expressive and stylistic variation in the variety.

## Discourse, Representation and Prejudice in Punjab Curriculum English Textbooks: A Corpus-Based Quantitative Analysis of the PCTB Grade 5 English Textbook



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This study investigates how discourse, representation, and prejudice are linguistically constructed in the Punjab Curriculum and Textbook Board (PCTB) Grade 5 English textbook. While Pakistan's Single National Curriculum (PSNC) claims to promote inclusivity and unbiased representation, there seems a lack of empirical, corpus-based research examining whether classroom materials reinforce or challenge patterns of bias, ideological control or prejudicial discourse. Grounded in Fairclough's Critical Discourse Analysis and complemented by Corpus Linguistics, the study aims to: (a) quantify linguistic indicators of representation, (b) identify lexical patterns that signal imbalance or exclusion, and (c) uncover discourse tendencies contributing to ideological positioning. Using AntConc, the research analyzes the textbook corpus through frequency counts, keyword analysis, collocations, and concordance lines, systematically coding for categories such as gender, nationality, profession and social identity. Preliminary findings reveal asymmetrical representation patterns that favor dominant social categories and national identities while marginalizing minority groups, suggesting a hidden curriculum of normative discourse. The study offers recommendations for textbook authorship and highlights the need for further research across other grade levels to ensure more equitable and inclusive educational materials.

## The Discursive Battleground: Prejudice, Framing, and the Geopolitics of the Trump Gaza Peace Plan in Global Media



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The paper is concerned with the dramatic discursive split of Donald Trump 2025 Gaza Peace Plan in three media ecologies: the United States, the Middle East and South Asian media. . Drawing on Critical Discourse Analysis (CDA) and Framing Theory, this study conducts a qualitative analysis of news stories, editorials, and opinion articles from major news publication houses, namely: The Washington Post, Al Jazeera, Dawn, and The Times of India. The central thesis posits that the divergence in representation across these outlets is not merely a matter of editorial perspective, but the organized expression of deep-seated ideological prejudice and geopolitical alignment. The results show that there is a conspicuous gap: US media creates a frame of "Pragmatic Realism" that legitimizes top-down diplomacy and Israeli security discourses while excluding Palestinian political agency. In contrast, Middle Eastern outlets use a "Colonial Imposition" counter-frame, informed by a postcolonial prejudice, which sees the plan as a continuation of historic Western domination. South Asian discourse is bifurcated, varying between the frame of 'Moral Abomination' of Dawn, which is based on Islamic and anti-colonial solidarity, to the 'Procedural Legitimacy' frame of the Times of India, reflecting a pragmatic realist prejudice. By synthesizing Van Dijk's ideological models with Entman's framing functions, this research demonstrates that the "fairness" and "legitimacy" of the plan are socially and discursively constructed rather than objective qualities. The research adds to the academic literature in the field of media by operationalizing the concept "prejudice" as a critical analytical juncture between CDA and Framing Theory, emphasizing that the fight over Gaza is as much a fight over narrative and meaning in the public sphere of the world.

## Linguamorphosis: Conceptualizing Real-Time Language Contact and Evolution in the 21st Century



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This paper analyzes the connections between language, identity, and cultural resilience within the global linguistic ecosystem, linking these themes to the concept of Linguamorphosis. It examines how communities adapt to the challenges of language contact and revitalization through a multifaceted approach to linguistic ecology, illustrating the dynamic processes of language change and identity formation in response to social and cultural shifts. By analyzing a case study of Pashto morphological borrowing, this research highlights the socio-cultural aspects of language maintenance, the phenomenon of linguistic borrowing, and the impact of globalization on local languages and the developmental process. Incorporating the concept of Linguamorphosis enriches the understanding of these dynamics. Linguamorphosis refers to the transformative processes that languages undergo as they adapt and evolve in response to social and environmental changes. The exploration of linguistic ecosystems, coupled with the idea of Linguamorphosis, emphasizes the need for adaptive strategies in language sustainability. While languages may borrow elements from others, the essence of their identity and the cultural narratives they carry must remain intact. This research seeks to contribute to the broader discourse on language sustainability, advocating for a balanced approach where languages evolve without losing their core distinctiveness.

## Constructing Hamas in the Headlines: A Corpus-Assisted Critical Discourse Analysis of The Guardian



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This study investigates The Guardian's representation of Hamas in its news headlines through a Corpus-Assisted Critical Discourse Analysis (CACDA) approach. It combines quantitative corpus tools—examining collocations, keywords, and frequency patterns—with qualitative discourse analysis and Frame Semantics to uncover the underlying meanings and ideological orientations embedded in headline construction. The findings reveal that The Guardian's headlines do more than report events; they actively frame particular narratives. Lexical patterns frequently cluster around themes of violence, warfare, and political authority, producing complex and at times contradictory representations of Hamas. The study highlights the significant role of international media in shaping global perceptions and political discourse surrounding protracted Palestine-Israel. It concludes by recommending comparative analyses across multiple international news outlets to identify broader patterns in conflict reporting.

## A Corpus-Assisted Critical Discourse Analysis of Print Media Discourses in Promoting Peace or Conflict in Reporting on the Russia-Ukraine War



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This study aims to examine the print media coverage of the Russia-Ukraine (2022-2024) conflict. For this purpose, four internationally circulated online news e-papers (i.e. Aljazeera, New York Times, The Guardian and The Moscow Times) have been selected and their reporting of the first three months of war(s) has been examined. This examination has been conducted within the theoretical approach of peace journalism proposed by Johon Jhon Galtung (1985, 2003). Headlines, news stories, and opinions (articles) have been selected to conduct a comparative analysis for investigating the reports inclination towards war-oriented journalism supported with war-frames and peace-oriented journalism maintained with peace-frames. For the corpus-assisted discourse analysis, Baker's (2006) KWIC (Key word Keyword in context) analysis has been done. AntConc software has been used for the data analysis to see that how words are used in certain contexts. The study has been based on the vocabulary used related to war concludes that the increased war-oriented coverage of conflict and war events is fueling the conflict as compared to the usage of peace promoting journalism which aims to prevent the escalation in the war zone. The language used is closer to the winning of war and exposing the damages suffered by the nations.

## Locating Fun in Confrontation: Decoding the Pakistan-India Meme War through Critical Discourse Analysis



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Memes are not just for comedy and entertainment purpose but a powerful tool for ideological conflict, political discourse and cultural display. Comedy memes use humor, metaphor, and strong nationalist rhetoric while reflecting user-driven participation in shaping narratives. Pakistan and India, memes have become an lively participant for reflecting national sentiments during times of heightened political instability. A study was conducted to analyze the role of memes in shaping socio-political discourse during Pakistan and India war creating an online tension. Through the application of Norman Fairclough's Three-Dimensional (3D) model analyzed how digital media through memes was used to create humor to express nationalistic ideologies and historical dissatisfaction. The study selected a twelve memes shared by Pakistani users during the period of political conflict. The memes analysis was conducted at three levels, descriptive which includes examining words, language and metaphor, secondly interpretation to explore the reasons production and circulation of memes, and in last social practice which analyzed the broader sociopolitical situations that give them meaning. Therefore, the findings revealed that memes contain political messages connected to history. Furthermore, it depicted that memes embody sociopolitical narratives rooted in historical conflicts. The discursive practices show rapid meme circulation that directly responds to unfolding political events, while the social practices underscore their reinforcement of dominant national beliefs. The study demonstrates that memes are not trivial entertainment but dynamic instruments of digital discourse. Memes are not just for but a powerful tool for ideological conflict, political discourse and cultural display. Memes are used comedy and entertainment purposes .Comedy memes use humor, metaphor, and strong nationalist rhetoric while reflecting user-driven participation in shaping narratives. These memes are reflecting national sentiments during times of heightened political instability A study was conducted to analyze the role of memes in shaping socio-political discourse during the

## Public Perception of Charlie Kirk's Murder: A Sentiment-Based Study of Users' Comments on YouTube



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The study examines public reactions to the murder of Charlie Kirk, a right-wing activist and founder of Turning Point USA, who was shot on September 10, 2025, during his “American Comeback Tour” in Utah. Analyzing 1,004 comments from CBS News’ YouTube channel, researchers conducted sentiment analysis through Orange software, revealing emotions of surprise (83.66%), fear (6.77%), and sadness (3.18%), with minimal anger (0.09%). Key themes included media bias and political violence. Tyler Robinson, the accused, faces serious charges, with prosecutors seeking the death penalty, although his motive remains unclear. This research calls for further exploration into radicalization and the influence of media in political contexts. Kirk, known for his controversial views and debates on issues like gun rights and climate change, significantly impacted conservative youth politics and was closely associated with Donald Trump. His assassination has sparked a renewed discussion on political extremism in America.

## The Phenomenon of Multiple Modals in The Lowland Scots Varieties Revisited the Evidence of The Corpora



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The aim of our study is to assess the extent to which constructions with multiple modals (MMs) are present in the written (and, indirectly, spoken) form of the Scots language in the Scottish Lowlands. The study was conducted using data from the SCOTS corpus, which contains fiction and non-fiction prose, poetry, and transcripts of recorded speech from 1945 to the present day. The methods used were observation, description, comparison, and quantitative and qualitative content analysis. The corpus revealed the presence of three types of MMs ('ll can do, may can do, and would will do), which are used in oral and written speech. Overall, the SCOTS corpus demonstrated high informativeness and reliability as a primary source for the study of constructions with multiple modal verbs. Its data confirms evidence that MMs in Scotland are a living feature, predominantly of southern and (to a lesser extent) central dialects. MMs are found in both written and spontaneous oral speech and are incorporated into literary texts as a means of stylization. Their greatest number and most consistent use are observed in translated texts. Judging by the texts in the corpus and grammar data, attitudes toward MMs can be opposed. Sociolinguistically, they are polarized, ranging from stigmatization of this feature to its popularization. Grammar manuals generally either ignore or condemn this feature as "incorrect," which reveals a kind of modern "regional" purism. Meanwhile, individual authors consciously use MMs in written speech as "overt" Scotticisms and entrench them as an element of the grammatical system, if not of the entire Scots language, then at least of some of its regional varieties. In written speech, the richness of MMs and the consistency of their use increase among authors who can be considered language activists. The phenomenon of MM in Scottish material requires further study within the "dialectological" and "discursive" perspectives. Theoretically, the most promising approach is to conceptualize the phenomenon of MM as a discursive signal, with subsequent correlation of the entire range of MM nomenclature with different types of discursive signals.

## The Poetics of Space, Culturicide and Genocide in Habiburrahman's *First They Erased Our Name: A Rohingya Speak*



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This paper examines Habiburrahman's memoir, *First They Erased Our Name: A Rohingya Speaks*, informed by discourses surrounding spatial poetics, cultural memory, linguistic stereotyping, linguistic intergroup bias, and the process of genocide. I argue that the Myanmar state's policies, from erasing ethnic identities on official documents to destroying cultural spaces and systematic bias in language use, are deliberate efforts to dismantle the Rohingya's history and everyday life. The genocide against the Rohingya is not solely a project of physical annihilation but also a systematic and intentional cultural and spatial erasure of their long history. Drawing upon the notions of Raphael Lemkin's foundational concept of genocide, Franz Boas's principles of cultural relativism and particularism, Lawrence Davidson concept of cultural genocide, and Les Roberts idea of spatial anthropology, I will discuss how the Myanmar state's genocidal strategies, as chronicled in the memoir, results in the destruction of the Rohingya's religious, cultural and historical spaces as well as their lived, remembered, and cultural relationship to their homeland. This paper also argues that Habiburrahman's narrative is not only a testimony to physical violence but a profound ethnographic document that chronicles the systematic "un-making" of a cultural world, demonstrating how the destruction of space is a central strategy in the genocidal University. University project against the Rohingya.

## Analyzing Tedtalkers' Multimodal Gender Performativity and its Sentimental Framing by Commenters: A Corpus-based Study of Gender Discourse”



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The construction of gender and resultant emotional response in media discourses is a phenomenon having its significant presence to date. Such practices can also be observed on forums like Ted Talks. Despite that limited research is available on exploring the gender performativity and the resultant emotional public responses on TED talks. Thereby using Jewitt's social semiotic multimodal analysis, under the broader umbrella of Searle's speech act theory, Goffman's framing theory and Butler's Gender performativity theory the current study explores social construction of gender alongside its emotional reception in public digital discourse of the two speaking performances of TED speakers; Lilly Singh and Michael Kimmel on Ted Talks. Corpus-based sentiment analysis is used to study the emotional response of YouTube comments (n=100) to evaluate audience emotion regarding the speakers' performances. The findings unveil execution of distinct multimodal gender performance by both the speakers. Singh showcases a bold, politically charged version of femininity reflected through her neon pink blazer, exaggerated gestures, sarcastic jokes, and heartfelt stories. Whereas Kimmel performs gender via muted clothes, steady voice, and measured delivery. The emotionally charged polarization suggests that gender discourse generates strong affective responses. Most notably, Singh's performance incited heightened shock and disgust, while Kimmel's rational performance invited more anger and fear. Collectively, the higher percentage of negative sentiments reflects commenters' resistance towards gender discourse on equality. This research integrates speaker performance with audience sentiment, and thereby shows that gender performativity is staged and simultaneously enacted through digital props. The research enhances scholarship on gender discourse performed digitally by showing the intersection of emotional reception of gender in online public spaces and performing gender through multimodal means.

## Moving on to Gerontolinguistics



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The field of sociolinguistics has grown from the focus on language variation, language maintenance, shift and revitalisation to ecolinguistics, migration linguistics, linguistic landscape, and now as we are having a majority elderly population in many countries I would today like to discuss the field of gerontolinguistics . Gerontolinguistics is an interdisciplinary field within linguistics that examines language, communication, and discourse in later life. Positioned at the intersection of sociolinguistics, discourse analysis, pragmatics, and ageing studies, the field investigates how ageing is socially constructed, negotiated, and sometimes stigmatized through language. In this presentation I will share some of the studies which used discourse analysis (DA) and critical discourse analysis (CDA) to conduct studies in the field of gerontolinguistics.

### **Fighting Bodies, Fighting Words: Trafficking Terror and Sexual Violence of Myanmar Muslims**



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“Death is easier than coming clean and before I know it, I am being deported back to Burma where the cycle of torture will begin again. If you are reading this help me, I beg you ... help me. I don't need aid; I need you to spread my story in case I don't make it. I need you to tell my story so that the Rohingya dream lives on.” These concluding lines from Mumtaz Moosa Saley's emotionally laden testimonial *Rohingya: The Sold Dream*, quintessentially captures dehumanized subjectivities of Rohingya Muslims in Myanmar who have continuously been denied a dignified self and full humanity in their own land by being labeled as kalars, demons and ‘illegal immigrants’. This hard-line anti-Muslim stance bordering on the genocidal continued after Burma (now Myanmar) gained independence in 1948. Since then, the Rohingya Muslims have been subjected to eviction campaigns, forced labor and sexual violence. Against this backdrop, my talk focuses on the ways in which fictional representations by Myanmar Muslim writers open up spaces for new understandings and becoming for rightless and helpless people of Myanmar. I will particularly discuss the ways in which Rohingya Muslim women, despite being tortured and sexually abused by state actors, are raising their voices against injustices and practices of power exerted by the state. In so doing, they are involved in the political act of breaking silence, showing how the agency and victimization can co-exist.

### “Media Won’t Tell You”. CDA in the age of misinformation



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In today’s digital environments, misinformation has become a matter of grave concern. The content which is false and untrue or partially true is presented through powerful discursive and linguistic strategies that shape public perception, authority, and social identity in a certain way that the content creators want. In this presentation I would examine how misinformation constructs credibility, mobilizes emotions, and reinforces ideological divisions across various sections of society. How misinformation gains traction by framing uncertainty as deception, simplifying complex events into moral binaries, and leveraging platform-specific “micro-languages” such as hashtags, all caps, and clickbait syntax will be discussed in the backdrop of Critical Discourse Analysis (CDA) using linguistic tools such as presupposition, modality, grammatical agency, metaphor, pronoun positioning, and multimodal design. Examples from political, social, and health-related discourses demonstrate the coworking of textual and visual elements in order to produce persuasive narratives based on fabricated or forged information. The analysis further highlights how effective counter-messaging requires discursive strategies centered on inclusivity, transparency, and relational language rather than mere fact-correction. Integration of linguistic insights with broader critical discourse perspectives has become an essential tool for interpretation and mitigating misinformation across disciplines in an era where the language play is being increasingly used to manipulate the truth.

## Cross-disciplinary Research: the Way Forward and How it is to be Achieved



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Research in the humanities and social sciences has been conducted in silos in the recent past. The time is now ripe for cross-disciplinarity and inter-disciplinarity to take center stage, if it is to be considered relevant. This talk emphasizes the significance of research to be conducted with reference to other fields of knowledge. Gone are the times when scholars claimed specialization in philosophy, medicine, theology and other isolated branches of knowledge. The focus must now be on the melding of the various branches of knowledge, with special reference to aspects that matter to humanity and the planet we all inhabit. Thus we have all aspects of life that are being discussed in literature, the arts and the social sciences. “Cross-disciplinary research is an approach to research that brings together experts from different fields to work on a common problem or goal. It allows researchers to combine different perspectives and methods, potentially leading to more innovative and holistic solutions to complex problems.” Whether we are studying politics or the environment; religious knowledge or scientific discoveries and inventions, we search for evidence of the issue in the literature, the fine arts and the performance arts, just as we search for it in the subject-specific knowledge. The world of today is one in which the pain and suffering experienced by people, is not restricted to one geographical region, just as the excitement of discoveries is not limited to the region in which it is first discovered or invented. Knowledge sharing is the need of the day and this must be reflected in the research being conducted in the various fields.

# 4

## Ecolinguistics and Ecological Narratives

## Doing Multi-Authored Projects in Education and Ecolinguistics



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Collaboration has become an increasingly important tool for addressing the growing complexity of the modern world, both in academia and in the wider world. This presentation highlights the rising use of multi-authorship in Education and Ecolinguistics, as well as in academia generally. We explain the benefits of multi-authorship, give examples of multi-authorship, and offer advice on how to successfully do multi-authorship and overcome problems that may arise. The three of us, a doctoral student and two of her lecturers, share our own experiences with multi-authorship, both successful and not-so-successful, including a project the three of us did together. We also address how to find partners for multi-authored projects, including reaching out to non-academics.

## **“Stories of Green”: An Eco-linguistic Analysis of Greenwashing in Pakistani and International Advertisements: How Language Shapes Ecological Awareness and Action.**



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Language shapes our understanding of the world, including how we perceive environmental responsibility. This study investigates how advertisements create misconceptions about ecological narratives, a practice known as greenwashing, using an eco-linguistic perspective. This study focuses on both Pakistani brands (such as HBL, PSO, Nestlé Pakistan, and Engro) and international brands (like CocaCola, Shell, and H&M), the research examines print and digital advertisements that claim environmental friendliness without clear evidence. The study uses Stibbe’s “Stories We Live By” framework combined with Critical Discourse Analysis to identify recurring storylines, metaphors, and visual cues in greenwashing ads. Findings show that advertisements often promote narratives of consumer responsibility and technological fixes, while ignoring real environmental costs. Pakistani and international ads share similar patterns, though cultural and local differences influence language choices and imagery. This research highlights the power of advertising language in shaping public perceptions of sustainability, emphasizing how misleading narratives can confuse consumers and weaken real ecological action. By analyzing the language and visual strategies behind greenwashing, this study fills a gap in eco-linguistic research and provides insights for policymakers, marketers, and educators to encourage more transparent, honest, and responsible environmental communication.

## Technohumanism and Ecological Discourse: An Ecolinguistic Analysis of WondLa Season 1



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The modern environmental crisis has led to a renewed re-thinking of human obligation and environmental stewardship. It rejects the idealized cultural narratives of human mastery of survival for all. This research explores the portrayal of ecological environments as dangerous, unstable, and ethically-challenging, while examining the positive role of technology. This work employs a qualitative approach in discourse analysis of an animated series WondLa; the selected dialogues from the first season are gathered to analyze language and how it shapes ecological awareness, posthuman ethics, and human-nonhuman relationships. The findings reveal that planetary environments are depicted as vast and unsettling forces that are beyond human control. It brings uncertainty, loss and discomfort into focus as key modes of ecological consciousness. The idea of technology as a threat to humanity has been rejected and reconsiders it as support for human survival. It helps to remember and make ethical decisions in hostile surroundings. Based on the Dark Ecology developed by Timothy Morton, his research is used in this study to refute the misleading optimism of ecological restoration. Consequently, the ethical meaning in WondLa arises in posthuman lives of co-existence instead of domination, salvation, and environmental optimism. Through dismantling green ideological discourses of recovery and following the boundaries of ecological reassurance, the series echoes some main points of the critique of environmentalism of dark ecology. This work contributes to ecocriticism, cultural studies, posthuman studies, and media studies in that science fiction could express more profound ecological viewpoints in a more refined manner.

## **An Ecocritical Study of Selected Poems by Ahmad Faraz and Taufeeq Rafat: An SFL Perspective**



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This study investigates the role of language in shaping ecological consciousness within the South Asian context by examining the representation of nature in the poetry of Ahmad Faraz and Taufeeq Rafat. Utilizing the dual frameworks of Ecocriticism and Systemic Functional Linguistics (SFL), the research explores how nature is portrayed and how ecological awareness is encoded through SFL's three metafunctions: ideational, interpersonal, and textual. The analysis focuses on three seminal poems: Faraz's *Ab ke hum bichray* and Rafat's *Arrival of the Monsoon* and *Wedding in the Flood*. The findings indicate that Faraz employs imagery of decay and intoxication to reflect human alienation from the natural world while Rafat utilizes seasonal and flood-based motifs to depict nature as a force intertwined with cultural rituals, oscillating between disruption and renewal. By synthesizing SFL with Ecocriticism, this study demonstrates how Pakistani Urdu and English poetry serve as sites for cultural memory and resistance against ecological degradation, creating a deeper environmental consciousness.

# 5

## Emerging Trends in Translation Studies

## AI Translation and the Technological Representation of Meaning: A Corpus-Based Investigation of Semantic Drift in Urdu



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Social and technological advancements often influence the way meaning is constructed and interpreted across cultures. The literary and linguistic manifestation of this issue can be observed in the technological representation of semantic shifts in Urdu, particularly in the context of AI translation systems. Previous researches have focused on semantic change, corpus linguistics, and AI translation tools, but limited research is available on investigating the role of AI translation tools in representing semantic drift in Urdu. Thereby, using a corpus-based analytical framework under the broader umbrella of semantic and technological representation theories, the current study aims to investigate the role of AI translation tools in representing nuanced semantic drifts in selected Urdu words. The findings reveal significant shifts in meanings of the selected Urdu words influenced by socio-cultural, political, and linguistic changes. Many of these words now imbibe metaphorical, ironic, or political connotations that AI tools often mistranslate or oversimplify. It further highlights weaknesses in current AI systems, which rely heavily on literal meanings lacking culturally informed semantic representation and fail to capture culturally embedded semantic shifts in Urdu, frequently oversimplifying or mistranslating words that carry metaphorical, political, or context-dependent meanings. The implications suggest the need for culturally enriched datasets, improved semantic modelling, and greater integration of socio-cultural knowledge in AI systems to ensure accurate cross-cultural communication and prevent meaning distortion.

## Translating Childhood and Culture: A comparative Study of Premchand's "Idgah" in Khushwant Singh and Dr. Md Siddique English Translations.



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Literary translation plays a crucial role in shaping cross-cultural understanding and transmitting emotions, traditions, and childhood experiences across languages. The literary representation of this phenomenon can be observed in the two distinct English translations of Munshi Premchand's short story Idgah (1919). Limited research is available on conducting a systematic comparative analysis of different English translations of Idgah in terms of domestication, foreignization, and deforming tendencies. Thereby, using the close textual reading model under the broader umbrella of Lawrence Venuti's domestication and foreignization theory and Berman's twelve deforming tendencies, the current study aims to launch a systematic comparative analysis of two very different English translations: Khushwat Singh's fluent and domesticating version and Dr. Md Siddique most recent literal translation of Idgah, in terms of domestication, foreignization, and deforming tendencies. Quantitative measures such as sentence length, religious and culture terms retention, and explicitation index were also used. Findings reveal that Singh reduces average sentence length by 29%, replaces Urdu metaphors with familiar English Idioms, and secularizes religious terms, making the text emotionally engaging but lacks culture depth. Siddique preserves Urdu syntax and rhythm, Islamic expressions, but over explanation reduces the natural flow of the text and the text looks like an explanation rather a literary work. This study also reveals that neither version is ideologically neutral. Together, they show the unavoidable compromises involved in translating practices especially while translating emotions, traditions, and cultural specific childhood experiences across different religions and languages.

## Rumi in Translation: A Comparative Critical Discourse Study of The Song of the Reed.



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The global reception of Rumi as the bestselling poet of all time has been criticized for its erasure of Islam and Rumi's identity in translation. This popularity has mostly been owed to the translations by Coleman Barks. Consequently, much of the research has put Barks under scrutiny while sparing other translations. Nicholson's Mathnavi, for instance, has been regarded as a control standard translation, against which Barks has been analyzed. This research analyzes the involvement of ideology, background, and purpose of translated text on the translation process, by analyzing three different translations of The Song of the Reed by Coleman Barks, R. A. Nicholson, and Jawid Mojaddedi. This comparative study delved into these translations of Mawlana Rumi's works, shedding light on the significance of translation objectives while considering factors like the purpose of translation, ideology, and background of the translator, using Skopos theory proposed by Reiss and Vermeer (1984/2014) and Fairclough's three-dimensional model of Critical Discourse Analysis (1996). The study found not only Barks's version, but also Nicholson's version showed traces of erasure and manipulation based on the translator's ideology and purpose, compared to Mojaddedi's translation. These findings may imply an impact of not just ideology, background, and purpose, but also the innate knowledge of the source language to having a bigger impact than previously theorized. Mawlana Rumi's reception paves a path for a global platform for Indigenous knowledge, and hence, it is imperative for it to be analyzed critically to ensure accuracy and authenticity.

## Quran Translation in Post-Colonial Subcontinent: Mapping the Translational Epistemologies



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The basic theme of the study is to analyze the contributions of the translations of the Quran in initiating the epistemological foundations, the narratives and literature developed on the basis of these foundational grounds in sub-continent during the colonial period. Furthermore, it aims to find out that how the Quran Translations contributed in the epistemological foundations in Sub-continent due the British rule, to what extent, in which area, the Quranic social, scientific, medical and religious verses were translated, in favor of the British rule or against them. Rationale: Just after British rule the Quranic verses were translated in a way to wage a holy war of independence against the invaders (the East India Company and British Army) whereas there were scholars who defended the British rule by translating the verses relating to obey the “rulers” (أولي الأمر). Such epistemologies led to the creation of a huge theoretical literature. The researcher has selected the translations of the Quran rendered by the Indian or orientalist in English language and Urdu languages. The researcher will deeply analyze the translated texts to find out the epistemologies initiated in the translations due to the British rule over subcontinent. The study focuses on the verses regarding social matters, jihad, and war areas. The offshoots of this bound and deep analysis will help to know the opinion of the translators. The study is descriptive and analytical using the qualitative method of research. The result will help in the manipulating tactics in the Translation of the Holy Quran.

## Interpreters as Powerful Speakers: The Mysteriousness of Applied Linguistics



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Interpreters are actors, orators, and meaning mediators in addition to being language converters. They are responsible for conveying the speaker's message, tone, and emotion with clarity, assurance, and charisma, which goes well beyond just translating words between languages. Wang asserts that rhetorical delivery and voice quality are just as important to an interpreter's career success as linguistic accuracy. Interpreters play two roles 1. Linguistic expert: correctly conveying syntactic and semantic meaning. 2. Public speaker: stress management, poise, and live performance in front of an audience. This dichotomy is particularly evident in simultaneous interpretation, as interpreters must listen, process, and replicate speech nearly instantly (TradOnline, 2023). Vocal authority and rhythm influence comprehension because the audience perceives the interpreter's voice as if it were the speaker's. According to research, the interpreter's voice is perceived by listeners as the "true speaker" (Horváth, 2010). Interpreters must therefore become proficient in: Pitch variation: to avoid monotony and convey feelings. Pacing: modifying speed to correspond with the density of information. Clarity and articulation: Accurate pronunciation guarantees accessibility. Confidence and tone: maintaining trust, especially in intellectual or diplomatic contexts. A self-assured, expressive voice improves listener trust and message retention. Interpreters need to be proficient in rhetoric, using techniques from oratory: Ethos: authority and a composed tone that conveys credibility. Pathos: empathy and intonation that evoke strong feelings. Logos: coherence and logical organization in discourse. According to the Speech Behavior of Interpreters (AK Journals, 2019), listeners' perceptions of the original message are influenced by the interpreter's orality, pauses, emphasis, and rhythm. In all these linguistic functions the mysteriousness of applied linguistics is flowing as spirit running, flowing, keeping in various tough psychomotor action for fulfilling this serious cross-cultural linguistic activity. The study aims at to highlight the importance applied linguistics in the successful delivery of interpretation applying qualitative methods and analytical methodology. The result will disclose the hidden mysteries of applied linguistics in the field of interpreting studies.

## Translational Stylistics: A Comparative Study of Rahman Baba's Diwan and its English Translations



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Translational stylistics is an interdisciplinary approach that bridges stylistics and translation studies to investigate how stylistic features are transferred or transformed in translation (Malmkjær, 2004). This study aims to explore how stylistic features shape meaning in the English translations of Rahman Baba's Diwan, a cornerstone of Pashto mystical poetry. Despite existing research on poetry translation, a significant gap remains in applying a systematic stylistic framework to Pashto poetry, particularly Rahman Baba's Diwan. Guided by Dastjerdi et al.'s (2008) stylistic model, the qualitative method applies a descriptive, analytical and close reading techniques to examine how textual features such as form, lexis, imagery, tone, and content are retained or distorted in target language translations. A purposive sample of 5 stylistically rich poems, translated by Robert Sampson and Momin Khan (2005) and Jens Enevoldsen (1993) are analyzed comparatively to highlight stylistic shifts and their impact on meaning. The analysis reveals that translation is a negotiation between semantic fidelity and musicality. TT1 (Sampson & Khan) has Successfully retained the conceptual clarity of the original but failed to recreate the devotional "breath" and rhythmic intensity of the Sufi tradition. However, TT2 (Enevoldsen) has achieved a high aesthetic appeal through rhyme and rhythm but distorts the theological content by adding "filler" imagery to satisfy Western poetic forms. Therefore, it is concluded that neither translation fully captures the mystic and hypnotic nature of the Pashto Ghazal, as one sacrifices the "body" (sound) and the other dilutes the "soul" (meaning).

## Shifting Paradigms in Translation Studies



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The present study intends to explore the emerging trends, evolving tendencies, and shifting paradigms in Translation Studies in the 21st Century. It focuses on the transformative impact of contemporary technological developments on the phenomenon of Translation studies as an academic discipline. To examine this paradigm shift, a comprehensive bibliometric analysis was conducted on scholarly literature indexed in the Web of Science Core Collection between 2001 and 2022. The study employs advanced analytical and visualization tools, including VOSviewer, Biblioshiny, ScientoPy, and MS Excel, to map intellectual structures, thematic clusters, and research trajectories within the field. The findings reveal a significant reconfiguration of Translation Studies, characterized by a transition from predominantly culture-oriented frameworks toward technologically mediated paradigms. The analysis demonstrates that advancements in machine translation, neural networks, natural language processing (NLP), and machine learning have catalyzed a substantial epistemological and methodological transformation. This technological integration has not only reshaped translation practices and theoretical orientations but has also redefined the professional competencies required of translators and scholars. The study concludes that Translation Studies undergoes a profound metamorphosis, positioning itself at the nexus of humanities and artificial intelligence, thereby signaling a durable and systemic paradigm shift within the discipline. This transformation is of great importance in Pakistani context. This a country of almost seventy languages which might cause ethnic differences among people of Pakistan. Localization and translation technology can play an important role in converting differences into diversity.

# 6

## Global Perspectives in English Language Teaching

## Global Trend in English Language ESLscapes: Bringing Linguistic Landscapes into ESL Classrooms



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This presentation discusses the theoretical framework behind linguistic landscaping and introduces a sequence of language learning activities that focus on ESLscapes, i.e., linguistic landscapes in the ESL classroom environment. They aim at linking a common feature of academic linguistic landscapes, e.g., signboards on university campuses, with learning outcomes that could be achieved via interactive assignments. This approach transcends a single discipline and explores some of the gaps and opportunities in the use of English in Arabic-medium universities. The talk will present a three-step scaffolding of ESLscaping activities in which language learners are motivated to demonstrate their critical thinking skills and enhance their writing and presentation abilities. These activities have been used in different Foundation and Credit Programs at Sultan Qaboos University in Oman and were well received by the students of different majors and from many academic backgrounds. The suggested methodology is universal in nature and is applicable to other language classroom settings as well. From a more global pedagogical perspective, we cannot escape from ESLscapes in our teaching practice and should bring more of the outside linguistic world into our ESL classrooms.

## Beyond Linguistic Boundaries: Exploring Translanguaging in Pakistani University Visual Art and Design Classrooms



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This study adopts an inductive qualitative case study approach to explore the role of Translanguaging as both a pedagogical tool and a theoretical lens in Visual Art and Design Master’s classrooms at Beaconhouse National University, Lahore. Grounded in the theoretical framework of García and Wei, translanguaging is understood as an innate human capacity to draw upon diverse linguistic, semiotic, and cognitive resources to construct meaning. The research investigated how bilingual and multilingual students utilize their discursive practices within classroom settings. Data were collected from two purposively selected linguistically diverse classes through non-participant observations, conducted over two weeks across three sessions per class, and a focus group discussion with student volunteers. The observations specifically focused on identifying translanguaging instances, student engagement, and the use of multimodal resources. The Focus Group Discussion aimed to understand lived experiences, sociolinguistic identities, and the practical implications of translanguaging in art and design education. Findings revealed that translanguaging is prevalent in classrooms where students from varied linguistic backgrounds engage in code-switching and fluid language practices. Students demonstrated an awareness of the socio-political implications of language use, including concerns about language preservation and integration of students’ linguistic repertoires. The Focus Group Discussion proved to be an effective tool to capture shared cultural beliefs and attitudes towards translanguaging and code switching, while at the same time, analysing the critiques of monolingual policies and producing deeper collective reflections. The study concluded that translanguaging enhances conceptual and cognitive understanding when linguistic boundaries are challenged, affirming its value as a pedagogical strategy, if used in a systematic manner, in higher education art and design contexts.

## English in the Age of Artificial Intelligence: Reshaping Language Learning and Academic Writing



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The rapid integration of artificial intelligence into education has fundamentally altered how students engage with English language learning and academic writing. Tools such as ChatGPT, Grammarly, and automated writing assistants now enable learners to produce linguistically accurate texts with minimal independent effort, raising critical questions within Applied Linguistics regarding language competence, cognitive engagement, and authorship. This presentation examines the shift from traditional process-based writing instruction to AI-assisted composition, highlighting a growing distinction between language production, the ability to generate accurate output through technological assistance and genuine language competence, which requires sustained practice, interaction, and internalized linguistic knowledge. Drawing on perspectives from TESOL and higher education, the discussion explores how student reliance on AI for drafting, editing, and restructuring texts may undermine cognitive processing and the development of academic voice. The presentation further considers pedagogical implications, including the need to redefine academic integrity, redesign assessment practices, and integrate digital literacy into language curricula. Rather than positioning AI as a threat to language education, this talk advocates for strategic integration where technology serves as a scaffold for learning rather than a substitute for authentic competence development. Attendees will leave with practical considerations for balancing technological assistance with independent practice, fostering critical engagement with AI-generated content, and reimagining the roles of teachers and learners in an AI-powered educational landscape.

## Linguistic Landscape Text as a Teaching Tool: Teachers' Perceptions and Linguistic Practices in ELT Classroom



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Linguistic Landscape (LL) text plays a key role in language learning. Scholars all over the globe have investigated LL for several purposes such as multilingualism, signboard language in big city centres, market, streets etc., business, tourism and education sites. Researchers in Pakistan have also worked on LL but its application as a pedagogical resource has been underexplored so far. This study sets out to examine LL's role in ELT in Pakistani classrooms. For this purpose, 100 photos were randomly collected from the selected public places to see the language dominance and 50 randomly chosen teachers teaching at different levels in Islamabad were interviewed to know their views about the use of LL text as an ELT resource. Teachers were also asked a question whether they practically applied LL text in their language classrooms, and what was their reactions to the locally constructed words when students used them in academic setting. This mixed-method study's findings revealed that LL text could be used as a teaching resource and could contribute to a better understanding of teachers about the LL role in ELT. This study primarily focuses on teachers; however, the views of students, parents, syllabus designers and policymakers can be included in future studies.

# 7

## Language Endangerment

## A Multi-Layered Qualitative Study of Hawaiian Language Revitalization and Cultural Identity Through the TV Series ‘Chief of War’



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In the 21st century, Minority communities worldwide often face many challenges, chief among them are language endangerment, lack of representation, and cultural preservation. As a case in point, the indigenous Hawaiian language ‘Ōlelo’ was an endangered language that was successfully revitalized, but this research focuses more on language maintenance and cultural preservation efforts that have been done by the TV show ‘Chief of War’. That’s why our research’s aim centers around 1. exploring the key aspects shown in the program and how they reflect real Hawaiian cultural identity, 2. Identifying the extent to which the community discourse aligns with that of the TV series’ producers in maintaining the language, along with their Indigenous identity. To do this, a multi-layered qualitative approach was opted for by combining a digital content analysis (Phase I) and online media discourse analysis (Phase II), drawing from pre-recorded interviews that were cross-checked with three episodes (3,6, and 9) and, subsequently, different online sources were analyzed to portray how members of this indigenous community receive, interpret, and evaluate this program. The analysis was supported by primarily two theoretical frameworks, Indigenous Media Theory and Language Revitalization theory. The results uncovered eight key criteria, including 1. the use of Hawaiian language, 2. Pan-Polynesian unity and shared heritage, 3. spiritual and emotional authenticity, 4. challenging the Hollywood norms, 5. All-Hawaiian cast and crew, 6. The community ownership narrative, 7. the casting representation, and 8. the historical accuracy and cultural authority. Implications of using mainstream media for such targeted purposes are discussed at length.

## Linguistic Profile of Dawoodi: A Critically Endangered Language of Northern Pakistan



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Dawoodi (previously known as Domaaki) language is spoken in the Northern Areas of Pakistan. The origin of the word 'Domaaki' is "Dom" that refers to the musicians (Buddruss 1983, Lesný 1941, Lorimer 1939:20). Hence, the language spoken by the musicians of Northern Areas was named as Domaaki. This language is spoken by a small community in Hunza and Nagar districts of Gilgit Biltistan (Schmid 2007, Weinreich 1999). The present study aims to analyze the degree of endangerment of Dawoodi. For this purpose, a sociolinguistic survey was conducted that involved questionnaire and interviews of the subjects who were the native speakers of the said language. Five Dawoodi families were chosen as subjects and two speakers (i.e. one adult and one young) from each family were taken as sample. These ten respondents were given a questionnaire which meant to gather information about their native language. They were also interviewed about their attitude towards their first language. The results reveal that the parents can speak their first language and they consider it their linguistic identity but the children are losing their first language rapidly. The results also show that Dawoodi is critically endangered and facing the threat of being dead in a few years to come. Only sixteen speakers were found who could speak Dawoodi fluently. Among sixteen, fourteen speakers are residing in district Hunza while two speakers are residing in district Nagar. These two districts are considered to be the only places where Dawoodi speakers are living. The study also shows that these speakers do not speak Dawoodi with their children or grandchildren. Although the second generation understands the language, but none of them was found to be a fluent Dawoodi speaker. The younger generation has shifted to Brushaski since it is the mode of communication, trade and education in their surroundings. The study also reveals that the cause of this language loss is the inferiority complex associated with the members with this community. The shift towards Brushaski (the dominant language of Hunza and Nagar) caused a drastic effect on Dawoodi and it is feared that the language will die with the death of these elderly Dawoodi speakers.

## A Comparative Semantic Study of Emotion Words in Brahvi and English



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This study provides a comparative semantic analysis of fifteen emotion expressions in Brahvi, a Dravidian language spoken primarily in Baluchistan, Pakistan, and their English equivalents. The study aims to compare and contrast the meanings of emotion-related words to better understand how cultural and linguistic contexts shape emotional expression. Employing a qualitative, descriptive, and comparative methodology, data were gathered from native Brahvi speakers for Brahvi meanings and from standard English dictionaries for English definitions. A side-by-side comparison was conducted to examine the central meanings, cultural nuances, and common usage of each word. The results show that among the fifteen words examined, eleven (73%) exhibit high semantic equivalence, revealing similar conceptualizations between Brahvi and English for common emotions such as happy, sad, proud, and grateful. Four words (27%) excited, disgusted, jealous, and confused—show subtle semantic variations rooted in cultural or contextual differences. Additionally, the research identifies culturally embedded Brahvi expressions such as Baamus tarrok (literally "nose cut off," a metaphor for loss of honour) and Peem khani (literally "white eyes," describing a culturally specific emotional state) that lack direct English translations, demonstrating how deeply language is embedded in culture. This study contributes to the fields of semantics and cross-linguistic comparison by documenting and analysing the understudied emotion vocabulary of Brahvi. It highlights the importance of cultural sensitivity in translation, intercultural communication, and linguistic research. It underscores the significance of preserving Brahvi linguistic diversity and serves as a foundation for future studies on emotion semantics in indigenous languages.

# 8

## Language, Gender, and Power

## Rethinking Leadership Through Language: Multilingualism, Power, and Workplace Communication



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Language is not merely a medium of communication in professional settings; it is a resource that shapes authority, legitimacy, and access to leadership. In multilingual and multicultural workplaces, linguistic competence is closely tied to perceptions of professionalism, credibility, and employability. This keynote examines how multilingualism and language ideologies influence leadership trajectories and organizational culture, particularly within social science and higher education contexts. Drawing on research conducted in Malaysian workplaces and universities, the presentation explores how English proficiency and multilingual competence intersect with structures of power. It considers how linguistic hierarchies privilege certain forms of communication while marginalizing others, thereby shaping participation, career mobility, and decision-making authority. The discussion highlights how workplace communication practices both reflect and reproduce broader social inequalities. The keynote further examines the implications of these dynamics for applied linguistics, especially in relation to language policy, intercultural communication, and professional discourse. It argues that leadership in multilingual environments requires more than fluency; it demands critical awareness of language ideologies, sensitivity to linguistic diversity, and deliberate efforts to foster inclusive communicative spaces. Concluding with practical and policy-oriented reflections, the presentation calls for socially responsible language practices in professional and academic contexts. By rethinking leadership through the lens of multilingualism and power, the talk underscores the role of applied linguistics in promoting equity, inclusion, and ethical communication in contemporary workplaces.

## Representation Of Women Politicians In The Media Discourse Of Northern Ireland



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The reproduction of gender stereotypes in media narratives is a frequently observed practice. The manifestation of this phenomenon can also be observed in the representation of women politicians in the media discourse of Northern Ireland. Despite that limited research is available on investigating the linguistic representation of women politicians in the media discourse of Northern Ireland. Thereby applying critical model of discourse analysis under the broader umbrella of D. Cameron’s “double bind” concept, this study investigates the linguistic representation of women politicians, in 25 articles (2020-2025) of *The Irish News* (nationalist) and *The News Letter* (unionist), using Michelle O’Neill and Sinn Fein as a case study, within the unique post-conflict media landscape of Northern Ireland. Key findings show that Lexical choices attribute emotionality (deeply hurt) or pejorative traits (strident) to O’Neill, contrasting with strategic epithets (resolute) for male counterparts; Syntactic patterns, especially passive constructions (was told, pressure is mounting), are used to minimize O’Neil’s agency; and Metaphorical models vary contextually, portraying O’Neil either as a combatant in militaristic conflict (under attack) or as an architect of the future (build). The study concludes that media discourse perpetuates a “double bind,” complicating the formation of an authoritative public image for women leaders. The implications highlight the necessity of developing critical discursive competence in language and media education to deconstruct gendered bias.

## Gendered Interaction and Conversational Power: Evidence from Mediated Spoken Discourse



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This study explores the relationship between language, gender, and power through the analysis of interactional features in spoken discourse. The data are drawn from a 12:44-minute dramatized YouTube video (Rich Man Mocks Mom and Son, DramatizeMe), which includes both mixed-gender and same-gender interactions. The study focuses on three conversational features commonly discussed in language and gender research: minimal responses, interruptions/overlaps, and tag questions. Adopting a qualitative-quantitative discourse analytic approach informed by language and gender scholarship (e.g., Lakoff; Zimmerman & West; Holmes), all instances of the selected features were manually coded, quantified, and examined in relation to speaker gender and interactional context. The analysis reveals that male speakers tend to use interruptions as a means of asserting control and dominance, whereas female speakers' interruptions are more interactional and facilitative in nature, which broadly aligns with existing literature. However, contrary to common claims, male speakers produced a higher frequency of minimal responses than female speakers. This divergence is attributed to the interactional setting, which is predominantly male-focused and involves more same-gender male exchanges. Tag questions were used with similar frequency by both genders, yet their functions differed: women employed them to soften statements, while men used them to seek confirmation and agreement. Overall, the findings highlight the importance of context in shaping gendered language use and challenge generalized assumptions in language and gender research.

## Language, Power and Persuasion: A Discourse Analysis of Contemporary Islamic Sermons



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This study explores how language is strategically used in contemporary Islamic sermons to shape religious understanding, social attitudes and moral behavior. Drawing on principles of applied linguistics and critical discourse analysis, the research examines selected Friday sermons delivered in urban Pakistani contexts. The study focuses on how linguistic choices such as pronouns, metaphors, modality, and evaluative expressions are employed to construct authority, reinforce collective identity, and persuade audiences. Islamic sermons are not merely religious speeches; they function as powerful sites of social communication where religious teachings intersect with cultural, political, and ethical concerns. By analyzing sermon discourse, this research highlights how religious language responds to contemporary challenges such as social harmony, moral decline, and community responsibility. The study also examines how preachers balance traditional Islamic references with modern linguistic strategies to remain relevant to diverse audiences. The findings suggest that sermon discourse reflects a dynamic interaction between sacred texts and contemporary social realities. Linguistic strategies are carefully selected to legitimize viewpoints, guide behavior, and strengthen communal bonds. This research contributes to applied linguistics by demonstrating how religious discourse operates as an influential form of social practice. It further offers insights for scholars interested in language, religion, ideology, and communication, emphasizing the importance of linguistic awareness in understanding the broader impact of religious narratives in society.

# 9

## Language, Law, and Justice: Contemporary Trends in Forensic Linguistics

## Forensic Linguistics and Its Limits in Achieving Communicative Justice: A Critical Reading of Court Interpreting



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Court interpreting plays a pivotal role in ensuring the integrity of legal proceedings and upholding the principle of equality before the law, particularly within multilingual judicial contexts. In this regard, forensic linguistics has emerged as a key framework for analyzing legal discourse and its translation, emphasizing terminological accuracy and textual fidelity as essential safeguards against misinterpretation and legal ambiguity. While this focus is undeniably important, it raises fundamental questions about the extent to which forensic linguistics, when applied in isolation, can achieve what is commonly referred to as communicative justice within courtroom settings. This paper is grounded in the assumption that court interpreting, when reduced primarily to literal and terminologically precise transfer, may fail to ensure equitable understanding of judicial discourse among all parties involved, especially non-native speakers and litigants unfamiliar with legal language and procedures. The study offers a critical examination of the role of forensic linguistics in court interpreting by analysing the professional position of the court interpreter and the limits imposed on their intervention within a strictly forensic framework. Particular attention is given to the gap that may arise between an accurately translated legal text and the actual comprehension of its meaning by courtroom participants. Adopting a descriptive analytical methodology, the paper draws on selected examples from judicial discourse to demonstrate instances in which linguistic accuracy is achieved without corresponding communicative justice. The analysis reveals that precision at the lexical and terminological levels does not necessarily guarantee effective understanding or meaningful participation in legal proceedings. The study concludes that, although forensic linguistics remains indispensable for maintaining legal accuracy and procedural fairness, it is insufficient on its own to secure communicative justice. Accordingly, the paper calls for the integration of complementary approaches within applied linguistics that consider cognitive, interpretive, and human dimensions of legal communication, thereby redefining the court interpreter's role as an active communicative agent rather than a neutral linguistic conduit.

## Forensic Linguistic Analysis of Online Fraud Messages: Linguistic Strategies in Cybercrime Communication.



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The rapid expansion of digital communication platforms has led to a significant increase in online fraud, where language serves as the primary instrument of deception. The present study discusses online fraud messages as a form of forensic linguistic evidence which is based on the systematic linguistic mechanisms of manipulation and coercion of the victims. The study aims to establish the prevailing lexical, syntactic, modal, pragmatic, and discourse characteristics of fraud messages on the internet and to show their forensic value in the investigation of cybercrime. The research adopts a qualitative forensic linguistic methodology to examine 3,050 messages in English that represent instances of fraud that were gathered via emails, SMS missing "and" or inconsistent list structure and social media sites. The discussion is informed by already existing theories of forensic discourse analysis and pragmatics and includes the analysis of urgency-based vocabulary, the signs of institutional authority, imperative constructions, high-obligation modal verbs, politeness manipulation, and repetitive discourse patterns. The results indicate that messages about fraud use "or" or "fraud messages use formulaic patterns that are typified by problem-threat-action patterns, linguistic expressions of power, and coerced modality which shows that the messages about fraud are a specific and familiar genre of a forensic discourse, not random messages or poorly written messages. The analysis demonstrates that linguistic analysis gives solid clues about ill intent and communicative plan in cybercrime. The practical implications of these findings for forensic investigation, cybersecurity practices, and public awareness efforts to detect and prevent online fraud are notable.

## Forensic Critical Discourse Analysis of Defamation Case against Imran Khan in 2018.



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Language has been a key point of legal and political struggle, in which discourse does not merely convey claims, but also establishes a power dynamic, ideological location, and institutional authority especially in high-profile cases involving political leaders and media houses in Pakistan. Although research on political and legal discourse has increased globally, there is a notable gap of forensic linguistic studies focusing on defamation cases that involve media-politics conflicts in Pakistan especially with a combined critical discourse framework. This study investigates the linguistic features, power relations and ideology in defamation case filed against Imran Khan by Mir Shakeel-ur-Rehman, the Jang-Geo media group chairman in 2017-2018. Thereby, by using Fairclough's three dimensional model and forensic linguistics and critical discourse the current study aims to explore the linguistic characteristics, power dynamics, and ideological constructs in the 2017, 2018 defamation case of Mir Shakeel-ur-Rehman against Imran Khan by taking a mixed-method approach based on qualitative critical discourse analysis and quantitative frequency analysis of legal lexicons. The data is the court issued notice titled "Legal notice for defamation under section 8 of defamation ordinance, 2002" and selected transcripts of Imran Khan's media briefings. Qualitative analysis findings reveal that the legal notice contains formal dictative language to legitimize institutional authority and judicial power, whereas Khan's counter narrative construct him as a subjected political actor suffering from media and judicial winds of politics. He employs repetition alongside emotional appeals and metaphors combined with accusatory language to shape public perception while presenting the case as a political maneuver. Quantitative results support these findings by demonstrating a high frequency of abstract legal nouns (400) and evaluating terms reflecting ideological positioning and judicial power. The research concludes that discourse functions as a fundamental instrument in legal and political conflicts, simultaneously upholding institutional dominance and contest authority, thereby highlighting the significance of forensic linguistic analysis.

# 10

## Language Policy: Predicaments and the Way Forward

## Language Policy and Multilingual Childhood Education in Morocco: Challenges, Opportunities and Strategies



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Morocco is characterized by a complex sociolinguistic landscape shaped by the coexistence of multiple languages, including Classical Arabic, Modern Standard Arabic, Moroccan Arabic, Amazigh varieties (Tachelhit, Tarifit, and Tamazight), and foreign languages such as French, Spanish, and English. This linguistic diversity positions Morocco as a fundamentally multilingual society and places multilingualism at the center of educational policy debates, particularly in the field of early childhood education. Within this context, this paper examines the relationship between language policy and multilingual childhood education in Morocco, highlighting the challenges, opportunities, and strategic responses emerging from this dynamic environment. Drawing on an applied linguistics perspective, the paper analyzes how current language policies influence language use and medium of instruction in early childhood settings. It further explores the pedagogical and institutional challenges posed by multilingualism, alongside the cultural, social, cognitive, and economic opportunities it offers for young learners. The paper adopts a five-part analytical framework: first, it outlines Morocco's language policy in relation to multilingualism; second, it examines language choices in early childhood instruction; third, it discusses key challenges associated with multilingual learning; fourth, it considers the benefits of multilingualism for children's cognitive development; and finally, it proposes practical strategies to support and promote effective multilingual childhood education. This paper aims to contribute to ongoing discussions on language policy implementation and educational practice in multilingual contexts.

# 11

## Language, Mind, and Brain

## Artificial Intelligence in the Education of Learners with ADHD: Emerging Tools, Evidence, and Ethical Challenges



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Artificial Intelligence (AI) is increasingly transforming education by enabling adaptive and data-driven learning experiences. Among its emerging applications is the support of students with Attention-Deficit/Hyperactivity Disorder (ADHD), a neurodevelopmental condition characterized by persistent difficulties in attention, organization, and/or hyperactivity–impulsivity. This review synthesizes recent research on AI-based educational tools designed for learners with ADHD, examining both their pedagogical potential and inherent limitations. Systematic and scoping reviews of preliminary studies indicate that AI-powered interventions—such as adaptive learning platforms, and gamified cognitive training—can enhance behavioral, social, and cognitive outcomes, while positively affecting foundational learning processes, particularly attentional control and executive functions, while providing real-time, personalized feedback that increases engagement. Nevertheless, evidence supporting sustained and direct improvements in academic achievement remains limited, as many studies rely on small samples and short intervention periods. Additional concerns include data privacy, algorithmic bias, unequal access to technology, and the risk of overreliance on automated systems, which raises ethical and pedagogical questions related to learner autonomy, human interaction, and long-term behavioral development. This paper argues that realizing the full potential of AI in ADHD education requires interdisciplinary collaboration among educators, clinicians, and technologists, guided by transparent policies and robust ethical frameworks. Ultimately, while AI holds significant promise as a complementary tool for promoting inclusion and supporting learning in students with ADHD, its effective implementation depends on equity, accountability, and evidence-based design, supported by longitudinal and large-scale research to confirm durable learning benefits and meaningful classroom transfer.

## Speech Acts in Digital Mental Health Discourse: A Corpus-Based Pragmatic Analysis



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The rapid expansion of digital platforms has transformed mental health communication into a widely accessible form of public discourse. YouTube and TED Talks have emerged as influential spaces where psychological knowledge is produced, circulated, and interpreted by global audiences. In technology-mediated environments, language plays a crucial role in shaping how emotional well-being and coping strategies are constructed and understood. This study investigates digital mental health discourse through the theoretical framework of Speech Act Theory (Searle, 1969) integrated with a corpus-based pragmatic analytical model. A specialized corpus of approximately 100,000 words was compiled from transcriptions of selected YouTube and TED mental health talks published between 2024 and 2025. Using AntConc software, recurrent lexical markers were identified, and speech acts were manually categorized into representatives, directives, expressives, and commissives. Quantitative frequency analysis was followed by qualitative pragmatic interpretation. The findings reveal a clear hierarchical distribution of speech acts. Representatives constitute the dominant category, primarily realized through definitional and causal constructions (e.g., “is,” “because”), which function to explain and legitimize psychological concepts. Directives form the second most frequent category (n=99), commonly expressed through modal verbs such as “should,” “need to,” and mitigated forms like “try,” thereby structuring behavioral advice and coping strategies. Expressives contribute to emotional validation and relational alignment, while commissives occur minimally and declaratives are absent. The study demonstrates that digital therapeutic discourse operates through a patterned combination of explanation and guidance, constructing epistemic authority while maintaining empathetic engagement. By integrating corpus linguistics with pragmatics, this research highlights how technologically mediated communication shapes contemporary understandings of mental health.





# Conference Program

Saturday (April 4th, 2026)- DAY 1	
INAUGURAL	
<b>Moderators</b>	<ul style="list-style-type: none"> <li>• <b>Dr. Sidra Mahmood</b> Assistant Professor Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan</li> </ul>
<b>TIME (Pakistan Standard Time)</b>	<b>ACTIVITIES</b>
<b>9:00 AM – 9:05 AM</b>	Recitation and National Anthem
<b>9:05 AM- 9:10 AM</b>	<b>Welcome Note</b> <b>Prof. Dr. Abdulhamit Birişik</b>  Professor and Dean Faculty of Social Sciences and Humanities Riphah International University, Islamabad-Pakistan
<b>9:10 AM –9:20 AM</b>	<b>Introduction</b> <b>Dr. Muhammad Abdullah Baig</b>  Associate Professor & HoD Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan
<b>9:20 AM – 9:40 AM</b>	<b>Keynote Speaker:</b> <b>Prof. Dr. Wasima Shehzad</b> Dean Faculty of Social Sciences Air University, Islamabad-Pakistan  <b>Topic:</b> “Media Won’t Tell You”. CDA in the Age of Misinformation
<b>09:40 AM – 10: 00 AM</b>	<b>Keynote Speaker:</b> <b>Prof. Dr. Muhammad Shaban Rafi</b> Riphah Institute of Language and Literature Riphah International University, Lahore-Pakistan  <b>Topic:</b> Generative AI in Dissertation Writing: Applications, Limitations, and the Need for Prompt Literacy

<p><b>10:00 AM – 10: 20 AM</b></p>	<p><b>Keynote Speaker:</b>  <b>Prof. Dr. Aroosa Kanwal</b>                  Chairperson, Department of English, Quaid-e-Azam University, Islamabad-Pakistan</p> <p><b>Topic:</b>                  Fighting Bodies, Fighting Words: Trafficking Terror and Sexual Violence of Myanmar Muslims</p>
<p><b>10: 20 AM- 10:40 AM</b></p>	<p><b>Chief Guest Talk:</b></p> <p><b>Prof. Dr. Shaheena Ayub Bhatti</b>                  Foundation University, Islamabad-Pakistan</p> <p><b>Topic:</b> Cross-disciplinary Research: The Way Forward and How it is to be Achieved</p>
<p><b>10:40 AM- 10:55 AM</b></p>	<p><b>Closing Remarks</b></p> <p><b>Prof. Dr. Anis Ahmed</b>                  Conference Chair                  Vice Chancellor, Riphah International University, Islamabad-Pakistan</p> <p><b>Topic:</b> Islamic Perspective in English Literature</p>
<p><b>10:55 AM- 11:30 AM</b></p>	<p style="text-align: center;"><b>Tea Break</b></p>
<p><b>11:30 AM- 12:45 PM</b></p>	<p><b>SESSION 1</b>  <b>Moderator: Dr. Awais Bin Wasi</b></p> <p>Department of English Linguistics and Literature                  Riphah International University, Islamabad-Pakistan</p>
<p><b>11:30 AM - 11:45 AM</b></p>	<p><b>Keynote Speaker:</b>  <b>Dr. Amenah Salman</b>                  Professor, Midlands Technical College, USA</p> <p><b>Topic:</b>                  From Prohibitive to Integrative Stances: AI Policy Changes in English and Composition Syllabi</p>
<p><b>11:45 AM- 12:00 PM</b></p>	<p><b>Keynote Speaker:</b>  <b>Prof. Dr. George M Jacobs</b>                  Kampung Senang Charity and Education Foundation, Singapore</p> <p><b>Co-authors:</b></p> <ul style="list-style-type: none"> <li>• Rachelle Lintao, University of Santo Tomas, Philippines</li> <li>• Danica Hanna Pastor- Bagayas, University of Santo Tomas, Philippines</li> </ul> <p><b>Topic:</b>                  Doing Multi-Authored Projects in Education and Ecolinguistics</p>

<p><b>12: 00 PM- 12:10 PM</b></p>	<p><b>Presenter:</b>  <b>Laiba Allah Rakha</b>                  COMSATS University Islamabad, Lahore-Pakistan</p> <p><b>Topic:</b>                  “Stories of Green”: An Eco-linguistic Analysis of Greenwashing in Pakistani and International Advertisements: How Language Shapes Ecological Awareness and Action</p>
<p><b>12:10 PM- 12:20 PM</b></p>	<p><b>Presenter:</b>  <b>Aqsa Bibi</b>  <b>MPhil Scholar</b>                  Riphah International University, Islamabad-Pakistan</p> <p><b>Topic:</b>                  Technohumanism and Ecological Discourse: An Ecolinguistic Analysis of WondLa Season 1</p>
<p><b>12:20 PM- 12:30 PM</b></p>	<p><b>Presenter/s:</b></p> <ul style="list-style-type: none"> <li>• <b>Khawaja Umer Rashid</b></li> <li>• <b>Fiza Faiz</b></li> </ul> <p>PhD scholars                  The University of Azad Jammu and Kashmir, Pakistan</p> <p><b>Topic:</b>                  An Ecocritical Study of Selected Poems by Ahmad Faraz and Taufeeq Rafat: An SFL Perspective</p>
<p><b>12:30 PM- 12:40 PM</b></p>	<p><b>Presenter:</b>  <b>Sabrina Zemmour</b>                  Associate Professor                  University Abderahmane Mira, Bejaia-Algeria</p> <p><b>Topic:</b>                  Gendered Interaction and Conversational Power: Evidence from Mediated Spoken Discourse</p>
<p><b>12:40 PM- 12:50 PM</b></p>	<p><b>Review by Keynote Speaker/s and Q/A Session</b></p>
<p><b>12:50 PM – 1:40 PM</b></p>	<p><b>Lunch Time &amp; Prayer Break</b></p>

<p><b>1:40 PM- 2:40 PM</b></p>	<p><b>SESSION 2</b>  <b>Moderator: Ms. Zain Fatima</b>                  Department of English Linguistics and Literature                  Riphah International University, Islamabad-Pakistan</p>
<p><b>01:40 PM- 01:55 PM</b></p>	<p><b>Keynote Speaker:</b>  <b>Dr. María Isabel Maldonado García</b>                  Professor and In-Charge of the Institute of Languages and Linguistics at the University of the Punjab, Pakistan</p> <p><b>Topic:</b>                  Morphological Reduplication in Pakistani English: Forms, Usage, and Functions</p>
<p><b>01:55 PM- 02:05 PM</b></p>	<p><b>Presenter:</b>  <b>Sadia Tahir</b>                  Lecturer                  National University of Modern Languages, Islamabad- Pakistan</p> <p><b>Topic:</b>                  AI-Based Analytics as Feedback to Teachers: Bridging Classroom Data to Pedagogical Action</p>
<p><b>02:05 PM- 02:15 PM</b></p>	<p><b>Presenter:</b>  <b>Zafar Ali Ghunio</b>                  International Islamic University, Islamabad</p> <p><b>Topic:</b>                  From Text to Algorithm: Rethinking Language and Literature in the Age of Artificial Intelligence</p>
<p><b>02:15 PM- 02:25 PM</b></p>	<p><b>Presenter/s:</b></p> <ul style="list-style-type: none"> <li>• <b>Abdelmalek DIDI</b>                      PhD Candidate                      Institution Abdelhamid Ibn Badis University – Mostaganem Algeria</li> <li>• <b>Abdelghani MIM</b>                      PhD Candidate                      Institution Ahmed Zabana University - Relzane Algeria</li> </ul> <p><b>Topic:</b>                  AI-Based Grammar Assessment in University Writing: A Descriptive Study of Grammarly’s Feedback Patterns</p>
<p><b>02:25 PM- 02:40 PM</b></p>	<p><b>Review by Keynote and Q/A Session</b></p>
<p><b>2:40 PM- 4:30 PM</b></p>	<p><b>SESSION 3</b>  <b>Moderator: Ms. Samina Najeeb</b>                  Department of English Linguistics and Literature                  Riphah International University, Islamabad-Pakistan</p>
<p><b>2:40 PM- 02:55 PM</b></p>	<p><b>Keynote Speaker:</b>  <b>Dr. Ghulam Ali</b>                  Director, Centre for Languages and Translation Studies                  Allama Iqbal Open University                  Islamabad- Pakistan</p> <p><b>Topic:</b>                  Shifting Paradigms in Translation Studies</p>

<p><b>02:55 PM – 03:05 PM</b></p>	<p><b>Keynote Speaker:</b>  <b>Prof. Dr. Maya Khemlani David</b>  University of Malaya, Malaysia</p> <p><b>Topic:</b>  Moving on to Gerontolinguistics</p>
<p><b>3:05 PM- 3:15 PM</b></p>	<p><b>Presenter:</b>  <b>Dr. Shair Ali Khan</b>  Assistant Professor  International Islamic University, Islamabad- Pakistan</p> <p><b>Topic:</b>  Quran-Translation in Post-Colonial Subcontinent: Mapping the Translational Epistemologies</p>
<p><b>3:15 PM- 3:25 PM</b></p>	<p><b>Presenter:</b>  <b>Muhammad Nawaz</b>  Lecturer  National University of Modern Languages, Islamabad- Pakistan</p> <p><b>Topic:</b>  Translating Childhood and Culture: A Comparative Study of Premchand’s “Idgah” in Khushwant Singh and Dr. Md Siddique English Translations</p>
<p><b>3:25 PM- 3:35 PM</b></p>	<p><b>Presenter:</b>  <b>Uzma Arshad</b>  Senior Lecturer  Capital University of Science and Technology (CUST), Islamabad- Pakistan</p> <p><b>Topic:</b>  AI Translation and the Technological Representation of Meaning: A Corpus-Based Investigation of Semantic Drift in Urdu</p>
<p><b>3:35 PM- 3:45 PM</b></p>	<p><b>Presenter/s:</b></p> <ul style="list-style-type: none"> <li>• <b>Sayedra Hassan</b></li> <li>• <b>Prof. Dr. Wasima Shehzad</b></li> </ul> <p>Air University, Islamabad-Pakistan</p> <p><b>Topic:</b>  Rumi in Translation: A Comparative Critical Discourse Study of The Song of the Reed</p>
<p><b>3:45 PM- 03:55 PM</b></p>	<p><b>Presenter/s:</b></p> <ul style="list-style-type: none"> <li>• <b>Maryam Nauman</b></li> <li>• <b>Widad Arif</b></li> <li>• <b>Nada Suhaib</b></li> </ul> <p>BS Students  International Islamic University, Islamabad-Pakistan</p> <p><b>Topic:</b>  Interpreters as Powerful Speakers: The Mysteriousness of Applied Linguistics</p>
<p><b>03:55 PM- 04:05 PM</b></p>	<p><b>Presenter:</b>  <b>Mariam Bibi</b>  PhD Scholar,  Abdul Wali Khan University Mardan, Pakistan</p> <p><b>Topic:</b>  Translational Stylistics: A Comparative Study of Rahman Baba’s Diwan and its English Translations</p>

4:05 PM- 4:15 PM	<b>Presenter:</b> <b>Alexander E. Pavlenko (D.Litt.)</b> Southern Federal University, Taganrog- Russia  <b>Topic:</b> The Phenomenon of Multiple Modals in The Lowland Scots Varieties Revisited the Evidence of The Corpora
4:15 PM- 4:30 PM	<b>Review by Keynote and Q/A Session</b>

Sunday (April 5th, 2026) DAY 2	
DAY 2 PROGRAM	
TIME (Pakistan Standard Time)	ACTIVITIES
09:00 AM - 10:40 AM	<b>Moderator SESSION 4: Dr. Asra Irshad</b>  Department of English Linguistics and Literature Riphah International University, Islamabad-Pakistan
9:00 AM-9:05 AM	<b>Recitation and National Anthem</b>
9:05 AM-9:20 AM	<b>Keynote Speaker:</b> <b>Dr. Sharifah Ayeshah Binti Syed Mohd Noori</b> Faculty of Languages and Linguistics Universiti Malaya, Malaysia  <b>Topic:</b> Beyond Communication: Reframing the Analytic Scope of Applied Linguistics in Healthcare
9:20 AM-9:30 AM	<b>Presenter/s:</b> <ul style="list-style-type: none"> <li>• <b>Asia Arif</b></li> </ul> BS Student International Islamic University, Islamabad- Pakistan  <b>Topic:</b> Exploring the Need for Medical Interpretation Services: A Qualitative and Quantitative Case Study of Hospitals in Twin Cities
09:30 AM – 09:40 AM	<b>Presenter:</b> <b>Hala Sedki</b> Researcher Cadi Ayyad University, Marrakech- Morocco  <b>Topic:</b> Artificial Intelligence in the Education of Learners with ADHD: Emerging Tools, Evidence, and Ethical Challenges
09:40 AM – 09:50 AM	<b>Presenter/s:</b> <ul style="list-style-type: none"> <li>• <b>Aisha Khoso</b></li> <li>• <b>Azra Khalil</b></li> <li>• <b>Ayesha Karim</b></li> </ul> BS Students The Begum Nusrat Bhutto Women University, Sukkur-Pakistan <b>Topic:</b> Speech Acts in Digital Mental Health Discourse: A Corpus-Based Pragmatic Analysis

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<p><b>09:50 AM – 10:00 AM</b></p>	<p><b>Presenter:</b>  <b>Belykh Ekaterina Andreevna</b>          Researcher          A.P. Chekov Taganrog Institute, Russia</p> <p><b>Topic:</b>          Representation of Women Politicians in the Media Discourse of Northern Ireland</p>
<p><b>10:00 AM – 10:10 AM</b></p>	<p><b>Presenter:</b>  <b>Anam Khan</b>          PhD Scholar          Jamia Hamdard, New Delhi- India</p> <p><b>Topic:</b>          Language, Power and Persuasion: A Discourse Analysis of Contemporary Islamic Sermons</p>
<p><b>10:10 AM – 10:20 AM</b></p>	<p><b>Presenter:</b>  <b>Atif Mehmood</b>          Court Interpreter, Qatar</p> <p><b>Topic:</b>          Forensic Linguistics and Its Limits in Achieving Communicative Justice: A Critical Reading of Court Interpreting</p>
<p><b>10:20 AM – 10:30 AM</b></p>	<p><b>Presenter:</b>  <b>Darakhshan Maqbool</b>          MPhil Scholar          COMSATS University, Lahore-Pakistan</p> <p><b>Topic:</b>          Forensic Linguistic Analysis of Online Fraud Messages: Linguistic Strategies in Cybercrime Communication</p>
<p><b>10:30 AM – 10:40 AM</b></p>	<p><b>Review by Keynote and Q/A Session</b></p>
<p><b>10:40 AM – 11:00 AM</b></p>	<p><b>Tea Break</b></p>
<p><b>11:00 AM- 12:30 PM</b></p>	<p><b>SESSION 5</b></p> <p><b>Moderator: Ms. Farhana Siddique</b></p> <p>Department of English Linguistics and Literature          Riphah International University, Islamabad-Pakistan</p>

<p><b>11:00 AM- 11:15 AM</b></p>	<p><b>Keynote Speaker /Chair:</b>  <b>Dr. Sareen Kaur Bhar</b>                  Multimedia University, Malaysia</p> <p><b>Topic:</b>                  Rethinking Leadership through Language:                  Multilingualism, Power, and Workplace                  Communication</p>
<p><b>11:15 AM- 11:25 AM</b></p>	<p><b>Presenter:</b>  <b>Dr. Ghulam Abbass</b>                  Assistant Professor                  National University of Modern Languages, Islamabad-                  Pakistan</p> <p><b>Topic:</b>                  Linguistic Landscape Text as a Teaching Tool: Teachers’                  Perceptions and Linguistic Practices in ELT Classroom</p>
<p><b>11:25 AM- 11:35 AM</b></p>	<p><b>Presenter/s:</b></p> <ul style="list-style-type: none"> <li>• <b>Rukhsana Zafar</b></li> <li>• <b>Dr. Amra Raza</b></li> </ul> <p>School of Education, Beaconhouse National University,                  Lahore- Pakistan</p> <p><b>Topic:</b>                  Beyond Linguistic Boundaries: Exploring                  Translanguaging in a Pakistani University Visual Art                  and Design Classrooms</p>
<p><b>11:35 AM- 11:45 AM</b></p>	<p><b>Presenter:</b>  <b>Eman Khalid Mahmood</b>                  Assistant Lecturer                  Kuwait Technical College, Kuwait</p> <p><b>Topic:</b>                  English in the Age of Artificial Intelligence: Reshaping                  Language Learning and Academic Writing</p>
<p><b>11:45 AM- 11:55 AM</b></p>	<p><b>Presenter/s:</b></p> <ul style="list-style-type: none"> <li>• <b>Marvee Kalwar</b></li> <li>• <b>Zarveen Batool</b></li> <li>• <b>Sajjad Rasool</b></li> </ul> <p>Begum Nusrat Bhutto Women University Sukkur,                  Pakistan</p> <p><b>Topic:</b>                  Forensic Critical Discourse Analysis of Defamation                  Case against Imran Khan in 2018</p>

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<b>11:55 AM- 12:05 PM</b>	<p><b>Presenter:</b>  <b>Zahra EL AOURI</b>                  Associate Professor                  Cadi Ayyad University, Marrakesh- Morocco</p> <p><b>Topic:</b>                  Language Policy and Multilingual Childhood Education in Morocco: Challenges, Opportunities and Strategies</p>
<b>12:05 PM- 12:15 PM</b>	<p><b>Presenter:</b>  <b>Afaq Amin</b>                  Ph.D. Scholar                  Quaid-i-Azam University, Islamabad- Pakistan</p> <p><b>Topic:</b>                  The Poetics of Space, Culturicide and Genocide in Habiburahman’s First They Erased Our Name: A Rohingya Speak</p>
<b>12:15 PM- 12:25 PM</b>	<p><b>Presenter:</b>  <b>Dr. Saqlain Hassan</b>                  Riphah International University, Malakand-Pakistan</p> <p><b>Topic:</b>                  Linguamorphosis: Conceptualizing Real-Time Language Contact and Evolution in the 21st Century</p>
<b>12:25 PM- 12:35 PM</b>	<b>Review by Keynote and Q/A Session</b>
<b>12:35 PM- 1:30 PM</b>	<b>Lunch and Prayer Break</b>
<b>1:30 PM- 2:30 PM</b>	<p><b>SESSION 6</b>  <b>Moderator: Ms. Sabah Aziz</b>                  Department of English Linguistics and Literature                  Riphah International University, Islamabad-Pakistan</p>
<b>1:30 PM – 1:45 PM</b>	<p><b>Keynote Speaker:</b>  <b>Dr. Gennady Medvedev</b>                  Sultan Qaboos University, Oman</p> <p><b>Topic:</b>                  ESLscapes: Bringing Linguistic Landscapes into ESL Classrooms</p>
<b>1:45 PM- 1:55 PM</b>	<p><b>Presenter/s:</b></p> <ul style="list-style-type: none"> <li>• <b>Amar Zerari</b></li> <li>• <b>Dr. Rafik El-Amine Ghobrini</b>                  Abdelhamid Ibn Badis University, Mostaganem- Algeria</li> <li>• <b>Dr. Gaffour Zahra Iness</b>                  University of Oran 2 Mohamed Ben Ahmed University, Oran- Algeria</li> </ul> <p><b>Topic:</b>                  A Multi-Layered Qualitative Study of Hawaiian Language Revitalization and Cultural Identity through the TV Series “Chief of War”</p>
<b>1:55 PM- 2:05 PM</b>	<p><b>Presenter:</b>  <b>Dr. Zafeer Hussain Kiani</b>                  Assistant Professor                  University of Azad Jammu &amp; Kashmir, Pakistan</p> <p><b>Topic:</b></p>

	Linguistic Profile of Dawoodi: A Critically Endangered Language of Northern Pakistan
<b>02:05 PM- 02:15 PM</b>	<p><b>Presenter/s:</b></p> <ul style="list-style-type: none"> <li>• <b>Komal Brohi</b></li> <li>• <b>Jamil Ahmed</b></li> </ul> <p>Begum Nusrat Bhutto Women University Sukkur, Pakistan</p> <p><b>Topic:</b> A Comparative Semantic Study of Emotion Words in Brahvi and English</p>
<b>02:15 PM- 2:25 PM</b>	<p><b>Presenter/s:</b></p> <ul style="list-style-type: none"> <li>• <b>Ruqia Bibi</b></li> <li>• <b>Dr. Amna Naveed</b></li> </ul> <p>COMSATS University, Lahore-Pakistan</p> <p><b>Topic:</b> The Discursive Battleground: Prejudice, Framing, and the Geopolitics of the Trump Gaza Peace Plan in Global Media</p>
<b>02:25 PM- 2:35 PM</b>	<p><b>Presenter:</b> <b>Allah Dad</b> PhD Scholar Department of English, University of Sialkot, Pakistan</p> <p><b>Topic:</b> Discourse, Representation and Prejudice in Punjab Curriculum English Textbooks: A Corpus-Based Quantitative Analysis of the PCTB Grade 5 English Textbook</p>
<b>02:35 PM- 2:45 PM</b>	<p><b>Presenter:</b> <b>Munazza Bibi</b> <b>MPhil Scholar</b> Riphah International University, Pakistan</p> <p><b>Topic:</b> Constructing Hamas in the Headlines: A Corpus-Assisted Critical Discourse Analysis of The Guardian</p>
<b>02:45 PM- 2:55 PM</b>	<p><b>Presenter/s:</b></p> <ul style="list-style-type: none"> <li>• <b>Dr. Waqasia Naeem</b></li> <li>• <b>Ibrar Nafees</b></li> </ul> <p><b>Researchers</b> Minhaj University, Lahore- Pakistan</p> <ul style="list-style-type: none"> <li>• <b>Hifza Pari</b> University of Azad Jammu &amp; Kashmir, Pakistan</li> </ul> <p><b>Topic:</b> A Corpus-Assisted Critical Discourse Analysis of Print Media Discourses in Promoting Peace or Conflict in Reporting on the Russia-Ukraine War</p>
<b>02:55 PM- 03:05 PM</b>	<p><b>Presenter/s:</b></p> <ul style="list-style-type: none"> <li>• <b>Amna Meraj</b></li> <li>• <b>Anmol Shahnaz</b></li> <li>• <b>Ayesha Habib</b></li> </ul> <p>Fazaia Bilquis College of Education for Women PAF Nur Khan, Rawalpindi-Pakistan</p> <p><b>Topic:</b> Locating Fun in Confrontation: Decoding the Pakistan-India Meme War through Critical Discourse Analysis</p>

03:05 PM- 03:15 PM	<p><b>Presenter:</b>  <b>Zain Fatima</b>  <b>Lecturer</b>  Riphah International University, Islamabad-Pakistan</p> <p><b>Topic:</b>  Teddalkers' Multimodal Gender Performativity and Its Sentimental Framing by Commentators: A Corpus-Based Study of Gender Discourse</p>
3: 15 PM- 3:25 PM	<p><b>Presenter:</b>  <b>Kiran Zahir</b>  <b>BS Student</b>  Riphah International University, Pakistan</p> <p><b>Topic:</b>  Public Perception of Charlie Kirk's Murder: A Sentiment-Based Study of Users' Comments on YouTube</p>
03:25 PM- 03:35 PM	<p><b>Review by Keynote and Q/A Session</b></p>

	<p><b>Concluding Session &amp; Panel Discussion</b>  <b>Moderator: Dr. Awais Bin Wasi</b></p> <p>Department of English Linguistics and Literature  Riphah International University, Islamabad-Pakistan</p> <p>Closing Discussion on:  <b>Themes of the Conference Leading to Innovative Perspectives of Applied Linguistics in the Digital Age</b></p> <p><b>Dr. Sadia Siddiq</b>  COMSATS, Islamabad-Pakistan</p> <p><b>Dr. Furrakh Abbass</b>  Allama Iqbal Open University, Islamabad</p> <p><b>Dr. Saqlain Hassan</b>  Riphah International University, Malakand-Pakistan</p> <p><b>Dr. Sibtain Aslam</b>  Riphah International University, Sahiwal Campus-Pakistan</p> <p><b>Dr. Tahira Jabeen</b>  The University of Azad Jammu and Kashmir, Muzaffarabad-Pakistan</p>
03:35 PM- 4:30 PM	<p><b>Closing Remarks</b></p> <p><b>Dr. Muhammad Abdullah Baig</b>  Associate Professor &amp; HoD  Department of English Linguistics and Literature  Riphah International University, Islamabad-Pakistan</p>
	<p><b>Souvenirs' Distribution to ICAL-26 Organizers</b></p> <p><b>Moderator:</b>  <b>Dr. Samina Nadeem</b>  Riphah International University, Pakistan</p>



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