



DEPARTMENT OF
ENGLISH LINGUISTICS



**4th International
Conference on
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Language Teaching**
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ICLLT 2022
BOOK OF ABSTRACTS

Department of
English Linguistics

The Islamia University
of Bahawalpur-Pakistan

4th International Conference on Linguistics & Language Teaching 2022



Organized by
Department of English Linguistics
The Islamia University of Bahawalpur

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Worthy Vice-Chancellor's Message

The science of human language, like other disciplines of knowledge, is in continual process of producing plethora of research-based inquiry. A conference on Linguistics and Language Teaching is an opportunity for professionals and students to present research findings to gain experience in various fields of linguistics. It also assists to receive invaluable input from the scholars to strengthen their work and disseminate exciting findings from the field of Linguistics. Participating in such scholarly events is particularly essential for the students who can contribute and learn about research happening in this field by engaging with fellow researchers. This helps them build a professional network of researchers in their field as they progress through their studies and career.

The efforts of the Department of English Linguistics are commendable for its active engagement and for arranging academic events by inviting linguists, scholars and academicians from all around the world to share the developments and discoveries in their respective fields. I hope the participants and the attendees of this International Conference on Linguistics and Language Teaching will benefit from this invaluable resource by learning about latest studies and ideas from the various fields of English Linguistics.

Eng. Prof. Dr. Athar Mahboob (T.I.)

Worthy Vice Chancellor

The Islamia University of Bahawalpur

From the Desk of the Dean Faculty of Arts & Languages

I am pleased to interact with our national and international speakers working in the various fields of English linguistics. This International Conference is intended to bring together national and international professionals, educators, researchers, and experts who are actively engaged in introducing novice approaches to language teaching in a more descriptive manner. The speakers of this conference are expected to contribute their experiences, achievements, creative ideas and teaching methodologies for augmenting the fund of knowledge related to the numerous fields of Linguistics and its advances in the 21st century. The Faculty of Arts and Languages, The Islamia University of Bahawalpur, always remain committed to meet high ideals of academic excellence in living up to the vision of the worthy vice chancellor, Engr. Prof. Dr. Athar Mahboob and the mission of the university. For nurturing a refined and well-informed future generation, our faculty actively participates and organizes national and international conferences, seminars and webinars on diverse themes of regional languages, English as a lingua franca and cultural aspects of this region and Pakistan. I am thankful to all the faculty members of the Department of English Linguistics, eminent attendees and contributed their research work to this conference. I hope my faculty members, students and researchers will find this conference very productive and fruitful. I congratulate the organizers of this conference for successfully planning, executing and conducting the event.

Prof. Dr. Jawed Hassan Chandio

Dean, Faculty of Arts & Languages

The Islamia University of Bahawalpur

Acknowledgement of Connections & Contributions

In the name of Allah, most Gracious and most Merciful. human existence on the earth is defined by connectivity, collectivity and productivity. This 4th international conference on linguistics and language teaching is an example of this dictum. In this conference, speakers and participants from farthest eastern and western parts of the world are connected to the organizers sitting in the middle of the Northern hemisphere. Ours is a land of rich cultural and linguistic variations. In Pakistan, more than a hundred languages are spoken. The multilingual atmosphere of Pakistan shows the multiplicity, plurality and Cosmo-consciousness of the people. Keeping in touch with the time-honored traditions of the region, this conference is organized and we would like to express our deepest gratitude to Almighty Allah for giving us, beyond our expectations, strength and abilities to organize this international conference. We are deeply indebted to Engr. Prof. Dr. Athar Mahboob, the worthy Vice Chancellor of The Islamia University of Bahawalpur. He is a dynamic personality with high dreams of transforming the university and the community. He has won Tamgha-e-Imtiaz or Award of Excellence (a state-organized honor of Pakistan).

We are lucky to have an information scientist as the Worthy Vice Chancellor who has a flair for language and literature. In his speeches, he frequently makes references to the numerous valuable researches. Under his visionary leadership, the department of English Linguistics was established on June 28, 2020. Since its establishment, the department has organized workshops, seminars, webinars, international conference and symposium. Despite his laborious engagements, he never refrains from his guidance and support. We are thankful to Prof. Dr. Naveed Akhtar, Pro-Vice Chancellor, The Islamia University of Bahawalpur for his invaluable contribution. We are grateful to Prof. Dr. Jawed Hassan Chandio, Dean Faculty of Arts & Languages who always plays a major role not only in the academic events organized by the department but also in the day-to-day affairs. So, we would like to extend our sincere thanks to the patron of this conference for never wavering in his support.

We would like to extend our special thanks to Dr. Riaz Hussain who is serving as Head of Department of English Linguistics, The Islamia University of Bahawalpur. His dynamic and dedicated personality nourishes the department in new dimensions with emerging trends in research and teaching methodologies. From the beginning, he kept himself busy in cultivating empowerment of teaching and learning to meet the national and international standards of higher education. We appreciate his contribution and determination to organize this international conference and bringing together

the national and international speakers, researchers and educationists at exceptional platform.

We are indebted to Prof. Dr. Mamuna Ghani (Director ETC), Dr. Galip Kartal (Turkey), Dr. Ali Karakaş (Turkey), Assoc. Prof. Dr. Noor Raha Mohd Radzuan (Malaysia), Dr Amira Benabdelkader (Algeria), EVIS ÇELO (Albania), Prof. Dr. Asim Mehmood (GCU, Faisalabad), Prof. Dr. Sajida Zaki (NED University of Engineering and Technology Karachi), Prof. Dr. Habib Ullah Pathan (Mehran University of Engineering & Technology Jamshoro), Prof. Dr. Iftikhar Shafi (University of Karachi), Dr. Muhammad Shahbaz (Govt. College Women University Sialkot), Dr. Muhammad Asif (Ghazi University, DG Khan), Dr. Shumaila Ijaz Memon (Mehran, UET, Jamshoro), Dr. Naushaba Haq (The Islamia University of Bahawalpur), Dr. Rukaiza Khan (National University of Science & Technology) as speakers and all the presenters who presented their researches for this international conference.

We hope their talks will benefit the students and researchers of Pakistan alike. We extended our regards to Dr. Sadaf Siddiq, Dr. Sumaira Qanwal and Ms. Sadia Parveen for their cooperation in the compilation of this book . We

must thank the staff at the Vice Chancellor's secretariat and the office of the PRO of The Islamia University of Bahawalpur for their facilitative efforts to support and promote the event. In the utmost of appreciations, we would like to appreciate the great support by the teaching faculty Dr. Shahzad Karim, Dr. Tahira Asgher, Dr. Noveen Javed, Dr. Misbah Afshien, Dr. Waseem Azhar, Ms. Erum Maharvi, Ms. Misbah Rosheen, Ms. Aisha Ilyas, Mr. Omer Saleem, Mr. Sumair Zahid, Mr. Muhammad Ammar, Ms. Ezzah Shakil, Ms. Samreen Anjum, Ms. Aameena Batool, Ms. Saima Sarwar, Ms. Farah Zaib, Ph.D. scholars, M.Phil. scholars and the teaching assistants of this department for sharing their insightful suggestions, extensive knowledge and practical skills. We hope this department will continue to gather scholars in the field of linguistics, language teaching and languages in future as well, because these domains deal with the fabric of human language, chemistry of communication, relationship and existence.

Dr. Shahid Nawaz

Conference Secretary,
Department of English Linguistics

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Ethnolinguistic Vitality of Saraiki Language: A Study in the Perspective of Primordial Theory of Ethnicity

Prof. Dr. Mamuna Ghani, Director Executive Training Center.

Former Dean Faculty of Arts/Chairperson of Department of English.

The Islamia University of Bahawalpur, Pakistan.

The study examines the existence of the ethnolinguistic vitality of the Saraiki language in the perspective of the primordial theory of ethnicity and observes the attitude of the Saraiki speakers towards their ethnic language. The concept of primordialism emphasizes the emotional attachment of the people to their group of association and the cultural traits including language. A narrative approach is employed to capture the lived experiences of the respondents that helps the reader, a better insight into the targeted phenomenon. Data were drawn from an interview with 20 native speakers of the Saraiki language of district Bahawalpur. The responses of the respondents were analyzed through Thematic Analysis to develop various themes related to the study. The emergent themes from the data include, Ethnic Pride, the prestige of language, ethnolinguistic vitality and intergenerational transmission, the sphere of language use, and language skills. The findings of the study indicated that Saraiki speakers of this area were very loyal towards their language. They are emotionally attached to their culture, ethnic identity, community ties, and language. They are proud of their ethnic language and want to maintain it at any cost. They strongly aspired that, for the maintenance of the Saraiki language, its transmission from the older to the younger generation is indispensable. They want to learn English and Urdu for their successful future as well, but simultaneously they want that their language should not be ignored. It was also their wish that their ethnic language should be employed as a compulsory or at least optional subject in educational institutes.

Data Driven Learning Tools in EFL Classes

Dr. Galip Kartal, Necmettin Erbakan University Konya, Turkey

Corpora have been utilized in foreign language teaching. Using corpora for teaching goals allows data driven learning (DDL). The grammar books or dictionaries are written by using corpus tools. There is also empirical evidence that using corpora in foreign language classes can be an effective tool to teach grammar, vocabulary, and pragmatics. However, due to some challenges like culture and level adjustments, foreign language teachers tend to avoid using corpus tools in the classrooms. In this session, first, I introduce some corpora that are available to language teachers and learners. Second, I review the studies on the benefits and the challenges of using corpora in language learning

settings. Last, I illustrate how to develop and design corpus-based activities for teaching lexical items (i.e., idioms, collocations, and adjectives), grammar, and pragmatics in English as a foreign language (EFL) classis. The activity and material design processes could be used in foreign language classrooms by language teachers and learners.

Increasing Preservice English Teachers' Willingness to Listen (WTL) in English through a Global Englishes-Oriented Listening and Speaking Course

Dr. Ali Karakaş, Mehmet Akif Ersoy University, Burdur, Turkey

In this talk, I will address the notion of Willingness to communicate (WTC) in English through the lenses of the Global Englishes (GE) paradigm. WTC in a target language is considered a critical variable impacting engagement when students learn the language. Notwithstanding the research conducted on WTC of students, fewer attempts have been made to investigate their willingness to listen (WTL), especially from the perspectives of GE paradigm. To address this gap, in my talk, I will explore the impact of a long-term listening course informed by the principles of GE on preservice teachers' WTL in English and identify the underlying factors influencing their WTL. I will report findings relying on quantitative and qualitative data obtained from 45 students with a 19-item WTL scale and qualitatively from 10 students through semi-structured interviews. Then, I will discuss the results, which indicated that the long-term listening GE-oriented course was inadequate to improve preservice teachers' WTL significantly and pointed to various individual, speaker, listener, and skill variables that influenced participants' existing and increasing levels of WTL in English. Finally, drawing on the results, I will highlight some implications for English practitioners when designing practical activities and courses to enhance English listening skills, especially when communicating with interlocutors from diverse linguacultural backgrounds amid today's English diversity.

Corpora of Language Teaching in Pakistan

Prof. Dr. Asim Mehmood, Government College University Faisalabad

The present study discusses the importance of corpora in syllabus designing and language teaching for ESL learners in Pakistan. The study highlights the significance of different words classes and their importance in multiple contexts in corpora. The words derived numerous meaning according to its context that can have positive or negative meanings in accordance to the association of the language users. Finite lexical words like noun, verbs,

adjectives and adverbs can be used in various contexts to refer numerous entities or situations. The same words have strong or weak influence for its users or listeners. The study underlines the need for a paradigm shift in ELT teachers' orientation towards corpus in English language teaching.

Theoretical and Pedagogical Perspectives of English as a Lingua Franca Significant to ELTs and ELLs Locally

Prof. Dr. Sajida Zaki

Professor of English and Applied Linguistics & Chairperson, Humanities Department

NED University of Engineering and Technology Karachi – Pakistan

ELF is a growing phenomenon with us classified as the first generation of lingua franca speakers of English. It is recognized that the nineteenth century belonged to British English and the twentieth century witnessed the rise of American English shifting the power center from the UK to the USA. The present century is expected to be owned by ELF predicated on several developments around us such as the ubiquity of technology and rapid digitization of our world with the English language being the language of virtual communities and day-to-day interaction, an upsurge in specialist and professional training and development in every field and discipline resulting in a rapidly expanding higher education with greater internationalization of higher education where English is the medium instruction, and the discourses undertaken by the disciplinary communities of practice, and increase in younger workforce situated in urban and multicultural local and global settings required to adopt the English language as the bridge language between speakers of the different first language for academic, work, and social encounters. The literature and research on ELF provide theoretical underpinnings that help in conceiving the lingua franca English differently from the earliest conceptions that evolved over centuries to how it has been morphed into a sophisticated, specialized usage with implications for its codification, recognition, development, pedagogy, and learning. The concept of ELF needs full realization with a clear distinction from other closely connected English language variant forms more specifically EFL to respond adequately to the need for preparing our youth to effectively and timely develop ELF awareness and competence. Undertaking ELF learning requires English language teachers to have the necessary training, flexibility, and pedagogical models alongside exposure to personal ELF encounters to help prepare Pakistani youth to develop proficiency in ELF and use it for the socio-economic advantage at a personal and national level as envisaged in the education vision 2030 for Pakistan.

English Speaking Skills: Exploring ECE Educators' Experience

Dr. Noor Raha Mohd Radzuan, Programme Coordinator (MSc.TILS)
English Language Division, Centre for Modern Languages, University
Malaysia Pahang

The presentation intends to shed light on the significance of English speaking skills mastery of the Early Childhood Education (ECE) educators in Malaysian context. It will also discuss the policy of English language education in Malaysia at preschool level. Having one of the most influential roles in the English language development of the young children, how do these ECE educators cater to the English language needs of the children? What are the challenges faced by these ECE educators? This talk will address these concerns and recommend practical solutions to provide a quality English language education in Malaysia.

**Implementation of Outcome Based Education (OBE) standards in
Pakistani Engineering Universities**

Prof. Dr. Habib Ullah Pathan

Mehran University of Engineering & Technology Jamshoro, Pakistan

This present study aims to investigate the challenges faced by English language teachers in implementing OBE model in English language courses in engineering universities in Pakistan. 16 documents containing 80 statements were analyzed, semi-structured interviews from 16 English language teachers were conducted. The teachers' understanding was examined through provided documents which showed inadequate understanding to implement OBE. The challenges of teachers were revealed through semi-structured interviews including assessment, evaluation, pedagogical, lack of OBE training and lack of administrative support. This study can be helpful to cope with problems faced by English language teachers who are teaching English language courses in engineering universities on OBE system.

**Considering the Implementation of English as a Medium of Instruction
in the Algerian Higher Education: Between Ambitions and Risks**

Dr Amira Benabdelkader

Senior Lecturer Department of Letters and English Language University
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Language policies in Algeria, like in other contexts, projects to a great extent the socio-political situation within the society as well as the political relations with foreign countries. With the existence of five languages in modern Algeria,

namely Algerian Arabic, Standard Arabic, Tamazight, French and English, the competition to attain a recognisable status in the Algerian society, education and constitution. As a post-colony of France and since the independence in 1962, Algeria has been adopting French as a medium of instruction (FMI) in higher education institutions, especially the scientific and technical disciplines. However, the unstable relations with France are triggering agendas to replace FMI with English, hence using EMI. Adding to that, the ever-growing use of English in education and academia, which surpasses French, urges students and researchers to develop their English language skills. To note, English has been introduced to primary school since September 2022 as a second foreign language after French. Given that the multilingual Algeria imposes a delicate consideration for adopting a new language policy, this paper attempts to analyse the sociolinguistic situation in Algeria and the language policies in its higher education. Moreover, it draws from the outcomes of the use of FMI in Algeria and EMI in other (postcolonial) contexts, such as Pakistan, KSA, Turkey, etc., to suggest a roadmap for policy makers in order to foresee the risks and to highlight affordances EMI would attribute to the Algerian higher education.

Hamdilī az Hamzabānī Bihtarast1: Rūmī on Language and Meaning

چند خواہی حکمت یونانیان حکمت ایمانیان را ہم بخوان

Prof. Dr. Iftikhar Shafi, University of Karachi, Karachi, Pakistan

The paper seeks to explore the possibility of approaching language through the epistemic distinctions of ‘ilm al abdān (knowledge of the bodies) and ‘ilm al-adyān (knowledge of religions). Modern language studies see meaning as a linguistic relation, whereas Rūmī sees m ‘anī (meaning) as transcending language in the sense of signs as chain of differences producing meaning. On the basis of the unity of the discourse of meaning against the difference of the language in the modern linguistic sense, one can theorize the concept of heart that Rūmī wants us to share more than sharing the tongue. The paper attempts to deal with the apparent impasse posed by the very idea of “theorizing” of a metaphysical claim. This will necessitate a reclaiming of the concept of theory from the Western critical discourse dominated by a relentless scientific and philosophical epistemic tradition.

¹ “Sharing the heart is better than sharing the tongue” — Jalal al-Dīn Rūmī

**English Proverbs Interpretation in “*The Great Chain of Life*”
EVIS ÇELO (Ph.D),**

Head of Linguistic Session, Department of Foreign Languages “Ismail Qemali” Vloa University Albania

Cognitive mechanism is the universal recognition of proverbs that speakers use, which is made in order to produce, understand and transmit. Thus, we can understand people in low levels limits or understanding of these lower forms based on human behavior. Proverbs remain the most elaborative usage, which are used to understand human nature.

It's so natural for us to understand the inhuman qualities along humane treatment, when often we encounter difficulties in understanding the metaphor for characteristics of the animal. According to these definitions of Lakoff & Turner, it seems that we have to accept the assumption that what is hidden in the knowledge of the proverb is so natural as much as universal. This recognition is widespread and deeply rooted in different cultures as well as diverse, which means that it is natural. It's a deal, no matter how it is spread, but for this reason it is a subject to possible changes. Then these universal metaphorical triages are common to many societies and cultures. Lakoff & Turner, “More than cool reason”: A field Guide to Poetic Metaphor, University of Chicago Press 1989: 83-85.

**Adopting Complex Dynamic Systems Theory in Research: Insights from
Applied Linguistics Research in 21st Century**

Dr. Muhammad Shahbaz Mustafai, Assistant Professor
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“Complexity is part of the world, but it shouldn't be puzzling: we can accept it if we believe that this is the way things must be....[and] explore the nature of complexity, relish its depth, richness, and beauty, [and] at the same time... fight against unnecessary complications” (Norman, 2011, p. 4). Complexity theory or complex dynamic systems theory (CDST), as scholars use in applied linguistics, has grabbed attention and imagination of many scholars in field of second language acquisition and applied linguistics. The growing interest of applied linguists in CDST is surprising as it offers new dimension to the broad, inclusive and multidisciplinary field of applied linguistics. Applied linguistics has always been an open field with a taste of hybridity and interdisciplinary. With all the focus on CDST in recent years, the question still remains that why should we use CDST for scholarship and research in applied linguistics? A simple, short and somewhat convincing answer stating that ‘most issues, variables and processes studied by applied linguistic scholars are complex,

non-linear and emergent (Hiver & Al-Hoori, 2019). Pickering (2016) offers a comparatively practical answer as he states that ‘linguists are increasingly interested in CDST because of its perceived ability to bring a unity and coherence of explanation to diverse linguistic phenomena, and to suggest hypotheses for investigation that can be modeled and tested. Based on these trends in the field at international level, in this talk I will explore various dimensions of CDST relevant to the field of applied linguistics research in Pakistan. We will develop an understanding of research methods and designs used by applied linguistics using CDST and implementation of CDST in Pakistani context for dependable research outputs.

Negative Impact of Use of Technology on Language Learning

Dr. Muhammad Asif, Assistant Professor, Ghazi University, Dera Ghazi Khan

There may be a lot of support for use of technology in foreign language learning. Proponents of CALL and MALL have plethora of arguments in favor of technology. No doubt technology remained a Hobson's choice during pandemic days when traditional mode of language learning was not feasible. But a negative influence was also visible as in some cases technology took away many positive results of traditional learning. Present study focuses on this aspect and has resorted to the language teachers for their input regarding negative implications of reliance on technology in case of language learning with the help of interview tool with the sole aim to recommend better options

Key words: Technology, negative influence, ESL

English Learning Materials in Multilingual Asia: A Case of English Textbooks Developed by Sindh Text Board, Sindh

Dr. Shumaila Ijaz Memon, Associate Professor, Mehran UET, Jamshoro

Textbooks are considered as vital resource to guide learning in Pakistan. Due to layered socio-economic conditions in Pakistan, textbook is often the tool which reaches to classes even in the areas which lack other basic facilities and planning. Therefore, it is very essential to review the learning material produced in the textbooks on continuous basis to keep it catering to the demands of changing times. In Pakistan, after the 18th amendment, curriculum development has been in the mandate of the provinces/regions. Each province develops it keeping in view the national curriculum but also to specifically fulfill their contextual needs. Although, recently the single national curriculum framework has also been proposed in Pakistan but province Sindh continuous to produce their own textbooks keeping the 18th amendment in the constitution intact. The current study evaluates the learning materials produced for the

English textbooks (Grade VI-X) recently developed by The Sindh Textbook Board. This study is an attempt to understand the variety and the content provided in these books and to critically investigate it to perceive its utility in the light of local and global English language materials.

Inter-Culturization: Perception of Pushto and Punjabi Speaker While Using the Urdu Language

Dr. Rukaiza Khan, Assistant professor, NUST Islamabad

The use, influence and power of language are vital in the practices of any speech community. Punjabis and Pashtuns have their cultural perspectives, products, and practices. How the interaction of these groups varies while using the shared medium of the national language; Urdu, in a specific situation or an intercultural setting is the main question of the study at hand. In the paper, we focus mainly on the practices and perspectives in the intercultural context believing that this aspect constitutes a particularly significant reflection of the broader dimension of the use of L2 in intercultural contact. The number 150 Panjabi and 150 Pashtun respondents had participated in a formalized or semi-formalized context, they better understood their situation and reflected their cultural practices and perspectives in an expected and unexpected way through a linguistic case. We assume that the data obtained produced a useful sociolinguistic picture, particularly where Panjabi-Pashtun relationships are involved, and that this, in turn, provided us with the answers to the questions such as what desirable linguistic response is, what are possible linguistic preferences, and what is likely behavior based on the culture in an intercultural background.

Role of Language-in-Education Policy in the Shift or Maintenance of the Saraiki Language: A Study of Elite English Medium Schools in Pakistan

Dr. Naushaba Haq

Assistant Professor, Department of English Linguistics, IUB

In this study, I investigated the role of language-in-education (L-i-E) policy in determining learners' (Saraiki educated youth's) patterns of language use in relation to English, Urdu, and Saraiki languages and in developing their attitudes towards maintenance or shift of their native language, i.e., Saraiki. The main participants in this study are secondary (grade 9-10 and O level) and higher secondary (grade 11-12 and A Level) level learners studying in elite private English medium schools in Pakistan. Participants also include teachers and parents. The study is qualitative in nature. The data was collected by using observations, focus group discussions, and interviews. The findings show that

the L-i-E policy of the elite Private English medium schools is promoting subtractive bilingualism and is contributing significantly to the shift of the Saraiki language among the educated Saraiki youth in Pakistan.

Perceptions of ESL undergraduates regarding the impact of smartphones on learning the English language
YURONG HU, China

Many millions of individuals throughout the globe now connect to smartphones in this era of digital technology. A review of the literature reveals that smartphones are used in a diverse range of social and techniques described, such as cafes, public transit, cinemas, roads, and universities. This essay makes an effort to research and analyze how students at the National University of Modern Languages are now using their mobile phones while studying English. The report discusses how students use their mobile phones, their attitudes and behaviors, and the challenges they encounter while utilizing them in a learning environment National University of Modern Languages. A sample of 100 students enrolled in Advanced English for Master of English was given a questionnaire form. Based on observations, the researcher concluded that smartphones aid in students' English learning. The overwhelming majority of students had a favorable view concerning the use of smartphones in English language instruction. This research presents a new method of instruction for ESL students, but it also emphasizes the necessity for a strong pedagogical foundation and appropriate training. To learn English in ESL courses, it was advised that must be used as a successful teaching technique. The efficiency of smartphones for English learning may also be examined via experimental study.

Emojis as Digital Language and its Effect on Semantics
Ms. Rukaiza Khan, Assistant Professor, NUST, Islamabad

Emoji have gained prominence in interactive digital communication. These symbols are widely known and commonly recognized among computer-mediated communication (CMC) users. These digital signs are taken as substitution for the non-verbal clues that are missing from CMC in comparison to face-to-face communication. People incorporate them in short texts they send or post because they cushion the feeling expressions. Despite their wide use, the understanding of their usage in correct manner is still lacking. This study investigates the understanding of usage of emoticons and emojis in text messages. The aim of this study is to determine whether any universal understanding of emoticons and emojis exists when there are thousands of

people integrating them every day when disseminating text messages. For the purposes of this study, a survey form was utilised to gather information from students of different universities. Our results have concluded that though there is always need of emojis to support the message emotionally; plain text can explain a major part of the semantics of the message. The results also established the fact that people have sense enough to use emojis to express emotions.

Exploring EFL Teachers' Beliefs and Practices about Teaching: A Sociocognitive-Transformative Perspective

Dr. Khursheed Ahmad, University of Swabi

Dr. Asra Irshad, Riphah International University, Islamabad

Exploring language teachers' beliefs and practices has been the subject of research for more than two decades. While some studies claimed the consistency between teachers' beliefs and practices, others also confirmed that beliefs were not always reflected in their classroom practices. It has been found that language teachers are sometimes reluctant to integrate the recent and established principles in foreign language teaching. The current study sought to explore the teaching beliefs and practices of experienced EFL teachers and to see whether their beliefs and practices are consistent with the current principles in EFL pedagogy from a socio cognitive-transformative perspective. For this purpose, four experienced university EFL teachers were interviewed. The findings showed that while there were consistencies between their beliefs and practices, some instances of divergence were also observed. These results were attributed to several potential factors. Implications for teacher education and future studies were discussed.

An Acoustic Study of the Role of Consistency of Input in Acquisition of English Back Vowels in Pakistan

Dr. Shazia Kousar,

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The study is aimed at observing the effect of consistency of input on the acquisition of English back vowels /ɒ/, /ɔ/, /ɑ:/, /o:/, /ɔ:/ regarding jaw opening (correlated with F1), tongue fronting (correlated with F2) and duration of vowels. This is quasi-experimental research that has a frame of 'pre-test-post-test control-group'. The researcher took three intact class groups, at middle level from a public girls' school, and assigned them to experimental groups and control group. Experimental group A was consistently exposed to English RP based audios/videos for 60 consecutive days. Experimental group

B was inconsistently exposed to input in alternative days adding up to 30 days. Control group C was not given treatment of any kind. The target back vowels were embedded into / hvd / syllables in the carrier phrase 'say --- please' as stimuli. Each phrase was recorded five times in pre-test and five times in post-test adding up to forty-five hundred tokens of English back vowels. FormantPro (Xu, 2013) software was run to obtain average values of F1, F2, and duration of vowels of each participant. The results of the data show that back vowels of group A, particularly vowel sound /ɒ/, /ɔ:/, /ʊ: /, are significantly affected by consistent exposure to RP vowels contrary to the back vowels of group B and group C. This study recommends consistent exposure of input for effective acquisition of English phonology related to administrative and pedagogical practices.

E-assessment: Wash-Back Effects and Challenges - Examining Students' and Teachers' Attitudes Towards E-tests

Dr. Asra Irshad, Riphah, International University, Islamabad

Online testing that includes multiple-choice tests and assessment of problem-solving skills is considered to be the main form of e-assessment. In comparing e-tests to paper-based tests, it is found that e-tests are more accurate and faster than the traditional method. Many obstacles represent challenges for applying electronic tests. Both teachers and students are affected by these challenges. The current study examines both students' and teachers' perceptions towards e-tests in addition to students' wash-back effects of e-tests. It also reviews and discusses obstacles and challenges that may not only affect students and teachers but also may result from the institution, infrastructure, and curriculum. The sample of the study includes 80 BS English students, and a sample of 20 University EFL teachers. Instrument(s) include students' perceptions questionnaires and teachers' perceptions questionnaires to examine their attitudes towards e-tests. Results of the questionnaires were analysed statistically using the SPSS program. Findings indicated moderate washback effects and attitudes towards e-tests, students' perspectives and a high level of students' perceptions towards e-tests. But teachers' perceptions proved to be below average.

Switching Modalities: A Qualitative Study of ESL Teachers' Perceptions of Hybrid Learning

Dr. Sadaf Siddiq, Lecturer, Department of English Linguistics, IUB

Dr. Riaz Hussain, Incharge, Department of English Linguistics, IUB

The present qualitative study examined English as a Second Language (ESL) teachers' perceptions of hybrid learning in public and private institutions in

Southern Punjab. Hybrid learning is a systematic mix of online and face-to-face teaching-learning modes. Though there are different models of hybrid learning being used around the globe but usually the most preferred model, particularly in Pakistan, is the one wherein half of the class sessions take place on campus while the other half have students working online. The qualitative data of the present study was obtained through semi-structured interviews. Thematic analysis (TA) by Braun & Clarke (2006) was used to analyze qualitative data. The researcher was interested in examining and comparing the practices, experiences and challenges faced by ESL teachers working in public and private institutions. The findings of the present study suggested that despite its shortcomings and challenges, ESL teachers of public and private institutions found hybrid learning useful and innovative to teach English as a second language during the Covid-19 pandemic. The interviews of the ESL teachers also provided great suggestions for improving the situation for obtaining better results in hybrid learning mode.

Pre-Offer Sequences in Discourse: An Indicator of Successful Communication

Farah Zaib, Department of English Linguistics, IUB

Dr. Riaz Hussain, Incharge, Department of English Linguistics, IUB

Dr. Shahid Nawaz, Assistant Professor, Department of English Linguistics

For establishing harmony in the relationships and avoiding failure in communication, participants in conversation try to know in advance whether their offer will be accepted before producing the actual offer and this is done through a pre-offer sequences strategy. The major focus of the current research was to explore the frequency and usage of pre-offer strategies in discourse for successful communication. Data for the current study were gathered from 60 professional people, working as administrative staff (above BPS-16) at The Islamia University of Bahawalpur. The questionnaire was devised by the researcher that was comprised of five-point Likert-Scale, close-ended items. Data obtained from the questionnaire were analyzed using a descriptive statistical technique with SPSS(V-20) against each statement. The study was delimited on certain grounds, not taking unlettered and below BPS-16 scale people as a sample of the study. The result was found to be significant. The result showed that the majority of professional field people at the administrative level use pre-offer in their daily discourses. The current study provides a better understanding of the importance of pre-offer strategy usage to develop positive effects in relationships and for successful communication. In the light of findings, some recommendations are also proposed at the end of the paper.

A Review of the Structural-Semantic Properties of Phraseological Units in English and Urdu: A Modern Linguistic Perspective

Dr. Sumaira Qanwal, Lecturer, Department of English Linguistics, IUB

Phraseological units are word combinations in a language whose meanings are more or less different from the meanings of their isolated word parts. Any language owes a lot to its phrases for the richness, complexity and density of meanings. The present paper aims to carry out an in-depth review of the modern linguistic theories, studies and analyses regarding the nature, classification and lexico-grammatical properties of phraseological units. The paper further examines the structural-semantic phenomena involved in the interpretation and use of phrases. Additionally, in the light of modern linguistic studies, the study ventures into discussing the problems faced during inter-language translation of phraseological units. The methods adopted to meet the said objectives involve two steps: a) reviewing the theories, approaches and studies conducted in last five years in the domain of phraseology in general; b) testing and applying the obtained observations on English and Urdu phraseology. The findings of the paper reveal that phraseological units bear features such as integrity, semantic stability, transference of meaning and separability in common. However, phraseological units may vary in nature through aspects such as lexical valency, grammatical valency, motivation, idiomaticity and exocentric or endocentric word groupings. Furthermore, the findings show that the types of phraseological units found in English and Urdu language are: phraseological unities, phraseological fusions, phraseological collocations, simple fillers, phraseological functions, idioms, phrasal verbs, proverbs and quotations. The paper concludes with some observations regarding the challenges of translating English and Urdu phraseological units and the possible remedial techniques such as, using relative equivalents (analogue), monoequivalents, metaphors and explicatory translation etc.

Evaluation of Written English of Access Students: A Project Study

Omer Saleem, Lecturer, Department of English Linguistics, IUB

Understanding English as a second language has become indispensable in the current age of Globalization. Global communication requires an international language. English has been considered as an international language for many years. Expertise in written English stays supreme among all the other communicative skills. The research will focus on the Written English skills of the students who have been the part of Access Micro-Scholarship Program. It is an American Department of State funded program under the Kerry-Lugar Bill which facilitates the youth belonging to the under privileged classes from

all over the world to acquiring speaking proficiency in English language. US has the vastest Access Micro-scholarship program network in the world. The work has helped to investigate the impact of the project on students' written skills by the end of two years' time period.

Analysis of English Language Textbooks' Revision Questions and Annual Examination Questions at Secondary Level in Punjab: A Bloom's Taxonomy-Based Evolutional Study

Hafiz Hammad Javed, Lecturer, Department of English Linguistics, IUB

This study aims to identify and analyze the patterns of Board of Intermediate & Secondary Education's (BISE) annual examination questions for the 9th and 10th grades and to analyze all of the revision questions given in the English language textbooks in the province of Punjab, developed by Punjab Textbook Board (PTB), based on Bloom's taxonomy to determine the nature and types of these questions. Additionally, this research intends to identify and analyze the patterns of Board of Intermediate & Secondary Education's (BISE) annual. The sample of the study consisted of English language teachers, the English language revision questions in the 9th and 10th grade textbooks developed by PTB, and questions included in annual examination, conducted by BISE in 2018 & 2019 for 9th and 10th grades. To achieve the goals of the study, the researcher developed an analytical card for the revision questions and the questions in annual examination papers. Results indicated that the questions of annual exams are based on Bloom's taxonomy, memorization level had the highest relative average and the analysis level had the lowest level. The findings of the study showed that special concern should be paid to the component of evaluation and questions distribution based on the Bloom Taxonomy's levels which should be in accordance with the nature of goals and objectives that curriculum seeks to achieve the higher mental levels' questions. It also suggests that there is a dire need of involving teachers in practical training workshops to empower their ability for test items' construction that simulate the whole Blooms Taxonomy's levels. In addition, it requires to provide the questions with appropriate instructions regarding a good test construction steps.

Artificial Intelligence as a Panorama: An Error Remediation for Language Education with Reference to Language Learning Apps
Sadia Perveen, Lecturer, Department of English Linguistics, IUB

Artificial Intelligence is particularly an interdisciplinary domain of research and knowledge which aims to comprehend human's mind work and its applications in designing technology. In the early 21st century, the advent of new technologies has added new endeavors to language learning. While

theoretical approaches to error correction diverge in the language learning literature, most sources approved that such correction is useful and lead to learning. Therefore, useful language learning apps have been utilized for quick error remediation. This particular study is descriptive in nature which aims to find errors to improve leaning. The mentioned assistant programs create an interaction between computer and human within the domain of Artificial Intelligence (AI) through a natural language used in digital communication. In this regard, the overall purpose of this study is to examine the potential use of Apps that use advanced Natural Language Processing and cognitive computing technologies for language learning.

**Formative Assessment as a Performance Predictor in Online ESL
Classes: A Study Conducted at Graduate Level at The Islamia
University of Pakistan**

Aisha Ilyas, Lecturer, Department of English Linguistics, IUB

Dr. Tahira Asgher, Assistant Professor, Department of English Linguistics

In the twenty-first century, online and blended learning has carved a deeper path in higher education, especially when all the on-site campuses were switched to virtual campuses amid the Covid-19 outbreak. In online ESL classes, the instructor frequently faces difficulties in keeping students attentive to evaluate their understanding, therefore the instructor must constantly assess the comprehension of L2 students through formative assessment. Hence, this study aimed to investigate the impact of formative assessment and to explore how it can be used as a performance indicator by teachers in online ESL classes. This research employed a quantitative research design. Close-ended questionnaires were filled by the teachers and ESL students studying at the graduate level at the department of English Linguistics, The Islamia University of Bahawalpur, Pakistan. The analysis and interpretation of the collected data reflected that both teachers and students exhibited a positive attitude toward the formative assessment techniques in online ESL classes. Furthermore, results also indicated that students were more attentive, engaged, motivated, and achieved better learning outcomes when teachers successfully employed different ways of formative assessment during online ESL classes. This study concluded that formative assessment is a highly beneficial and instrumental performance predictor in online ESL classes.

**Emergence of Digitalization: Influence of Teaching Methodology to
Overcome Social Media Empowerment in English Language
Manuscripts**

Rabia Jabeen, Lecturer, Department of English Linguistics, IUB

The function of English teachers is accelerated as technology interpenetrates language teaching. There are many elements that create hindrance to promote

smooth language teaching in a non-indigenized context i.e. teaching and learning mode, classroom context, society and teachers' attitude. In this era of digitalization, it strikes the ESL teachers to contemporize themselves according to need and demand of ESL learners. This research investigates how English teachers influence the academic writing skills of ESL learners at higher secondary level. It discusses the effects of teaching methodology in digitalized language errors found in learners' written manuscripts. The study includes the population of 30 ESL teachers and 80 ESL learners for research purpose. Two questionnaires, one for teachers and other for learners were designed to investigate the learners' and teachers' opinion towards English teaching methodology and techniques. The checked written manuscripts were taken as the evidence to analyze the errors of ESL learners. The research shows that teaching methodology can overcome the digital influential errors in ESL learners written manuscripts. Therefore, teachers' negligence, crowded classroom, non-indigenized context and teacher incompetency provided the gateway to digitalized language intrusion in English manuscripts. Learner-centered mode of teaching or active student-teacher interactive learning helps the teachers to wash away social media impacts from English language manuscripts.

Morphological Effect of Portmanteaus in Restaurant Menu Cards as a Money-Making Device: A Survey Based Study

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Dr. Naveen Javed, Assistant Professor, Department of English Linguistics

The study draws attention that how restaurant menu cards make use of portmanteaus or linguistic blends to entice consumers. Combining the spellings and meanings of two words impart the newly constructed items a different morphological flavour. Portmanteaus in restaurant menu cards affect the preferences of customers. The study in hand is a mixed method study. The analytical framework of the study is situated within the footsteps of Onomasiological Theory by Pavol Stekauer. Qualitative analysis is conducted to elaborate the underlying process of blending the portmanteaus. Quantitative data of the study is collected by utilizing a closed-ended questionnaire which aims to highlight whether the consumers are attracted by the flowery names created by blending words in restaurant menu cards. Results of the study showed that seeing unique names of edibles in the menu cards attract the attention of the visitors which compels them to order the dishes. Portmanteaus speed up the process of taking social actions by the consumers to purchase the edible.

Error Analysis of the Written English Essays of Higher Secondary School Students of District Muzaffar Garh: A Case Study

Nadeem Abbas, Department of English, Alipur

English language has now secured the status of global language. English plays very crucial role in our society as it is the official language of Pakistan and a prerequisite for a professional job. In this regard, a good command on spoken and written English is indispensable. Although, in Pakistan, English is being taught as one of the compulsory subject in up to 86 degree programs, yet students totally fail to acquire the required competence, especially in the area of writing skills. It is just due to the absence of any systematic approach towards the errors they make while writing. The sole purpose of this research paper was to trace out all those errors and the sources of errors made by the learners to describe them in some fuller and deeper details. This research study is classified into descriptive study in its mode and nature. The researcher used corpora of 70 written essays as an instrument which were further analyzed with the help of Statistical Package for the Social Sciences (SPSS) version 21. The researcher, in this research study has found that learners commit every type of errors. These errors were mainly due the interlingua interference, old-dated teaching methods, and poor testing systems. It is highly recommended that learners should be motivated, their outlook regarding to the use of English language needs to be changed. There should be a proper mechanism regarding the upbringing and grooming of the classroom practitioners. Therefore, a complete shift is required in our National Education Policy.

A Diachronic Study of Semi Modals in Pakistani English: A Corpus Based Study

Muhammad Zeeshan Khan, Department of English Linguistics, IUB
Mr. Kawish Tanveer, Physio College of Rehabilitation, Multan

The purpose of the present study is to investigate semi/quasi modals in Pakistani English. The data for the current study was collected from Government College University Faisalabad corpus lab. The ten year PE historic data was taken for data analysis. The data comprised of different genres. It was tagged through CLAWS Tagger and analyzed by ANTCONC. The frequencies of semi modals have been normalized. The political genre of 2002 contains more occurrences of semi/quasi modals as compared to other genres. Semi/quasi modals play their roles as lexical auxiliary and also work as modality in the absence of speaker. The most frequent semi modals in targeted genres are; used to, need to and able to. The present study will be

helpful for PE learners and for those who are interested in using corpus as methodology.

Challenges Faced by ESL/ EFL Teachers and Learners During Covid-19 Pandemic: A Narrative Literature Review

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Dr. Tahira Asgher, Assistant Professor, Department of English Linguistics

All over the world, English is used as a Lingua Franca and enjoys the status of International Language of communication and the use of English medium instruction (EMI) is growing globally in higher education institutions. The growth of EMI at international level is regarded as a notable trend in educational internationalization. But, learning and teaching English is a very difficult task for learners as well as for teachers especially in Non-English dominant contexts (contexts in which English is used as a second (ESL) and foreign language (EFL)). This task has become more onerous and arduous for ESL and EFL learners and teachers at the time of eruption of Covid-19 Pandemic. Universally, every walk of life was disrupted and revolutionized in this pandemic, especially the education. There was a global rapid shift in mode of education from physical mode to new innovative online mode of education due to which EFL/ ESL learners and teachers faced various challenges in teaching and learning English language. Thus, this paper aimed to review the impact of Covid-19 on teaching-learning process of English and challenges faced by ESL and EFL teachers and learners during Covid-19 pandemic. Inadequate computer knowledge, the lack of expertise in handling the online platforms, poor internet connections, lack of interaction between teachers and learners and absence of social interaction, development of teaching method, maintenance of attendance and scheduling the time for lectures were some of the common problems faced by ESL and EFL teachers and learners.

Error Analysis of L2 Learning at Primary Level in Rural Areas of Bahawalpur

Samreen Anjum, Lecturer, Department of English Linguistics, IUB

Saira Bano, NCBA&E Bahawalpur

Dr. Naveen Javed, Assistant Professor, Department of English Linguistics

Error is an important aspect of learning second language especially in Pakistan. The aim of this study is to investigate errors and point out the difficulties faced by the students in rural areas of Bahawalpur while learning a second language. The present research shows that students make errors while learning second language due to inappropriate teaching methodology, faulty techniques and

careless attitude while writing in second language. The findings revealed that the effect of mother tongue on second language learning is also an important aspect that contributes in making errors. Present research is quantitative in term of data collection. Furthermore, errors in writing are checked with help of checklist in order to identify the types of errors made by the students. This research paper also describes the nature and reasons of errors. Recommendations and suggestions are given in order to improve writing abilities in L2.

A Study of Teaching ESL Through Sequential Arts and Its Impact on Students' Performance at Intermediate Level

Saima Sarwar, Lecturer, Department of English Linguistics, IUB

English is called an international or global language. That is why, it is taught as a compulsory subject in Pakistan and it is the main part of our curriculum from class one to Intermediate level. Keeping in mind, the problems related to the language teaching, new methodologies should be introduced in the language classrooms for the ease of students as well as for the teachers to attract the attention of the students. Different ways have been introduced by the researchers to create fun in the class in order to attain language proficiency. The method to be focused in this research thesis is to attain language proficiency through comic stripes and sequential stories present in the form of comics. This research indicates how to use innovative and digital technology into the classroom to make the lecture interesting and easy by using comic stripes and sequential graphic stories. Sequential arts in the form of cartoons, comics and stories have valuable contributions towards students. Visuals also have strong effect on minds of students. Humor has the power to attract the attention of the students to learn a foreign language.

The Scope of Incorporating Literature into the LLB Curriculum in Pakistan

Mohsin Mansoor Pirzada, M.Phil. Scholar, English Linguistics, IUB

Incorporating literature in the legal discourse is a debatable issue all over the world. Despite a controversy with regard to this intertextual technique, legal scholars, jurists and judges refer to a wide variety of resource documents in their legal drafts, judgements and opinions such as dictionaries, legal textbooks, and historical accounts but the most debatable resource so far is popular literature. The disciplines of law and literature are seen to intersect each other quite frequently through various means as many literary texts portray legal themes and examine legal matters, number of judgements cite

work of literature and nevertheless many writers frequently engage in writing both legal and literary text which led many scholars to finally accept this frequent convergence between law and literature as a strong and meaningful relationship. One aspect that is common in both and has bonded the two disciplines so strong is that these both are intangible artifact, deliberately created by humans to serve some purposes. Law being an authoritative institution and fiction being an imaginative one shares the same power as in fiction “the saying so make it so” whereas the law in itself is “authoritative”. It is a preliminary study on this issue to identify the impact of incorporating literature in the LLB Curriculum in Pakistan and how this incorporation of literature will affect the relationship of the lawyers with litigants, among themselves, with judges and society at large and whether there are any far-fetched benefits or short comings for the future law scholars and practitioners to study both the disciplines simultaneously in their LLB Curriculum in Pakistan.

Comparing L2 Proficiency of CLIL and non-CLIL Groups of Secondary School

Ms. Asma Naz, M.Phil. Scholar, Department of English Linguistics, IUB

Content and Language Integrated Learning (CLIL) is an innovative educational approach that refers to the learning of subject through the medium of an additional language and learning a foreign language by studying a content-based subject. CLIL is becoming a very popular approach in the field of language teaching in many parts of world. However, in Pakistan, the number of studies measuring the effect of CLIL on learners’ proficiency in L2 English is scant. With this mind, the overall aim of this quantitative experimental research is to analyze the impact of CLIL on language proficiency and to compare the proficiency level of 9th grade L2 learners after treatment with CLIL and non- CLIL setting at secondary level in Multan. 40 students participated in this study. The participants were divided into two groups: experimental and non-experimental group. Each group was randomly assigned twenty students. The experimental group was taught by using CLIL while the control group was taught through traditional methods. After 8 weeks, a post test was conducted to gauge the impact of CLIL on learners’ proficiency in all four skills of language. The scores of post-test were compared using SPSS 21. The findings of the study reveal that CLIL has a positive impact on learners’ language proficiency.

**Reading Strategies of Male and Female Pakistani ESL Undergraduates
in the Context of Reading Indigenized Academic Texts**

Sadaf Masroor, PhD Scholar, Department of English Linguistics, IUB

Dr. Tahira Asgher, Assistant Professor, Department of English Linguistics

This study explores differences between 110 male and female Pakistani ESL undergraduates of a southern Punjab university as regard to their Metacognitive Awareness and Perceived (MCAP) of reading strategies in the context of reading indigenized academic texts in English. Metacognitive Awareness of Reading Strategies Inventory (MARSİ) was employed as the main instrument for data collection in this study. Collected data was analyzed through SPSS version 22. T-tests were conducted. Findings reveal that male and female ESL Learners gave mixed responses as far as their MCAP of individual reading strategies related to each subscale was concerned. However, females as compared to the males showed better response in collective strategy use for each of the three subscales of MARSİ as well as for overall reading strategies (ORS). In the end, some recommendations were made by the researcher for future research in relation to the domain of metacognitive awareness of reading strategies for ESL Learners.

**Effective Teaching Strategies for ESL: An Interplay of Research &
Language Teaching Strategies**

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Prof. Dr. Mamuna Ghani, Director ETC, IUB

The second language learning is significantly worthwhile mainly for academic purposes, jobs, travelling, learning about other cultures communicating with the world at international forums and in many other perspectives. A lot of researches have been conducted to investigate the difficulties for English language teaching as ESL that focuses upon effective teaching strategies. English language is a global language and English language teachers have been confronted with many difficulties especially in those countries where English is a Second or Foreign language. This study will provide a concise review of the reasons why language teachers are confronted with the English language teaching difficulties and how they may overcome those difficulties. This research paper also focuses upon the connection between research and language teaching. Furthermore, different language teaching strategies and methods are also discussed that English language teachers may apply to improve the learning of ESL learners.

Role of Forensic Linguistics in Courtrooms

Filza Rafique, Department of English Linguistics, IUB

The aim of this study is to focus on an in-depth, crucial function of forensic interpretation in legal contexts generally and courtrooms particularly. Today the courts are quite ever calling on language experts to assist in certain forms of cases, like authorship identification, plagiarism, legal interpreting and translation, statement analysis, and voice identification. The admissibility of linguistic testimony has been more controversial, including author identification, discourse analysis, the meaning of legal texts, and therefore the comprehensibility of jury instructions. Reasons for judicial reluctance to admit linguistic expertise include concerns that it's not sufficiently reliable. The issues like the meaning of a text can somewhat be decided by a jury, and sometimes even by institutional and political considerations. Forensic linguists modify inaccurate lexical choices by the defendants in trials. They concentrate on the employment of linguistic communication instead of target language words and phrases, the employment of definitions and calques, the improper addition or deletion of repair mechanisms and hesitation forms like pauses and fillers, and include the addition of polite styles of address to convey solidarity, to stick to cultural norms, and to avoid face threatening acts.

The Effects of Eco Linguistics-Based Procedural Text Teaching Model on Teaching Writing Skills to ESL Learners

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Dr. Tahira Asgher, Assistant Professor, Department of English Linguistic

This research aims to know the students' perceptions about the effectiveness of Eco linguistics-based procedural text teaching model in relation to their other learning experiences and to investigate whether the Eco linguistics-based procedural text teaching model positively enhances the ratio of learning procedural text or not. A mixed-method research design was adopted and a questionnaire and pretest and posttest were used as data collection tools. The data collected through purposive non-random sampling was analyzed by SPSS and Hughes's Model was applied to tests. The results revealed that 73% of students liked the procedural text activities as they improved their language skills when learning through the procedural text teaching model. The learners of the experimental group scored more in the post-test than in the pretest. It can be concluded that the Eco linguistics-based procedural text model is a modification of the procedures used in learning English as planting efforts on the environmental value of love. The practices of teaching writing through a procedural text writing approach should be encouraged in the classroom and if

the characteristics of environmental love and care are observed during the Eco linguistics-based procedural activities, the learners, while developing learning, will also be able to create a clean environment.

Assimilation of Quiescent /n/ Sound (النون الساكنة) in English and Arabic:

A Comparative Study of Common Phenomenon in Phonology

Ali Raza Awan, Associate Lecturer, Department of Translation Studies

Assimilation is a phonological process of sound change where one phoneme changes because of nearby sounds to facilitate the pronunciation process. Assimilation can occur either within a word or between words in the spoken languages. Assimilation of quiescent /n/ sound (النون الساكنة) in Arabic is described in details with its types and examples which can be helpful in understanding /n/ sound assimilation while in English language it has no or less descriptive details. This study comparatively investigates the types of assimilation of quiescent /n/ in Arabic and referring to the assimilation of quiescent /n/ would be discovered in English for example the change of /n/ into /m/ before /b/, in مَبْنٍ _____ يَبْدُ in imbalance. First the concept of the term 'assimilation' in both languages is discussed briefly. Then quiescent /n/ sound assimilation is elaborated in Arabic with examples. After that the existence of the said phenomenon in English language is discussed by providing appropriate examples. This study has brought out some unprecedented features of /n/ sound assimilation in English language through comparative study. It is hoped that this study will contribute to a better understanding of this phenomenon in both languages, i.e. English & Arabic.

Challenges of English Language Teaching in Post-Pandemic Era

Ameena Batool, Lecturer, Department of English Linguistics, IUB

English language teaching has undergone significant alterations as a result of the COVID-19 outbreak, shifting from an offline to an online mode and promoting the virtual methodology of instruction. On one hand, it has helped students to cope with the study gap, still there are numerous issues with the efficient implementation of the English teaching process in the post-pandemic era, making it impossible to improve both the quality and effectiveness of English teaching and the efficient development of students' practical application skills. Experts and academics have become increasingly interested in English speaking in recent years. As a result, this study creates a virtual character-based interactive English-speaking practise scene. It is suggested to use a double approach for emotion recognition that primarily examines physiological signals and facial expressions of learners and the online persona

in each scene. The system then modifies the conversation's complexity in accordance with the students' present proficiency to make it easier for them to grasp and steadily advance their English-speaking skills.

**Exploration of Eco-linguistics and Eco-Pedagogical Elements in
Secondary Level English Textbooks of Punjab Text Board: Teachers'
Perspectives**

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Atifa Binte Zia, Linguistics, Institute of Liberal Arts, UMT Lahore

This study is to explore the Eco-linguistic and Eco-pedagogical elements in the English textbooks of the Punjab Text board from class 6th to class 10th. The aim of the study is to find out the eco-linguistic and eco-pedagogical elements from the selected textbooks and to know the teachers' perspectives and their contribution in educating students. The data has been collected in the form of responses of teachers through interviews. The methodology includes the analysis of teachers' responses through content analysis to evaluate the effects of the included text on the minds of students as how these elements are making students' minds analytically competent to become problem solvers and how teachers play their role in educating the students. The results show that there is less environment related content in the selected textbooks which is not enough for teachers to discuss things with students and create lesson plans in developing students' understanding related to the environmental issues. However, the content is helping the students to enhance their vocabulary and language skills.

**A Descriptive Study of Pedagogical Benefits of Grammarly: Implications
of Grammarly in English Department, Ghazi University, DG Khan**

Shan Qadeer, Department of English, Ghazi University, DG Khan

Shan Ali, Department of English, Ghazi University, DG Khan

For non-native English students, it is not easy to express thoughts with good grammar directly. They often require several repetitions of work to avoid making mistakes. Even so, they still make grammar, punctuation, spelling, and word choice mistakes. Grammatical errors in English class make it difficult for lecturers to understand students' content, so students get unsatisfactory feedback. One solution to this problem is the implication of Grammarly application that corrects spellings, grammar, and punctuation. This study aims to determine students' views on using the Grammarly application to improve pedagogical skills. This study uses a quantitative approach with descriptive analysis methods. The research subjects were students of the English

department of Ghazi University, Dera Ghazi Khan. The research data used questionnaires regarding the pedagogical benefits of Grammarly. Most of the respondents agreed to the pedagogical benefits of Grammarly.

Role of Politeness Strategies in Enhancing L2 Oral Proficiency of ESL Learners at Elementary Level

Muhammad Ammar, Lecturer, Department of English Linguistics, IUB

Politeness has a significant role in reducing pressure and anxiety. Pakistani ESL learners perform better if they are taught through politeness strategies. The researchers, through this study, have tried to explore whether there appeared any significant increase in the oral proficiency of elementary level ESL learners through the use of politeness strategies. The study is quantitative in its nature. Sample of this study consisted, 60 students and 30 teachers, who were randomly selected. First, the study used two questionnaires; the first one was administered to identify the reason of poor oral performance of the students by using close-ended questions and the other one was employed to know about the politeness strategies which teachers were using in their ESL classrooms. The questionnaires were consisted of five-point likert scale (strongly disagree to strongly agree). Secondly, the study also included pre and posttests. These tests were based on TOEIC Speaking Test Manual. The responses to the questionnaires and tests results were analyzed through SPSS for obtaining precise and accurate results. The responses to students' questionnaire indicated that lack of motivation, frequent correction of mistakes, criticism, pace of class, and new questions asked by the teacher affected students' oral skill development. The findings from the teachers' questionnaire showed that teachers were aware of politeness strategies, but they were not practicing them more frequently in their classrooms. They showed optimism for the failure and appreciated the learners in their academic success. The results of posttest of experimental group, which was taught through politeness strategies, showed significant improvements in students' oral proficiency.

Digitization Practices and Pakistani Libraries

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The present paper aims to analyse the prevailing digitization practices in university libraries in Pakistan. The study is qualitative in nature and a semi-structured interview tool has been used to collect data. The data helped to find that university libraries in Pakistan are identified to be in the early stages of digitization processes. According to collected data, 75% of libraries are

digitizing their corpora. The three top priorities regarding digitization are sustainability, improving access, and providing online access. In terms of the material types, thesis and dissertations have been revealed to be the top priority for digitization. The social sciences are found to be the field of digitization that is given the most emphasis despite the wide range of selection criteria. The findings are helpful for university libraries, funding organizations, the Pakistani higher education commission, and other nations with comparable social and economic circumstances.

English Teachers' Influence to Achieve English Language Spoken Competency in Diverse Cultural and Polylingual ESL Classrooms

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Pakistan is a diverse cultural country where the English language is a part and parcel element of education. Diverse cultural beliefs and practices affect learners' pronunciation and communication skills. Pakistan's higher educational institutes are usually equipped with the traditional classroom environment, teacher and teaching resources that consist of delivered lectures, books or handouts. Traditional teaching methods produce incompetent English speakers who had indigenized spoken styles. This study tries to explore the role of non-English university teachers and teaching resources to enhance the spoken competence of English language among ESL learners at the undergraduate level in South Punjab. For this research purpose, 21-24 years old 80 ESL learners residing in multicultural and multilingual communities who have four years of formal university education are selected. All the ESL learners have spent different traditional or active English classroom learning environments. 20 experienced English language university teachers are also selected for the study who are equipped with different teaching techniques and strategies. One questionnaire for teachers is used to collect the data related to teaching techniques and ESL learners recorded interviews to analyze the impact of teaching techniques. The study evolves that different teachers and teaching techniques help to remove cultural obstacles that achieve proficient English spoken style. Whereas, the traditional style of teaching only intrudes English language writing skills.

Failure of Evaluation and Ability Assessment as the Root Cause of Geometric Decline Standard of Education in Pakistani Universities

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The number of students in the universities are growing and the reasons can be generic, ranging from rising population, subsidies on education offered by our

government that has increased the number of educational institutions. However, the geometric decline in the quality of education being imparted despite teachers' best efforts. One of the factor is system failure in evaluation of academic capability. The evaluating exam rewards those who are better at cramming and penalizes but they dare to steer away from the prescriptive of text/guide books. The situation causes a two faceted problem - promotion of cram-learning to ace the exam, and a significantly impaired quality of education. In this perspective, the research aims to gauge the above proposition by visiting 10 government schools and colleges in the Bahawalpur Division and conducting a test in Matric classes by means of a questionnaire. Therefore, it has been concluded that the prepared questionnaire from the prescribed syllabi helps in students' success on first or second part. The primary data set alongside collected data has provided opinions of renowned educationists in making valuable contributions towards evaluation and assessment of standard education.

Obstacles in Online English Language Learning During Pandemic and its Elimination at Undergraduate Level in South Punjab

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This research intends to analyze the online learning challenges that ESL learners and teachers have encountered during the epidemic and proposed solutions to the challenges. The main goal of this study is to draw attention to the widespread issues that cause ESL learners to have trouble understanding course materials, the teachers' lack of technological readiness for online instruction, teachers-learners' limitations in learning management, and the teachers' solutions to these issues in South Punjab's university-level online English instructions. It is a mixed type of research. Two groups of ESL learners are selected: one experimental (10 males & 10 females) and other non-experimental group (20 males and 20 females) with mixed abilities. The experimental group of online ESL students is maintained for six months with a specially tailored English language learning curriculum (one semester). Conversely, non-experimental students taking physical education programs in universities receive the same standard curriculum for the same period. A pre-test is administered just before the start of the study period, and a post-test is administered following the study time to evaluate the issues that learners and teachers may have encountered. The researcher employed interviews, observation, and five element model questionnaire to gather the data from the learners and instructors to gather opinions, as well as learners' test results help to assess the validity of online learning. Recorded pre- and post-presentations

are used to identify the learners' English language proficiency. The researcher used interactive analysis to analyze the data. The study helps to conclude that the teachers primarily used WhatsApp and Google Classroom/Zoom Meeting can be manageable through different tactics. This mixed-methods research reveals that online learning challenges are manageable through various online applications via balanced and checked teaching techniques.

Critical Discourse Analysis of Imran Khan's Speech in United Nation

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The aim of this paper is to highlight the hidden message of Imran Khan's speech in United Nation. The model of Fairclough has been applied to analyze the speech with this motivation to know more about political speeches by famous politicians. The political speeches are contextual, inside political text there is hidden message. The covered texts are explored by means of Fairclough three-dimensional model. It is concluded how Imran Khan targeted other nations as the cause of Islamophobia in his United Nation speech, how he clarified that Islam is a peaceful religion as well as all religions and is there any power in his speech.

A Shift of Language Teaching and Challenges Faced by ESL Teachers During and After Pandemic: A Study of University Lecturers of IUB

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Dr. Bushra Shoukat, Assistant Professor, Department of English, IUB

Educational system has been changed globally due to the pandemic caused by the Covid-19. The sudden shift from face-to-face classrooms to virtual ones and then again to on-campus setup has caused immense challenges for the student as well as for the teachers. Teachers and lecturers in a third world country like Pakistan have faced a number of problems in delivering lectures and conducting class, not only during pandemic but also after pandemic. Using qualitative and quantitative research method, with questionnaire and interviews, this study aims to discover the challenges which are faced by ESL teachers of IUB Bahawalnagar campus during and after pandemic. It also investigates the strategies used in order to cope up with the difficulty of delivering lesson and to facilitate the students of different social background in language learning. The result of the study revealed the problems such as delivering online lectures, providing sufficient study material to the students, assessing students' performance, motivating the students, use of technology and the problem of on-campus classes. Moreover, this study addresses the

teaching methodologies, medium of teaching and innovative strategies utilized by ESL teachers in making their lecture delivery successful.

**Role of Intertextuality in Avoiding Plagiarism in L2 Academic Writing:
A Study at Undergraduate Level**

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In today's globalized society, every writer who creates a work of literature uses intertextuality, whether consciously or unconsciously. No matter how creative and inventive a text is, it cannot escape the intertextuality rules which can simply be defined as 'text rewriting' and for that very reason, intertextuality is considered as a defining characteristic of academic writing. However, as concept of intertextuality is often mis-conceptualized with the phenomenon of plagiarism. In order to avoid plagiarism, academic writers choose a variety of intertextual strategies for integrating other authors' ideas into their text such as quoting, rephrasing, using appropriate examples, allusions, imitations and rewriting of text without tracing its sources. While many countries struggle to deal with the issue of plagiarism, Pakistan is likewise working to make desirable pedagogical approaches and efficient educational policies in order to overcome the issue of plagiarism. This study aims to find out whether cultivating awareness of intertextuality in L2 learners is effective in developing creativity in their writing skills or will it be equally effective in avoiding plagiarism in L2 academic writing. The research is quantitative in nature and a descriptive design was employed to study the behavior of L2 learners under controlled condition. A survey questionnaire along with pre and post-test was conducted among the undergraduate L2 learners of English in various departments of Islamia University of Bahawalpur which helps to find out that the students can differentiate the thin line between cheating and creativity after getting to know the very concept of Intertextuality.

**Use of Technology During Pandemic Covid-19 in ESL Classrooms: A
Study at Postgraduate Level in Bahawalpur**

Muhammad Ali Javed, M.Phil. Scholar, Department of English Linguistics

This study aimed to explore the responses of ESL learners regarding the use of technology during Covid-19 and the extent to which technology helped the teachers and students in ESL classrooms. Convenient non-random sampling technique was used and questionnaire was circulated among ESL learners and ESL teachers' interviews were conducted to collect data respectively. Students' data was analyzed by using SPSS and teachers' interviews were analyzed thematically. After the analysis of data, some findings were drawn. Most of

the students were of the view that this technological shift had been difficult for majority of the students to be adopted initially but was a reliable source of learning when no other medium was left. ZOOM application served more than any other online teaching-learning application during emergency situation. In addition, the responses also showed that there is a need of technical literacy regarding the use of teaching-learning applications. Furthermore, the majority of students opined that teachers remained unable to evaluate students' efficiency effectively through online mode, and LMS system brought an element of anxiety among the ESL learners. The results of this study resembled the results of previous studies on the related topics and this phenomenon enhances the credibility of this research.

Emotionality and Assertiveness in King Charles III's First Address to the Parliament of United Kingdom: A Stylistic Analysis

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Current research is descriptive and qualitative. It analyses the stylistic feature of King Charles III's first address - as monarch - to the United Kingdom's parliament. He addressed the parliament of the UK on Monday, 12th September 2022 after his mother's death, late queen Elizabeth-II. The focus of the study is on the content (what) and the form (how) of the address. The research analyzes what kind of statements are made and how different references are used to strengthen the speech. To achieve the objective, the address is interpreted stylistically in terms of figures of speech where grammatical, phonological, and lexical levels are considered, following the checklist of stylistic and linguistic categories proposed by Leech and Short (2007). Features of cohesion and context are also focused. The address is interpreted on different levels to interpret how different stylistic techniques are employed by the King to build a specific narrative. His vocabulary and the arrangement of sentences is enabling him to express himself as an individual as well as the crown of the United Kingdom. His lingual choices are asserting the authority of the royal family despite being in grief and how it is influencing the ambiance of the parliament. The findings of this study show that the style of King's first address is authoritative, empathetic, and communicative and its message is conveyed orderly. Foregrounded elements include the excessive emphasis on pronouns like 'us' and 'we'.

The Role of New Media in Developing Writing and Speaking Proficiencies of Undergraduate ESL Learners

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New media has become universal, affecting the community and social fabric of our society. It has transformed the method through which we interconnect, cooperate and interact. Consequently, the current study was carried to find out the role of new media in developing writing and speaking proficiency of undergraduate ESL learners. Major purposes of the study were: to discover out access of ESL learners to new media sources for developing proficiency in Writing and Speaking skills at undergraduate level across gender and discipline groups; to compare the views of learners regarding ranking of new media sources for enhancing English language skills and capability growth to fix the consumption of time, and to find out the effectiveness of new media sources at undergraduate level across gender and discipline groups. The study was descriptive in nature. Population of the study was 100 undergraduate level students enrolled in session 2019-22 of social sciences and pure sciences at The Islamia University of Bahawalpur. The findings of the present study noticeably exposed that majority of undergraduate ESL learners have access to numerous new media sources like WhatsApp and Facebook for English language learning. The findings of the present study clearly revealed that learners utilize most of their leisure time in use of various new media sources and it has positive effect in English language learning proficiency development specifically writing and speaking skills at university level.

Phraseology as A Reflection of Culture: A Comparison of English and Urdu Idioms

Ms. Maryam Tanveer, M.Phil. Scholar, Department of English Linguistics

Phraseology is the study of phrasal verbs, idioms, fixed expressions and multi-word lexical units. It is a reflection of culture, traditions, customs and history of the people speaking the language. This study chose idioms particularly in the field of phraseology as a representation of a particular culture of a particular language. Idioms are used almost every day of our life and used with a specific meaning according to the situation. This study aimed to identify the role of phraseological units (Idioms) by comparing English and Urdu languages at cultural level. The methodology employed in gathering information for this research was a qualitative method of data collection. Eighteen English and eighteen Urdu idioms were collected from different dictionaries, books and internet for the comparison of both languages' culture as a data analysis procedure. The accumulative data analysis depicted the idea that culture and

metaphorical communication are represented as an iceberg. In human interactions and communications, culture forms not the tip of an iceberg but the bottom of the iceberg. Conclusively, in order to see the iceberg beyond its tip, researchers of language need to see beneath the water surface. The phraseological units and idiomatic expressions contain glimpses of the bottom of the iceberg.

A Comparative Study of English Translations of Bulleh Shah's Poetry
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The study aimed at the differences among ten English translations of Bulleh Shah's poems. It was a qualitative research based on the text analysis to evaluate how different linguistic features had been integrated in both versions of translation of poems done by Tofeeq Raffat and Prof. Nicholson. The text was analyzed through "The Translation and Trails of the Foreign" model, which revealed that the use of punctuation, sentence structure and linguistic devices were different from the source text which destroyed the rhythm, vernacular and underlying networks of signifiers of the poems/original text of Punjabi language. The poems translated by the Tofeeq Raffat were context-based known as sense for sense translation but the poems translated by the Nicholson were wordily translation, which is known as word for word translation and he lengthened the translated versions by adding his own robotic style. Due to cultural attachment Taufiq Raffat's translations had the same depiction as Bulleh Shah. His great power of depiction made his translations flawless and attractive. Nicholson, being a foreign translator, found difficulty in depicting the same structure, symbolism, and culture of Punjabi language. The study provoked the pragmatic analysis of Bulleh Shah's poems.

Investigating the Impact of Paradigm Shift on the Pedagogical Training of Teachers in the Light of Covid-19 Pandemic
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"The Covid -19 catastrophe was a nightmare for many people, and 2019 will go down in history as a year when the world stopped moving. But the world saw that a new era in history, a remarkable revolution was introduced in teaching, we shifted from "in person classes" to "virtual/remote classes". Experienced and inexperienced teachers were given the challenge to adapt with new, innovative, digital and informative technologies which were supposed to change the structure of teaching methodologies, tactics and strategies. This paper is an investigation that focuses on the importance of pedagogical training of teachers who coped the challenges during the pandemic in the field of

education. In this regard, The Islamia University Bahawalpur, like other institutions took the initiative in designing, implementing and being “one clicks away” creating innovative opportunities for its teaching faculty as well as others including resource staff. Coherent strategies were put to testing teaching through webinars, zoom sessions, Google Meet Classrooms, etc. This study has aimed to examine 8-10 classrooms working under these circumstances in university setup. Data was collected through observations and questionnaire. The data after collection was analyzed on terms of academic title, field, and effects of learning outcomes. The results revealed that educationist recommend addition of new elements of pedagogical needs. This paper is beneficial for all the ongoing pedagogical training sessions to identify the problems in this regard as well as implementing the solutions.

Rewriting History: A Postmodern Critique of a Case of *Exploding Mangoes*

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Liberation and war against all kinds of marginalization is at the heart of postmodernism. Postmodern literature transcends all boundaries of confinement on the name of sublimity, established conventions, an attempt of totality, distinguishing between presentable and unrepresentable rather it denies everything. This emancipating nature of postmodernism has made postmodernist critique as one of the most up-to-date and ever emerging with no end to closure. This paper analyses text of the novel: *A Case of Exploding Mangoes* written by Muhammad Hanif, in 2008. The text is analyzed qualitatively so as to pin point post-modern features of the novel. The findings show *A Case of Exploding Mangoes* as a faction which blurs the historical events with fiction and brings mininarrative into existence by giving voice to a low grade (subaltern) army official as a self-reflexive narrator of a grand and serious topic of general Zia’s plane crash while keeping the riddle of ‘who murdered Zia?’ unsolved. The novel also deconstructs and parodies the staunch religious and daring military image of general by showing the private and hidden aspects of his personality.

Daughter’s Memoir: Fatima Bhutto’s Apology for the Misrepresentation of Her Father

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This research study has been conducted on a Pakistani Autobiography *Songs of Blood and Sword: A daughter’s memoir* (2011) written by Fatima Bhutto to analyze how the narrator has glorified her father’s political image while

defending his political actions and challenging his misrepresentation. Fatima investigates into the matters of her father's political murder and tries to eliminate the misconceptions connected with his actions. She proudly narrates the heroic actions of her father that he undertook to rescue his father, Zulfikar Ali Bhutto, from the military junta of Zia. Portraying a humble character of her father, Fatima narrates that her father takes a diplomatic way to fight with the military regime. Textual analysis has been applied as a research method and some extra-textual knowledge such as graphic representation, cross and historical references and narrative strategies of the narrator has been employed to analyze the ways a daughter has defended her father's political vulnerable image. Autobiographical theories of Smith and Watson have been applied to analyze the autobiographical features of the narrative. Fatima's self-narrative is father centered and research findings guide that it is a mix of praise and blame as she not only praises her father but also holds him wrong for his political choices. Fatima resolves whatever reality of her father she comes up in her investigative self-narrative, her reverence for her father will not change. *Songs of blood and sword: A daughter's memoir* (2011) is a story of a daughter's unconditional love for her father that binds a daughter with her father emotionally even after his death.

Deconstructing Interrelation of Signifier with Signified: A Corpus-Oriented Investigation of Meaning Variation

Dr. Marghoob Ahmad, Department of English Linguistics, IUB.

This investigation focused on the deeply existed interrelation of signifier with signified and being an attempt to make understanding more clear and transparent with collecting new evidence about meanings' variation. The study segmented constructs of signifiers from selected text's corpus and also has applied theoretical frames of Jacques Derrida's deconstruction. The key informant was a text carried on as a unit of inquiry; thus, textual instances were marked and analyzed from each chapter of the text. Linguistic signifiers firmly believed representing the text were taken by way of judgmental sampling. Each word was a sign possessing meanings in the fullest sense and they were not intrinsically meaningful but only a kind of sound or mark. These signifiers were meaningless and passed on meaning by acting a particular role in something we associated with them. A sign comprised signifier and signified like the two sides of a coin, if one was form then the other was content. A signifier was not static to a signified rather it nodded other signifiers in an infinite reference; resultantly, fixed meanings seemed to be unsuitable task in a text analysis. One after another reading, it seemed to be unnaturalized because of the swiftly transforming nature of signifiers and no static meanings

were accepted in the selected text, however, a sign did not possess meanings inside but it got surfaced during its interpretation. A signifier was viewed as the form of sign and signified as the content over-ruling any absolute meanings unlikely to be noticed in a text analysis. A language game of meanings' variation was moving on endlessly in a tie-up of signifier with signified in textual marking.

Exploring the Use of Grammatical Metaphor in Pakistani ESL Learners' Academic Writing: A Focus on Nominalization

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This article aims to explore the use of nominalization in Pakistani ESL learners' academic writing. Following descriptive analytic approach, a general distribution pattern of nominalization is investigated within the context of disciplinary variation. Based on this general distribution pattern, the use of different features of nominalization is investigated in hundred academic texts (problem-solution essays) produced by the students of humanities and sciences at undergraduate level. From the field of humanities, students of BS English are selected while students of BS Engineering represented the field of science. An average word length is 600 words each text. Contrary to the existing literature on GM use, the analysis reveals that the use of nominalization is not in strong relation with scientific writing only. On one hand, the findings confront with the proposed view of He and Yang (2018) that the use of nominalization is not discipline sensitive. While on the other side, the results show weak agreement with them reporting that nominalized construction cannot be taken as an indicator for technicality of any text. The current study is of implication to discipline-based training of Pakistani ESL learners. Moreover, it signifies that the importance of grammatical metaphor (of which nominalization is the most common feature) in academic texts arises the need to focus on its varied forms and functions in L2 instruction.

Impacts of Modern Approaches to Language Teaching

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Approach refers to the philosophy of the nature of language teaching and learning. Approach leads to method. In this modern age the trends and requirements of teaching and learning are being changed. A teacher must be well aware of the needs of his learners. This study aimed to find out not only the variety of modern approaches applied by our English teachers in their classrooms but also the impacts of these modern approaches to teach English. The purpose to conduct this research was to check the output and effectiveness

of modern teaching approaches. The major population of this research was teacher community. The data was collected from the teachers through a questionnaire. The teachers filled in the questionnaire according to their current practices. Further, some discussion sessions were also held to collect data from teachers. The teachers were also invited to share their views, experiences and practices. They were also asked about their lesson planning and delivering lesson content in class. Then the data was analyzed further to get the final results. Finally, it was recommended by most of the teachers that modern approaches could be the best tools and resources to get good results from learners.

**Multilingual Students' Attitudes Towards Punjabi and English
Language at The Islamia University of Bahawalpur**
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Pakistan is a linguistically diverse country having diglossic or triglossic situation. The present study aims to identify attitudes towards English which is an official, formal, as well as language of education and science. Contrary to that Punjabi language is a local language. The present study examines the multilingual students' attitudes at The Islamia University of Bahawalpur, towards Punjabi language and English language. This study is quantitative in nature and aims to find out in which domains these language attitudes are manifested, and to identify reasons for these attitudes. Questionnaire and interviews were used as data collection tools. Students at master level in three campuses of The Islamia University of Bahawalpur (Bahawalpur, Rahimyar Khan and Bahawalnagar) comprise the population of the study. After the completion of these components of the study, gender based comparison was drawn between the attitudes reported by the students of university. It was found that in real life communication like shopping or playing sports people prefer Urdu and Punjabi over English, while using social media like Facebook, Twitter and WhatsApp English becomes the first choice. Moreover, males were more responsive in their attitude towards language as compared to females.

**Political Strategies Used in Speeches Delivered by Pakistani and Turkish
Leaders in United Nations Regular Session**

Anila Khan, Lecturer, UMT Lahore

The study investigates socio-political ideologies in the speeches of Imran Khan, and Tayyab Erdogan at UNGA's session. Strategies proposed by Morin and Ranvoice (2018) were employed. The study finds the answer to how political speakers persuade the masses by employing persuasive techniques. The study is qualitative and the data of the study were collected through

purposive sampling technique under the interpretive paradigm. Moreover, the data were analyzed through the thematic analysis model employing Morin and Renvoise (2018) theoretical model of neuron-persuasion. The findings of the study prescribe that the political leaders highlighted various issues utilizing political persuasion. They highlight issues related to the humanitarian crisis, Islamophobia, global injustice, and environmental threats. The study suggests that the political leaders might have utilized persuasive strategies at international political events. However, they did not highlight the possibilities/chances that could cause negative criticism for their worth. The said leaders seemed successful in promoting their ideologies following the context of modern democracy.

Role of Teaching English Through a New Technique to Make Learner Fluent in English Language

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Language proficiency is the most desired phenomenon in bilingual and multilingual societies where people consider foreign or second language, prestigious. Pakistan is a multilingual country and a person speaking English fluently is considered influential, so people memorize English vocabulary to be communicative. This study aims to equip the learners with techniques of word formation and affixation to understand, learn and reuse the word. Two groups were selected comprising 25 participants in each for the study at the intermediate level from a government college. All of them were of the same background. Pre-test and post-test were conducted to know the results and to evaluate their learning difference with traditional teaching and new technique. Both of the tests; pre-test and post-test were having the same number of items. However, items in the pre-test and post-test were different to save from prediction and guess. The control group was treated in the routine lectures, while the experimental group was given a special syllabus and was taught with new technique. After collecting the data through the Pre-test and the Post-test, the data were analyzed through SPSS. The findings showed that helping students analyze words while teaching plays an important role in emerging new vocabulary and making them fluent.

Scope of Practicing Learner Autonomy in BS English Classrooms of Southern Punjab: A Teacher's Perspective

Shahid Ullah, Ph.D. Scholar, Department of English Linguistics, IUB

Dr. Mamuna Ghani, Director ETC, IUB

Promoting and practicing learner autonomy in second language learning is a growing phenomenon in the field of language teaching. Learner autonomy aims at involving learners in the whole process of language learning. This

involvement on the part of learners increases motivation and enhances language learning proficiency. In this research, the researcher has endeavored to investigate the scope of practicing learner autonomy among BS English students of Southern Punjab. For this purpose, the researcher has focused on public and private sector universities of Southern Punjab as his population. These universities are Bahauddin Zakariya University Multan, BZU Layyah sub-campus, Islamia University of Bahawalpur, Ghazi University DG khan, Emerson University Multan, and Institute of Southern Punjab Multan. Semi-structured interviews of 20 renowned teachers from the above-mentioned universities have been conducted. Data so gathered was analyzed with the help of thematic analysis. Results show that it is feasible to practice learner autonomy in BS English classrooms of Southern Punjab. Respondents of the research suggested changes in the curriculum and assessment system of our institutions.

Socio-Psychological Orientations in English Language Learning: A Study at Graduate Level

Muhammad Riaz, Khalid Kamran, Qaiser Abbas Hashmi

The study examines the socio-psychological orientations of students of technical education (commerce colleges, technology colleges, technical training institutes, and vocational training institutes) towards the learning of the English language. The study emphasizes the social psychological variables of attitude and motivation. In technical education the syllabus of English is different from the institutes of general education. The students of general education study English language till the last year of their graduation, while the students of commerce education study functional English in the 3rd year and business communication in 4th year. These courses are related to business correspondence. The study finds that students of technical education concentrate on learning English for its utilitarian purpose. It is due to the reason that the absence of adequate language policy and linguistic reality of Pakistan impact these essential socio-psychological elements of the students and their view point about English language learning. Further, students also like to learn English language due to 'instrumental' purpose or for the purpose to acculturate themselves with the target language society.

Teachers' Perceptions of Task-Based Language Teaching and Its Implementation

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Task-based language teaching (TBLT) has gained a lot of attention in the field of second language acquisition and it is viewed as a powerful variant of the

communicative language teaching (CLT) approach by many researchers in this area (Jie Li & Weicheng Zou, 2021). However, it hasn't undergone enough study to be empirically validated in a real-world ESL classroom setting. Therefore, the current study aims to address this gap by investigating ESL teachers' perceptions and assessing the current implementation of TBLT in order to improve the second language learning of ESL students. Quantitative methodology was employed and data was collected with the help of a close-ended questionnaire filled out by 50 ESL teachers in Bahawalpur at the Undergraduate level. Data was analysed using SPSS. The findings show that there is potential for the positive implementation of TBLT in the Pakistani context. However, this study also reveals that the majority of the participants are not confident in their understanding of TBLT. The research concludes with a discussion of the practical implications of TBLT and it argues that TBLT promotes natural learning, generates students' intrinsic motivation, and develops language skill development that can lead the students to accelerate their communicative competence.

Challenges and Problems Faced by Pakistani Students While Learning English as A Second Language at Secondary Level

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Effective teaching of English is itself remained a myth for English language learners and English language teachers as well. Students have always been facing challenges to learn English in bilingual community of a country like Pakistan. In the current era, importance of English cannot be ignored because it has become a lingua franca amongst the residents of this globe. This study highlighted some of the expected challenges like memory, vocabulary, grammar, correct pronunciation, punctuation faced by English learners. This study also tried to address some problems, difficulties and hindrances in reading, listening and writing English which occur in the way of learning English as second language and will provide the possible remedial solutions to overcome and find out the solutions of the difficulties faced by the English language learners efficiently and more effectively. This is applied research as it tries to find out the solutions of the problems and challenges faced by the learners of English as second language. In this way many exact tools are applied. Primary data was collected through questionnaire from students studying in various educational institutions of District Bahawalnagar. The data was tabulated and classified to diagnose the problems and meet the challenges.

Corrective Feedback in Online ESL Classes: A Study Conducted at the Undergraduate Level at The Islamia University of Bahawalpur

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Tuba Fatima, MPhil Scholar, The Islamia University of Bahawalpur

Corrective feedback is an important component of second language instruction. Written corrective feedback can improve learners' meta-linguistics, metacognition, teachers-learners' interaction, and peer connection. However, with the advent of internet technology in language learning and teaching, various institutions have switched to technology-mediated instruction or blended modes of language teaching. Thus, the role of "corrective feedback" in online classes has gained immense importance. Hence, the present research focuses on ESL learners' perceptions about the corrective feedback in online ESL classes. This study employed a quantitative approach. Close-ended questionnaires were filled out by 200 ESL students at undergraduate level at The Islamia University of Bahawalpur. Collected data were analyzed using SPSS. The results of the study revealed that the students find corrective feedback as an indispensable part of the evaluation. The majority of the respondents hold that they use CF as a device to supplement language learning. Furthermore, they have improved their language accuracy and proficiency due to CF by language teachers in online classes.

The Impact of School Leaders' Communication Skills on English Teachers' Professional Growth and Development in Private Schools of Bahawalpur

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The undertaken research is based on the impact of school leaders' communication skills on English language teachers' professional growth and development in private schools of Bahawalpur. The topic has been quite intriguing due to its relevance with the professional life of the researcher who is in a leadership role in a private school. Schools provide English language teachers with various learning opportunities; they also access and avail learning opportunities of their interest on their own which contribute to their professional understanding. Nevertheless, the question remains yet to be explored that when school Heads interact professionally with their English language teachers on regular basis, whether this interaction and communication benefit them professionally or not and if yes then how. To make this study more reliable, mixed method of research has been employed. This particular study helps to define communication skills, its importance, and its impact on English language teachers' professional learning. The findings

suggest that if school leaders are professionally sound and possess good communication and language skills, it will positively affect English language teachers' professional growth which is up to 75%. Communication, thus, is an integral leadership trait and leaders' possessing strong communication and English language skills can cast great impact on English language teachers' professional learning, development and save lots of money.

Investigating the Impact of Collaborative Learning on the English Language Proficiency of ESL Learners

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The purpose of the study was to investigate the impact of Collaborative Learning (CL) on the English language proficiency of the Government Secondary School students in District Bahawalpur, Punjab, Pakistan. The main objectives of the study were to determine the effect of CL on English language proficiency, to explore the effect of CL on the reading skills of English, and to determine the effect of CL on the writing skills of English language. The population of the study consisted of Government Secondary School students in District Bahawalpur, Punjab. The study was experimental in nature. The findings of the study indicated that collaborative learning method was more effective for teaching English as compared to the traditional learning method. Furthermore, collaborative learning approach clearly proved to be more favorable for overcrowded classes.

Analyzing The Use of Modality in Sara Suleri's *Meatless Days*: A Corpus Based Study

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In language, the way we express ourselves, with more or less certainty, is frequently done through modality. Modality is the most crucial linguistic feature that is expressed through modal auxiliaries, adverbs, adjectives, and nouns. It indicates how an action is envisioned by the writer or speaker in a text. The current study investigates the expression of modality through modal auxiliaries. Further, the research study evaluates the most frequent central modals, semi-modals, and subjective approaches to modality, and similarities between degrees and categories of modality. For this purpose, Sara Suleri's English memoir, 'Meatless Days' has been taken as data for the investigation of the frequency of central and semi-modals. CLAWS tagger (Constituent Likelihood Automatic Word tagging System) and Antconc have been used to analyze the data of fiction. The data has been tagged through CLAWS and later

frequency is measured on Antconc. According to the investigated results, ‘would’ has been used most frequently in the text. The raw occurrence is 366 and normalized is 2.36% in the whole targeted text. The semi-modals ‘be able to’ is the most frequent semi-modals with a raw occurrence of 41 and a normalized frequency is 0.32%. The categories and degrees of modality and subjective expressions of the writer have been evaluated manually. The study indicates the significance of central modals and their use in fiction. This study will be a guideline for future researchers who will be interested in understanding and evaluating the central modals.

Linguistics Determinism: Decoding the Language Cultivation in Arrival Sci-Fi by Denis Villeneuve

Atika Abdullah, M.Phil. Scholar, English Linguistics, IUB

Dr. Bushra Shoukat, Assistant Professor, English Linguistics, IUB

The paper dissects the character of Dr. Banks, a linguist from the movie *Arrival* (2016) from linguistic view point. The linguistic theory explicitly mentioned in the film is the Sapir-Whorf hypothesis, also known as Whorfianism. Whorf claims, “The language you speak determines how you think and it affects how you see everything.” Whorfianism merely claims that linguistic concepts influence someone’s decisions and thinking. According to linguist Panos Athanasopoulos, Professor of Linguistics and English Language at Lancaster University, even people’s languages probably affect how they view time. For instance, English speakers think of time in terms of length, while Swedish speakers view in terms of volume. Eventually, the fundamental idea of the film *Arrival* is “How someone sees the world is influenced by the conceptual framework of the language he/she speaks.” Dr. Banks has learnt the alien’s language which eventually enables her to see the universe four-dimensionally. The stronger rigid form of the Sapir-Whorf hypothesis is discussed in *Arrival*. The language you speak determines your thoughts. It affects how you see everything. By learning the language of aliens Dr. Banks started sharing alien’s conceptual framework. She perceives time as aliens do which nonlinear and no longer experiencing one moment at a time, but sees it as a whole. She adopts a four-dimensional point of view.

Mysticism in the Poetry of W. B. Yeats and Lal Shahbaz Qalander: A Comparative Study

Rehana Anwer, NCBA & E, University of Lahore

The work addresses the mystical elements in the selected poems of W. B. Yeats and Lal Shabaz Qalander. For this purpose, the concept of mysticism and

Sufism was understood in the light of different material taken from books, journals and articles. After thorough study of concerned literature, the selected poems were analyzed on the mystic pattern as suggested by Elvyn Underhill's book on the mystic consciousness. It was a qualitative study which revealed that mysticism is a universal temperament and mystics are special persons irrespective of any religion, time and space and share the same characteristics. The mystics do not use their intellect but depend on sixth sense which enables them to comprehend reality and truth. They believe in invisible powers and sharpen their senses to go beyond the visible and be immortal. They cross the limits of time and space; both mystics under observation share the qualities of mysticism and attain eternity in their poetry and work. Mysticism and spirituality are bent of mind and these tendencies can be developed by conscious efforts. Latest research on brain has proved that mind has been bestowed with excellent powers of contemplation. By developing an attitude of concentration and meditation one can easily achieve the status of a mystic if he is able to purify his soul.

Critical Discourse Analysis in Copywriting of Electric Home Appliance Advertisement

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Online advertising in Pakistan is popular due to its perks and dynamic textual aspects. With the rise of well-known brands in Pakistan and their visibility on websites and social networking sites, identity construction in advertising discourse has taken on new dimensions. Every brand focuses on creating and negotiating the desired image using textual and other tactics. Current research examines how Pakistani brands establish and promote their identities via internet advertising. The focus is on evaluating the linguistic and semiotic strategies used by brands in Pakistani advertisements to portray their identities on their websites and Facebook pages. Fairclough's (1989) questions for textual analysis, Janks' (1997) rubrics for textual analysis and Berger's (1998) semiotic model are all incorporated to construct particular parameters of textual analysis for the present research to examine the linguistic, semiotic, and thematic elements of the advertising discourse of selected brands through Qualitative research methodology. The parameters are then integrated with Fairclough's (1989) three-dimensional Critical Discourse Analysis (CDA) model to examine discourse and its meanings in the social context as the underpinning theory and approach in the present research study. The investigation examines how linguistic and semiotic aspects are used in these brands' advertising discourse in Pakistan to establish their distinctive character.

The information comes from the Facebook pages and websites of three home appliance brands, DAWLANCE, KENWOOD, and PEL, with an emphasis on the air conditioner, refrigerator, and washing machine. The emphasis was on how these brands built their brand identity and connected with Pakistan's culture. Thirty samples from Facebook pages and official websites were used to study brand identity. The findings suggest that producers employ themes focusing on Pakistani culture and their philosophy to establish the desired advertising brand. The findings demonstrate that companies require a deep connection to Pakistani culture to attract customers. Every brand has a unique identity, but Culture, patriotism, and society play an important role in Pakistani advertising discourse.

**Ethnic Language: A Blessing or a Curse in Teaching of ESL at
Secondary Level as A Study of English Teachers' Attitude Towards
Ethnic Languages**

Muhammad Riaz, Ph.D. Scholar, English Linguistics, IUB.

Muhammad Kamal, Ph.D. Scholar, AIOU Islamabad

Khalid Kamran, M.Phil Scholar

This study aimed to discover the use of ethnic languages (i.e. Urdu, Punjabi, Sindhi, Pashto and Balochi etc.) by Pakistani English language teachers. For this purpose, a semi-structured interview was utilized to collect data from 40 teachers teaching at different public and private schools in Bahawalpur (a district in Punjab, Pakistan). The results revealed that majority of public and private sector school teachers considered the role of said languages very significant for English language teaching.

**An Analysis of the Recent and Modern Approaches in Language
Teaching**

Misbah Abid, M.Phil. Applied Linguistics, Department of English, IUB

The paper aims to explore some modern and recent approaches for language teaching. Communication is a primary goal in language teaching and learning. ESL and EFL teachers need to know the skills how language can be taught. For language learning, it is important to speak in real life situation and communicative approach is considered to be a good approach in this matter. In addition, this study also focuses to identify the other techniques and modern methods used by language teachers which are internationally approved. The role of teacher in modern approaches of language teaching has been changed from authority to guide because teacher's attitude and behavior plays an important role in learning/teaching environment. Best efforts are done by the

language teachers to convey knowledge so it can be understood by the language learner. New trends for teaching language not only improve methodology but also can achieve the goal for country's development and are less time consuming than traditional approach. Besides some modern approaches, other techniques such as listening oral discourse, interaction, watching movies, discussion in classroom, role play and debate are good for learner's language development. Through the other studies, it has been proved that recent teaching methodology should not be the same as traditional methodology for language teaching. This paper presents and analyze the modern and recent approaches and techniques that have been utilized practically in language teaching. The paper also presents some weaknesses and advantages of traditional and modern approaches that have been used for language teaching.

An Analysis of Derivational and Inflectional Morphemes

Misbah Abid, M.Phil. Applied Linguistics, Department of English, IUB

This study highlights the analysis of Derivational and Inflectional Morphemes at intermediate level used by Pakistani students. Derivational and Inflectional Morphemes are the elements which explores the field of morphology for daily language users. Morphology is the study of "morphemes". Morphemes are the smallest units of language that have been divided into two categories as free and bound morphemes. The main issue that exists in this study is to analyze the derivational and inflectional morphemes used by Pakistani students. Through the perceptions and understanding of inflectional and derivational morphemes, this study can produce the vocabulary in which one word has multiple meanings. This research paper is associated with linguistics and field of socio-linguistics. This paper is purely based on qualitative research approach. In this study, the researcher found the prominent dimensions caused by the inflectional and derivational morphemes, when attached with other morphemes. If the derivational morpheme is attached with free morpheme, it will convey different meaning and it will change the word class. And inflectional morpheme will change a grammatical function when it will be attached with another morpheme.

Perceptions of ELT Teachers in the Implementation of Single National Curriculum: An English Language Teaching Perspective

Komal Talib, M.Phil Scholar, Department of English Linguistics, IUB

English is a compulsory subject in education and taught as a second language in Pakistan. With the increasing importance of the English language in the global context, efforts are being made to develop an effective curriculum to

improve the quality of English language teaching. To this end, the Government of Pakistan has introduced a new curriculum in 2020, the Single National Curriculum (SNC). There were two main objectives of conducting this study (1) To see the perceptions of English teachers towards the implementation of the Single National Curriculum and (2) To explore English teachers' views regarding the merits or demerits of the SNC for English language. The study existed in descriptive nature. Hence, the questionnaire was considered suitable to gather the required information. Fifty English teachers from public and private schools in Bahawalpur were selected to participate in the questionnaire. The questionnaire consisted of forty-two closed questions. The questionnaire explored the objectives of SNC implementation, the needs of English language learners, and SNC English textbooks. The results were analyzed using SPSS software. The results showed 65 % of the English teachers were in favors of SNC's implementation. SNC was effective for English language teaching as 60 % teachers found improvements in students' creativity, language skills, critical thinking, speaking and writing skills using ICT tools and the new English textbooks. Teachers thought that SNC would be helpful for Pakistan to be more united and a strong nation. The Ministry of Education should continue to implement the current curriculum.

English Teachers' Perceptions about Single National Curriculum (SNC) English Textbook for Grade 5 Learners

Muhammad Shahbaz Talib, M.Phil. Scholar, English Linguistics, IUB

Single National Curriculum was implemented in 2021 in all over Pakistan. It was a manifesto of Imran Khan (Former Prime Minister of Pakistan) and the fundamental objective of SNC was to ensure that all students will have equal rights of quality education. This study aimed to know English teachers' perception about SNC English textbook, including content quality, students' progress, and socioeconomic disparities. Quantitative research design was adopted and questionnaire was filled by the teachers. A pilot study was conducted to ensure the reliability and validity of research. The study disclosed that SNC has addressed socio-economic and educational inequalities in Pakistan. SNC has focused on students' progress and in this regard, different activities have been added to accelerate the pace of learning. It is also comprehended that SNC has introduced quality content material that enabled the learners to learn English language more effectively. On account of pedagogical strategies, SNC has focused on the communication abilities of learners. The results indicated that SNC has been proven effective to end educational as well as socio-economic segregation and provided equal opportunities for all.



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