



DEPARTMENT OF
ENGLISH LINGUISTICS

2nd International Conference

**Aligning Global English With
Local Cultures: The Dynamics
of Culturally Responsive ELT
Materials**

ICAGELC-2025

Book of Abstracts



مذکر صمیم

اے برتر از خیال و قیاس و گمان و وہم
وز ہر چہ گفتہ اند و شنیدیم و خواندہ ایم
دفتر تمام گشت و پیا یاں رسید عمر
ما ہمچنان در اول وصف تو ماندہ ایم

① Thou, exalted far above all thought and mortal guess,
Beyond surmise, and dream, and every tongue's confess;
The scroll of life is sealed, our fleeting years are done—
Yet still ! we stand at but the threshold of Thy praise begun.

Sheikh Saadi Shirazi



MESSAGE OF THE VICE-CHANCELLOR

I am pleased to welcome all the participants of the 2nd International Conference on "Aligning Global English with Local Cultures: The Dynamics of Culturally Responsive ELT Materials." This conference stands at an important crossroads where language, culture and pedagogy meet. As English continues to expand globally, the need to develop teaching materials that respect and reflect local identities has become more urgent than ever. The Islamia University of Bahawalpur is committed to promote research that responds to real educational needs, and this event reflects that vision. By bringing together scholars, practitioners and emerging researchers from wide range of countries and institutions, the conference creates a valuable space for dialogue on how English can be taught in culturally meaningful ways. The talks and presentations not only enrich academic inquiry but also influence classroom practices that shape learners' confidence and sense of belonging.

I appreciate the efforts of the Department of English Linguistics for organizing this important academic event. Their efforts demonstrate a strong commitment to innovation and collaboration. I am confident that the presentations, discussions and exchanges held over these two days will lead to new insights, future partnerships and impactful contributions to the field of ELT. I wish all participants a productive and memorable experience at the conference and hope that the ideas developed here continue to inspire meaningful work long after the event concludes.

Prof. Dr. Muhammad Kamran
Vice-Chancellor
The Islamia University of Bahawalpur





FROM THE DESK OF INCHARGE FACULTY OF ARTS & LANGUAGES

It is with great pleasure that I welcome you to the 2nd International Conference on “Aligning Global English with Local Cultures: The Dynamics of Culturally Responsive ELT Materials.” This gathering epitomizes the spirit of our interconnected age, where the spread of English converges with the richness of diverse cultural identities. By promoting innovative language-teaching practices, strengthening global research collaboration, and fostering cross-cultural inclusive pedagogy, the conference will surely present us with a vital and vibrant platform to showcase materials that honour local contexts while upholding international standards. Researchers will find opportunities to exchange cutting-edge findings and build lasting networks; teachers will discover practical, classroom-ready resources that bridge curriculum and community; and students will benefit from talks that reflect their lived experiences and nurture confidence and global ownership of English. I commend the organizers for their dedication in organizing an inclusive, relevant, transformative and resourceful event, and I look forward to the dialogue, innovation, and lasting impact that will shape the future of English language teaching in Pakistan.

With warm regards,

Prof. Dr. Syed Aamir Sohail
Incharge
Faculty of Arts & Languages



‘SHARING THE HEARTS IS BETTER THAN SHARING THE SAME LANGUAGE’

The journey began in 2020 with the establishment of the Department of English Linguistics. Since its inception, the Department has organized more than sixty-five academic events—conferences, seminars, webinars, and workshops—dedicated to extending the frontiers of English Linguistics in Pakistan. This proactive academic vision earned the Department the distinction of being recognized as the “Jewel of the Faculty of Arts & Languages.” This conference marks our seventh international conference overall; however, with respect to the specific theme of cultural compatibility in ELT materials, it constitutes our second international conference. The central theme harmoniously interweaves globalization, the status of English as a lingua franca, and the imperative to honor the diversity of ethnicities, cultures, and languages. We regard all languages, colors, races, and nations as signs of the Almighty Allah.

I express my sincere gratitude to the Worthy Vice-Chancellor for his abiding interest in English studies and his continued support for the Department and its academic endeavors. I also wish to acknowledge my indebtedness to the In-charge, Faculty of Arts & Languages, for his consistent cooperation.

My profound thanks are extended to our distinguished keynote speakers—Prof. Dr. Ali Karakaş (Türkiye), Dr. Tanzeela Anbreen (UK), Dr. Noor Raha Mohd Radzuan (Malaysia), Dr. Ahmad Mohammad Al-Shorman (Jordan), Dr. Shumaila Memon (The Sultanate of Oman), Dr. Maria Isabel Maldonado García (Pakistan), Takad Ahmed Chowdhury (Bangladesh), Dr. Ivan Eubanks (The Cayman Islands, North America), Muhammad Kamal Khan (Pakistan), Dr. Muhammad Ajmal (Pakistan), Dr. Zahoor Hussain (Pakistan), Dr. Snobra Rizwan (Pakistan), and Dr. Sehrish Iftikhar (Pakistan)—for their generous intellectual contribution to ICAGLEC 2025.

I must also record my appreciation for the dedicated efforts of the Departmental Committee for the Book of Abstracts: Dr. Tahira Asgher, Dr. Zahoor Hussain, Dr. Shahid Nawaz, Dr. Sadaf Siddiq, Dr. Aisha Ilyas, Dr. Farah Zaib Ishaq, Ms. Rabia Jabeen, Mr. Zeeshan Khan, Mr. Hafiz Hammad Javed, and Mr. Noman Hafeez. My thanks are likewise due to the esteemed members of the Scientific Committee of ICAGLEC 2025. I conclude with the timeless wisdom of Rumi, whose words resonate profoundly with the spirit of this conference: “Sharing the hearts is better than sharing the same language.”



Dr. Riaz Hussain
Conference Focal Person
Founding-Chairman
Department of English Linguistics



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Global Englishes, Local Voices: Culturally Responsive Pedagogy and the New Turkish Maarif (Education) Model in High School EFL Textbooks

Prof. Dr. Ali Karakaş, Mehmet Akif Ersoy University, Burdur, Türkiye

This research examines how the newly developed Turkish high school English textbooks (Grades 9–12, 2024–2026 editions) align *global English* discourse with *local cultural and moral values* under the Turkish Maarif Model. Drawing on theories of *Global Englishes* (Cogo, 2022; Jenkins & Panero, 2024; Matsuda, 2022) and *Culturally Responsive Pedagogy* (Gay, 2018), the analysis explores how the materials mediate between global communicative competence and national identity formation. A qualitative content analysis was conducted across four Ministry-approved coursebooks (MEB, Yıldırım, Pasifik, and Notifier). Findings indicate that the textbooks increasingly integrate *transcultural themes* such as sustainability, human rights, and digital literacy while embedding *local cultural narratives*, for instance, references to *Turkish heroes, festivals, and family life*. This balance reflects the Maarif Model’s holistic vision, which seeks to cultivate ethical, self-aware, and culturally grounded learners who can participate confidently in multilingual global contexts. Visual and textual analyses reveal a shift from monolithic “British” or “American” models of English toward a hybrid Turkish-English discourse community. The study concludes that the new series operationalizes the Maarif values of *belonging, morality, and identity* through linguistically and culturally inclusive pedagogy. Implications for teacher education and material adaptation are discussed, highlighting how *Global Englishes* can serve—not erase—local voices.

Inclusive ELT Materials and Practices in the UK’s Diverse Classrooms

Dr. Tanzela Anbreen, University of Bedfordshire, UK

In the current era, where English functions as a global lingua franca, the challenge for English Language Teaching (ELT) professionals is to cater to the needs of the international English language learner community, which has diverse cultural and linguistic realities in their local contexts. This research explores how this need is covered in the UK’s home context, which is quite diverse due to large immigration communities such as asylum seekers, refugees, international students, skilled workers, and international workforce populations. Global Englishes can be meaningfully aligned with local cultures through culturally responsive approaches to materials design and classroom practice. Drawing on principles of awareness, inclusivity, and authenticity, the talk examines how teachers and materials developers can promote learner engagement by integrating students’ lived experiences and sociocultural identities into ELT content. Grounded in Allwright’s (1981) question, “What do we want teaching materials for?” and Tomlinson’s (2012) framework for principled materials development, it argues that ELT materials must move beyond

linguistic accuracy to become tools for intercultural dialogue and identity formation. The presentation further discusses how authentic materials (Harmer, 1994; Herod, 2002) enhance learners' confidence, motivation, and communicative competence by reflecting real-world language use. Drawing on examples from English for Academic Purposes (EAP) classrooms in the UK, it illustrates practical strategies for managing cultural diversity, selecting appropriate content, and leveraging digital tools such as Padlet, Flipgrid, and Wordwall to create inclusive, participatory learning environments. The keynote concludes that culturally responsive material design is not only pedagogically sound but also ethically imperative, ensuring that Global Englishes serve as a means of empowerment, respect, and representation for learners across diverse educational settings.

Translation Pedagogy as Cultural Preservation: Using Coursework to Build a Database of National Folklore for Pakistan

Dr. Ivan Eubanks, The University College of the Cayman Islands, North America

This presentation outlines the design and implementation of a university-level course that trains students across Pakistan to collect, document, and translate local folklore as part of a nationwide cultural preservation initiative. In the course, students gather folktales from their home communities in their native languages, apply linguistic and cultural analysis, and then translate the narratives into Urdu and/or English using systematic translation methodologies. The resulting corpus would consist of original texts, translations, and metadata. As such it would form the foundation of a national folklore database that helps preserve indigenous languages and cultures while supporting research in linguistics, translation studies, anthropology, and regional cultural studies. The paper highlights pedagogical strategies, challenges that may arise during field collection and translation, and the broader significance of empowering students to participate directly in documenting Pakistan's linguistic and cultural heritage.

Textbook-Driven Oral Competence: An Analytical Review of Malaysian Secondary English Textbooks.

Dr. Noor Raha Mohd Radzuan, Associate Professor, Centre for Modern Languages, Universiti Malaysia Pahang Al-Sultan Abdullah, Malaysia

Developing oral communication competence is a central goal of English language education for Malaysian secondary students, particularly in Form 4 and Form 5. This study examines how effectively current English textbooks support speaking skills development through an analysis of their Speaking components. Using qualitative content analysis, the study evaluates task types, activity design, and instructional approaches incorporated to promote oral proficiency. Aligned with the Malaysian Education Blueprint 2013–2025, which prioritises communicative competence, the

findings aim to inform future improvements to textbook content and enhance the effectiveness of speaking-focused materials in supporting students' oral communication development.

Standardization Process of the Pakistani Variety of the English Language

Dr. Maria Isabel Maldonado Garcia, Institute of Languages & Linguistics, University of the Punjab, Pakistan

This study explores the evolving status of the Pakistani variety of the English language (PakE) as a distinct post-colonial variety, focusing on its current level of standardization within Pakistan's sociolinguistic landscape. Despite its increasing use across educational, technological, and professional domains, PakE remains underexplored in terms of codification and institutional recognition. Addressing a critical gap in the literature of English language planning and policy in South Asia, this study follows an integrated model of Amorós Negre (2008), Nagore Laín (2018), and Maldonado García & Sandhu (2015), the research employs a qualitative-interpretive methodology to describe the positions of English in Pakistan's socioeconomic, technological, and research contexts that have more influence than the spoken language despite an ever-growing number of speakers among the Pakistani population. The study contributes to the broader discourse on World Englishes by offering a contextualized account of PakE's development and proposes strategic steps toward full normalization. The findings carry significant implications for policymakers, educators, curriculum developers, and linguists, concerned with language planning, equity in education, and the legitimization of local language varieties.

Evaluative Language and the Schematic Structure of Problem Statement Sections in Applied Linguistics of Doctoral Theses

Dr. Ahmad Mohammad Al-Shorman, Ministry of Higher Education, Jordan

Academic writing mainly deals with ways of conveying intellectual information and knowledge. Through writing, writers provide a plethora of expertise, and negotiate space for their contributions. In doing so, they tend to position themselves in pertinent and persuasive research. In other words, writers tend to interact and engage dialogically, construct solidarity, and align with external voices in the text. Authors are expected to demonstrate a voice and position in the problem statement. This characteristic of authors has been extensively researched in different contexts, and scholars have deployed different terms to define and explain phenomena such as evaluation (Hunston & Thompson, 2000), authorial stance (Biber & Finegan, 1989; Hyland, 1999), CARS model (Swals, 2004; Hyland, 2005), attitude (Halliday, 1994), and appraisal (Martin, 2000). Writing Problem Statement (PS) in English language is a demanding academic endeavor for PhD students. The PS section communicates the issue that targets a study. Having a clear understanding of its rhetorical moves facilitates its communication. Some genre-based analysis on PS section has been conducted in different disciplines and education level, among others: (Jalilifar, Firuzman,

and Roshani, 2011; Nimehchisalem et al., 2016; Parsa and Hasan, 2017). They have explored not only the schematic structure and communicative functions of the PS, but also its organizational variability within a single field of study. These studies highlighted that the PS is one of the most fundamental sections within academic research. A PS “embodies the purpose of the study and, usually, researchers prepare research questions or hypotheses based on the perceived research problem” (Jalilifar et al., 2011, p. 55). Besides, the PS contains the essential elements that defines the study and characterizes as a credible research problem (Gomez et al., 2014). Hence, a PS communicates the problem that has been identified through the application of specific data collection instruments. It reveals the issue intended to be solved or approached. According to Creswell (2014): the problem comes from a void in the literature, and conflict in research results in the literature, topics that have been neglected in the literature; a need to lift up the voice of marginalized participants; and “real-life” problems found in the workplace, the home, the community, and so forth (page 50). Something that characterizes any PS section is the fact that it has to be ingrained. The discourse community must share its rhetorical structure to consolidate this genre. This aspect is crucial within institutional contexts since under PhD students, following a similar rhetorical organization that characterizes the genre, are generally asked to write PS sections through which they communicate the issue. It is important to mention that the PS triggers not only the choice of the research paradigm but also the methodology of the study (Buendia, Colás y Hernandez, 1998). In addition, the PS follows an argumentative logic derived from the knowledge gap that the problem indicates (Gómez et al., 2014) which is close related to the way it is linguistically structured. In fact, writing the PS should be understandable and clear (Nimehchisalem et al., 2016). PhD students should pay attention to the rhetorical implications that the PS requires as a crucial subsection within their research thesis, including papers.

Aligning Global English with Local Cultures: The Dynamics of Culturally Responsive ELT Materials

Takad Ahmed Chowdhury, Associate Professor, University of Asia Pacific, Dhaka, Bangladesh

In an era where English functions as the world’s lingua franca, the challenge for educators in postcolonial South Asia is to ensure that English language teaching (ELT) empowers rather than alienates learners. This research explores how culturally responsive English pedagogy can bridge the gap between global communication and local identity. Drawing on principles from Tomlinson’s work on materials development and regional examples from Bangladesh and Pakistan, it highlights the critical role of teachers as contextual creators—those who adapt, localize, and humanize learning materials to reflect their students’ cultural realities. The discussion emphasizes that while professional developers provide pedagogical frameworks, teachers infuse them with meaning drawn from their own lived experiences. It further proposes practical strategies for embedding local literature, traditions, and social issues into English classrooms, thereby fostering learner agency and intercultural awareness. The study ultimately calls for a shift from

imported models of English teaching to a “glocal” paradigm—global in communication yet local in soul—where learners see English as a medium for expressing their own voices, cultures, and aspirations.

Designing a Framework for Localized Materials for ELT Learners: A Case for Pakistan

Dr. Muhammad Ajmal, Chairman, Department of English Language and Literature, Shaikh Ayaz University Shikarpur, Pakistan

The globalization of English Language Teaching (ELT) has prompted increasing attention to the need for localized language learning materials (LLMs) that reflect learners’ linguistic, cultural, and pedagogical contexts. This presentation, titled “*Designing a Framework for Localized Materials for ELT Learners: A Case for Pakistan*,” explores the design principles and practical implications of developing culturally relevant and pedagogically effective materials for Pakistani learners of English. Drawing upon Cortazzi and Jin’s (1999) model of material localization and Fairclough’s (1992) notion of discourse contextualization, the study examines how incorporating local cultural elements enhances learner engagement, motivation, and identity formation. Findings reveal that localized materials empower learners by connecting English language learning to their cultural realities without imposing native-speaker norms. The research demonstrates that “glocalization” — the integration of global communicative competence with local cultural resonance — supports learners in achieving linguistic proficiency while maintaining cultural authenticity. The framework proposed in this study outlines key components for designing reliable and context-sensitive LLMs, including linguistic adaptability, cultural inclusivity, and pedagogical relevance. Ultimately, the study argues that the localization of ELT materials fosters intercultural competence, democratizes linguistic ownership, and aligns language education in Pakistan with both local values and global communication needs. This framework contributes to ongoing discussions in Applied linguistics, curriculum design, and the future of culturally responsive ELT practices in multilingual contexts.

Humour in the Face of Crisis: Satire, Solidarity, and the Visual Framing of Natural Disasters in Pakistani Memes

Dr. Snobra Rizwan, Associate Professor, Department of English, Bahauddin Zakariya University, Multan, Pakistan

This paper examines how humour, resilience, and critique emerge in visual discourse surrounding natural disasters on Pakistani social media. In recent years, memes about floods, heatwaves, and smog have become digital arenas where citizens respond to environmental crises with irony and

collective commentary. Drawing on Kress and van Leeuwen's visual grammar (2006), the study explores three analytical dimensions of meaning-making: representational, interactive, and compositional meta-functions. The representational analysis focuses on how floods and heatwaves are visually constructed as processes (narrative) or as symbolic states (conceptual), revealing recurring themes of human vulnerability and environmental absurdity. The interactive meta-function examines the viewer's position—how gaze, distance, and humour negotiate empathy, detachment, or political critique. The compositional analysis investigates layout, salience, and framing to uncover how visual organization produces irony, contrast, and intertextual humour. By analysing a corpus of memes from X, formerly Twitter, (2022 to 2025), the paper demonstrates how multimodal resources, image, text, and code-mixing, transform disaster into a site of cultural negotiation. Ultimately, this research argues that Pakistani disaster memes operate as grassroots digital discourse, turning trauma into social meaning and humour into resilience. The study contributes to multimodal discourse analysis by situating Kress and van Leeuwen's framework within the context of South Asian digital media and environmental communication.

Framing Environmental Issues in Pakistani Intermediate English Textbooks: An Ecolinguistic Analysis of Two Lessons on Climate and Water

Maria Sufi, Aimen Chaudhary, Assia Aslam, Department of Humanities, COMSATS University Islamabad, Vehari Campus

Environmental education is becoming more and more crucial in Pakistan, but the way textbooks depict ecological matters is still a question. The main goal of this study is to examine the representation of environmental issues in the English textbooks used in the Intermediate curricula of Pakistan. It will analyze two lessons: "Impact of Global Warming in Pakistan" and "Clean Water." A qualitative document analysis based on Stibbe's (2015) ecolinguistic framework is going to be used for this research. The research dissects ideological framing, nature representations, problem-solution structures, and calls for sustainable action. The results point out that, through the global warming lesson, negative impacts (floods, heatwaves, glacier melt, and human vulnerability) are highlighted and human behavior is blamed for the issue. Conversely, the clean water lesson uses neutral and civic-oriented language, it thus encourages personal responsibility and practical conservation practices. The nature of both lessons is portrayed as delicate and under threat, and, at the same time, the relations between the environment and the sustainability of the future are not being highlighted. The study implies that while current textbooks introduce essential environmental themes, they could more effectively cultivate ecological consciousness by incorporating culturally relevant examples and transformative environmental discourse. These insights contribute to ecolinguistic research on ELT materials in South Asia.

Bridging Global English and Local Learning Cultures: Evidence from Collaborative Writing in Omani Higher Education

Dr Shumaila Memon, Sohar University, Oman

As English continues to function as a global academic and professional lingua franca, educators in the Gulf and wider Arab region face the ongoing challenge of helping learners meet international standards while remaining responsive to local learning cultures. In this featured presentation, I draw on findings from my recent study investigating the role of collaborative writing (CW) in enhancing the academic writing development of English as a Second Language (ESL) learners in an Omani higher education institution. Grounded in Sociocultural Theory (SCT) and the Zone of Proximal Development (ZPD), the study examines how dialogic interaction in CW tasks can mediate learning in ways that align global expectations of academic English with the collective, interaction-oriented tendencies of local classrooms. Using a quasi-experimental design with Level 2 undergraduates, the research compared individual writing (control group) with structured CW activities (experimental group). Quantitative results from pre- and post-tests revealed notable gains in idea organization, grammatical accuracy, and lexical sophistication for the CW group. Qualitative evidence from student reflections and classroom observations further illuminated how collaborative tasks fostered motivation, autonomy, and an evolving understanding of writing as a socially constructed, culturally situated practice. These insights carry significant pedagogical and policy implications for Oman and the region. The study resonates with the collaborative and innovation-driven goals of Oman Vision 2040 and current educational initiatives such as BLOCK Funding, underscoring the value of integrating CW into writing pedagogy as a means of preparing students for both local academic success and global knowledge engagement. More broadly, this work contributes to the conference's central conversation on balancing the demands of global English with the realities of local learning cultures, offering an evidence-based model for culturally responsive and globally aligned writing instruction.

Open Research Practices in Applied Linguistics: Opportunities and Challenges for Pakistani Practitioners

Dr. Muhammad Kamal Khan, Associate Professor, Allama Iqbal Open University, Islamabad

Open Science and Open Education as movements have greatly impacted the field of Applied Linguistics recently in terms of helping to enhance teaching and learning and expand scholarship and accessibility. Nonetheless, there are many misconceptions about these movements and concepts among Pakistani practitioners, and many have yet to embrace the transformative potential of their various academic and research initiatives. In my talk during this conference on Applied Linguistics, I will cover four major points related to open research practices in Applied Linguistics

in the Pakistani context including (1) why open research, (2) scientific rationale for open research in the case of Applied Linguistics, (3) various small and big steps which could be taken, and (4) challenges faced by Pakistani practitioners. A question-and-answer session with participants will follow the talk

Corpus Stylistic Analysis of Gender-Based Discourse: Implications for Pakistani English

Dr. Ayesha Zafar, Associate Professor, Department of English, University of Sialkot, Sialkot, Punjab Pakistan

Ali Rehman, Ph.D. Scholar, Department of English, University of Sialkot, Sialkot, Punjab, Pakistan

This study investigates gender-based stylistic variations in Pakistani English with the help of corpus stylistic approach. It identifies how male and female writers use language differently and how these stylistic differences reveal gendered perspectives, cultural values and social attitude embedded within Pakistani society. The research is guided by Language and Gender Theory and Multidimensional Analysis (MDA), which together provide a comprehensive theoretical and analytical foundation to examine how gendered expressions influence written discourse. The study views language as a social practice that not only reflects but also shapes gendered identities and cultural perceptions. Adopting a mixed methods corpus stylistic design, the research integrates quantitative and qualitative approaches to achieve a well rounded understanding of gendered writing patterns. The data are drawn from PakGenText, a purpose built corpus containing texts written by Pakistani male and female authors from various domains. Analytical tools such as AntConc, Voyant and LIWC tools are employed to identify stylistic patterns that differentiate male and female writing styles. These tools are helpful in uncovering patterns of word frequency, discourse structures and collocations which are then interpreted within a sociolinguistic framework. The use of corpus based methods ensures reliability, replicability and objectivity in identifying stylistic variations. The research explores the stylistic markers that define gendered discourse in Pakistani English and how these markers reflect societal attitudes toward gender. Additionally, this work analyzes implications for the development of Pakistani English as an emerging postcolonial variety. There was limited work present on Pakistani English both in gender studies and stylistics and this study fills this significant gap. The findings are expected to contribute practical advancements in theoretical, corpus linguistics, stylistics and gender studies. The study is significant for curriculum developers as it emphasizes gender sensitive approaches to language study. Ultimately, this research presents more inclusive and representative view of Pakistani English in both academics and social contexts.

The Role of Religious Discourse and Public Perception: A Critical Discourse Analysis in Pakistan's Socio Political Milieu

Shazia Saleem, Associate Lecturer, University of Gujrat

This research critically examines the complex relationship between religious discourse and public perception in Pakistan's socio-political milieu. The study by drawing on Foucauldian Critical Discourse Analysis (CDA), explores how dominating religious narratives operate as means of power, shaping public attitudes toward politics, media, gender, health, and social cohesion. Merging qualitative analysis of religious texts, sermons, and digital media with quantitative public perception surveys, proceeding with a mixed-methods approach, the research uncovers how clerical authority and state-endorsed religiosity strengthen patriarchal, exclusionary, and dictatorial ideologies. Findings show that in Pakistan, religious discourse actively contributes to the construction of delegitimization of dissent, stigmatization of disease and natural calamities, and misogynistic subjectivities through a moral vocabulary that twists piety with nationalism and virtue with submission. It has been further informed through survey data that a widespread public alignment with these religious narratives, though younger and urban populations display signs of discursive contestation. The study identifies significant gaps in existing literature regarding the intersection of theology, state policy, and public epistemology, particularly the marginalization of feminist, reformist, and minority interpretations of Islam. The dissertation calls for urgent interventions in the form of inclusive religious hermeneutics, critical religious literacy, legal reform, and institutional promotion of epistemic diversity. The study by presenting how religious discourse is produced, circulated, and consumed inside unequal power structures, contributes to larger debates in religious studies, gender theory, and political communication, offering a roadmap for building a more just and pluralistic discursive state of affairs in Pakistan.

Generative AI in EFL Classrooms Monitoring and Enhancing Learning: Institutional Provisions and Challenges to Use it for Academic Purposes in Public Sector Universities of the South Punjab Pakistan

Dr. Abdul Rashid, Lecturer, University of Layyah, Post-Doctoral Fellow, University of Reading, United Kingdom

Recently, the development of chatbots assisted by the artificial intelligence has opened up new dimensions in the field of education. Among such is the ChatGPT. It is taken as a Pharmeka (a poison and remedy at the same time). Some had taken it a serious threat to the creativity and human intelligence. Those who take it as a threat to the creativity are of the view that artificial intelligence is an agent working on the theory of human replacement. While at the same time, generative artificial intelligence had revolutionized language learning process particularly of the English Language. The present study is aimed to gauge readiness and the institutional provisions & challenges to use artificial intelligence for academic purpose in the public sector universities of

the South Punjab-Pakistan. The current study is based on mixed methods for the collection of data. Theoretical insights have been taken from Technology Acceptance Model (TAM) (Davis, 1989). It includes items related to perceived usefulness, ease of use, behavioral intention to use generative AI, access to infrastructure, and institutional support. This approach is especially appropriate for educational research involving technology, as it allows for both statistical generalization and deep contextual analysis (Creswell & Plano Clark, 2018; Cohen, Manion, & Morrison, 2018). The questionnaire was distributed among 200 hundred students of undergraduate and postgraduate students studying English language and literature at the following universities; university of Layyah, university of Jhang, University of Mianwali, Ghazi University D.G khan, Islamia University Bahawalpur, Women University Multan, Bahauddin Zakariya University Multan. The population was selected on random sampling technique and the questionnaire was distributed online. Ten participants both male and female were interviewed at the University of Layyah as focused group. Out of 200 participants 160 students returned the questionnaire. These universities reflect the diverse socio economic and institutional contexts of South Punjab and represent varying levels of technological readiness, policy implementation, and pedagogical engagement with AI tools. The findings of the study reveal that there is a high frequency of ChatGPT users in the academic domains. The students are using it for the academic purpose but without any professional experience and training. A significant population showed its willingness for professional training regarding the use of artificial intelligence for academic purpose. Hands on training to use artificial intelligence would make the language learning more personalized, interesting and effective for academic purpose.

Boosting ESL Vocabulary: The Power of Morphological Awareness in Higher Secondary Education

Dr. Tahira Asgher, Associate Professor, Department of English Linguistics, IUB.

This study investigates the role of morphological awareness in boosting vocabulary development among English as a second language (ESL) learners at the higher secondary level. Morphological awareness—the ability to understand and manipulate the smallest grammatical units of meaning, such as roots and affixes—has emerged as a significant factor in language acquisition. The research aims to assess how this awareness influences the vocabulary growth of ESL students. A total of 90 intermediate-level students participated in the study, divided into an experimental group and a control group. The experimental group received targeted instruction on morphological awareness and morpheme-based vocabulary, while the control group followed traditional vocabulary instruction methods. Pre-tests and post-tests were administered to measure the students' morphological awareness and vocabulary recognition. The findings, analyzed using SPSS, revealed that the experimental group demonstrated significantly greater improvements in vocabulary development compared to the control group. These results highlight the effectiveness of morphological awareness in enhancing ESL students' vocabulary skills, suggesting that

incorporating this approach can lead to more efficient and lasting vocabulary acquisition in second language learning.

Reimagining ESL/EFL Pedagogy: Effect of Flipped Classroom Method on Speaking Skills at Graduate Level in Pakistan

Dr. Zahoor Hussain, Associate Professor, Department of English linguistics, IUB

The use of computer assisted instruction in the domains of pedagogy brought many changes in the process of learning English language. This study investigated the effect of an instructional strategy known as the flipped classroom on the development of speaking skills among the ESL/EFL learners. The study was informed by the constructivist theory of learning languages. The researcher employed an experimental approach to assess the effect of the flipped classroom on ESL/EFL learners' speaking skills. The study was conducted at graduate level in the Department of English Linguistics, The Islamia University of Bahawalpur. A number of 60 students was selected through convenient sampling and they were divided into two groups of 30 students each. The experimental group received instruction through the flipped classroom method, while the participants in control group were given instructions through traditional lecture method by the same teacher for about one semester around 12 weeks with 03 standard credit hours per week. Both the groups were given pre-tests and post-tests to measure the participants' speaking abilities in the four components of fluency, coherence, pronunciation, interactive communication, and proficiency. Analyses of the quantitative data revealed that the students in the experimental group improved in all above mentioned areas of speaking skills than those in the control group. These findings carry significant pedagogical implications for the ESL/EFL educators, suggesting that incorporating flipped approaches into language instruction can provide richer opportunities for spoken language practice and more effective skill development.

The Role of XR-Based Multimodal in Language Development Through Intelligent Computer Assisted Language Learning

Dr. Sehrish Iftikhar, University of Southern Punjab, Multan, Pakistan

The immersive use of AI technologies into language learning has provided new avenues for the development of language proficiency. This paper examines the role of Extended Reality (XR)-based multimodal within the framework of Intelligent Computer-Assisted Language Learning (ICALL) for English as a Second Language (ESL) learners to improve language competence. The combination of ICALL systems with XR-based multimodal (XR-ICALL) enables the delivery of rich multisensory interaction. The study aims to explore the multisensory input (visual, auditory,

kinesthetic) an area that is still unexplored and limited in empirical research on ICALL. The present study is quasi experimental mixed-methods design with 64 intermediate-level ESL learners, divided into control and experimental groups. The XR integrated ICALL system featuring authentic simulations and multimodal based intervention provided to the experimental group whereas the control group utilized a conventional non-immersive desktop ICALL system. The outcomes of the language proficiency assessed through pre- and post-tests focusing on speaking fluency, accuracy, pronunciation, and vocabulary retention. Additionally, ESL learners' engagement measured using standardized metrics and in-depth interviews interactions with XR-ICALL based instructional elements. The data analysis revealed that the XR-ICALL group outperformed, statistically significant results in both speaking proficiency and vocabulary tests scores compared to the results of control group. The experimental group showed notable improvement in pronunciation accuracy supported by immediate real-time and context sensitive feedback. ESL learners frequently cited the immersive nature of XR-ICALL based language environment as an instrumental sustained engagement and enhancing their learning motivation. Thematic insights of the semi-structured interview data clarified the contribution of multimodal elements in scaffolding contextually and supporting experimental language practices. Furthermore, by validating the role of XR-based multimodal integrated ICALL environment, this study contributes the growing body of work on advanced technology improve language learning and offer new directions of digital learning for second language development. The findings of the study insight the integration of multimodal and capitative instructional designs to foster deeper learners' language proficiency.

Designing Culturally Grounded ELT Content for Value Formation among Pakistani Learners

Waqar Mahmood Khan, Lecturer in English, University of Okara

The rapid rise of social media and AI has transformed the behaviour, interests, and communication styles of today's learners. In Pakistan, where English is taught as a compulsory subject from school to university levels, this situation has created a clear mismatch between modern digital habits and the cultural and the Islamic values traditionally emphasised in society. To address this gap, there is a strong need for English language teaching materials that promote both linguistic development and cultural relevance. Drawing on Schema theory and the principles of culturally responsive pedagogy, this study argues that when learners engage with content that connects with their cultural background, learning becomes deeper, more meaningful. The study used a qualitative content analysis methodology. Commonly used ELT textbooks and digital learning materials in Pakistan were examined to identify cultural gaps and areas where foreign content does not support or reflect Islamic values and local traditions. Interviews with teachers also helped to identify classroom challenges related to discipline, respectful behaviour, and the shifting attitudes typical

of today's media influenced generation. The findings provided a practical model for developing ELT materials that naturally encourage respect for teachers, parents, elders, and community values. Instead of direct moral lessons, values should be woven into stories, dialogues, and communicative tasks that feel authentic and relatable to learners. This method strengthens cultural identity while also improving language learning. The study offers practical benefits for curriculum designers, teacher educators, and policymakers. It shows how culturally aligned ELT materials can support tolerance, positive behaviour, and character development. This approach ensures that English education helps learners succeed globally while staying connected to the cultural and ethical foundations of Pakistani society.

The Politics of Language and Belonging: A Critical Analysis of Policy, Identity, and the Dynamics of Saraiki Language Maintenance in South Punjab

Dr. Shahida Naz, Assistant Professor, Govt. College University, Faisalabad
Tahir Rasheed, Govt. College University, Faisalabad

The study critically analyzes the historical, socio-political, and ideological influences that have shaped Pakistan's language policies, particularly those that have marginalized Saraiki, one of the country's most significant regional languages, spoken by approximately 28.84 million people as per the 2023 census. Historically relegated as a mere dialect of Punjabi, the language and its speakers face systemic erasure and symbolic violence within state institutions and policy domains. This research examines the impact of prevailing Urdu/English-centric language ideologies that promote subtractive bilingualism in educational institutions, contributing to language attrition and a decreased sense of prestige among the Saraiki youth. Findings indicate that the Saraiki community perceives that their language is not adequately represented in education and literature. Furthermore, the marginalization is deeply intertwined with economic and political grievances stemming from the underdevelopment of the Southern Punjab. Employing a Critical Discourse Analysis approach, the study finds that the suppression of Saraiki identity is a political imperative aimed at maintaining centralized control, which has, in turn, fueled the Saraiki ethno-linguistic movement. The paper concludes that achieving linguistic justice for Saraiki is inseparable from addressing issues of constitutional structure, socio-economic equity, and political representation.

Exploring Local Cultures-Informed Instruction in Pakistani ELTL Settings

Dr. Marghoob Ahmad, Assistant Registrar, Lahore High Court, Lahore

This research explored two fundamental questions (i) whether local culture could be assimilated into English or not (ii) whether local cultures-informed instruction could be feasible in English

Language Teaching & Learning (ELTL) set up. Native-speaker standard was alarmingly unfavorable to non-native speakers. Globally, 1.53 billion users interacted in English from inner, outer and expanding circles who were diverse linguistic groups adapting to local cultures, and are also reshaping English day by day. Ten articles were selected online opting judgmental sampling regarding two questions framed and axial coding was exercised to analyse thematic patterns in textual constructs of data. Findings revealed that language functions in two ways (i.e. a tool to communicate coupled with a porter of culture). A learner learns a language; he actually learns culture. A teacher who teaches a language actually teaches culture. A language learner's awareness of his own culture promotes intercultural communication. The usage of local culture in ELTL set up gives language learners cultural resilience. In ELTL, teaching material should be adhering to 3P cultural model i.e. perspectives, practices and products. Embedding students' local culture in ELTL set up is believed to facilitate students achieving success for learning English. Teacher-student experiences can be incorporated into ELTL environment advancing students to learn English through a participatory learning. The study was useful in developing an insight into assimilation process of local cultures and Global English. The synthesis suggested a definite scheme of things for Content and Language Integrated Learning (CLIL) in line with inclusive environment at multicultural workplaces so as to contribute enhanced skillfulness for flag-waving and cultural wisdom.

Culturally Relevant Pedagogy in English as Second Language Classrooms: Merging Local Wisdom with Multiple Intelligences Theory

Dr. Aisha Ilyas, Lecturer, Department of English Linguistics, IUB

In today's multilingual and culturally diverse classrooms, English language teaching needs to go beyond grammar and vocabulary, it should reflect learners' identities and real-life experiences. The present research aims to investigate the impact of integrating culturally responsive pedagogy, Multiple Intelligences (MI), and local wisdom in the development of ESL students' speaking skills. The present study holds a mixed-methods research design. Eighty undergraduate ESL learners from Islamia University of Bahawalpur were randomly selected and divided into groups of forty each as a control and an experimental group. Both groups were pre-tested. The experimental group was taught through local stories, traditions, and community knowledge into MI-based classroom strategies including; storytelling, role-play, and collaborative peer discussions, while the control group followed traditional methods of instruction. The post-test was administered to both groups after three months, and the scores were compared to see the impact. The mean difference between the pre and post-tests of the experimental group was 37.34; however, the mean difference between the pre and post-tests of the control group was 12.66. The statistical analysis demonstrated a significant improvement in the scores of the speaking skills of the experimental group as compared to the control group. Later, interviews were used to assess students' reflections. The findings revealed that students who are exposed to culturally responsive and MI-based instruction showed significant improvement in fluency, confidence, and engagement compared to those taught through conventional approaches. The study concludes that integrating local culture and Multiple

Intelligences can effectively enhance students' communicative competence and make English learning more meaningful in multicultural contexts.

A Corpus-Based Comparison of Lexical Bundles Found in Research Papers of British and Pakistani Researchers Published in the Field of English Linguistics

Dr. Muhammad Sumair Zahid, Lecturer, Department of English Linguistics, IUB

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

The art of persuasive writing depends upon the formulaic use of language. Lexical bundles, as formulaic sequences, play a crucial role in structuring persuasive and coherent discourse. The current study compares the use of lexical bundles in research papers by British and Pakistani researchers in the discipline of English Linguistics, focusing on the frequency, structure, and function. A mixed-method corpus-based approach was employed, drawing on a self-developed corpus of 1,086 research papers. This corpus was further classified into two sub-corpora, COBRA and COPRA. The corpus was further analyzed by using AntConc (version 4.2.4, Anthony, 2023), which generated two lists of four and five-word target bundles comprising 158 bundles in COBRA and 229 in COPRA. For structural and functional analysis, Biber et al.'s (1999) and Hyland's (2008a) taxonomies were used. The findings reveal that both corpora are dominated by PP-based, NP-based, and VP-based bundles, with research-oriented bundles being the most frequent functional category. While British writers show a preference for NP + of bundles in locative and descriptive contexts, Pakistani writers overuse them in procedural, quantification, and topical contexts. The study highlights cross-cultural variation in academic discourse and contributes to a deeper understanding of formulaic language use in research writing.

Local Identity, Global Voice: Improving Speaking Skills of ESL Learners through the Culturally Responsive-Audio Description (CRAD) Model

Dr. Farah Zaib, Lecturer, Department of English Linguistics, The Islamia University of Bahawalpur

Dr. Shahid Nawaz, Assistant Professor, Department of English Linguistics, The Islamia University of Bahawalpur

This mixed-methods study investigated the efficacy of the Culturally Responsive Teaching-Audio Description (CRAD) model in improving the speaking skills of undergraduate ESL learners. Grounded in the Affective Filter Hypothesis (Krashen, 1985) and Culturally Responsive Teaching (CRT), the research hypothesized that leveraging local Pakistani heritage content would reduce speaking anxiety and provide a linguistic scaffold for complex oral production. The quantitative (experimental) phase (N=60) used a pre-test/post-test design, measuring fluency, linguistic complexity (T-unit analysis), and coherence. Results demonstrated statistically significant

improvements for the CRAD group ($p < .05$) across all metrics, particularly in descriptive vocabulary and complex syntax. The subsequent qualitative phase analyzed student reflections ($N=20$), yielding themes of Reduced Speaking Inhibition (lowered anxiety), Targeted Linguistic Precision (necessitated use of complex structures), and Motivation and Refinement. The findings affirm that CRAD effectively bridges affective safety and linguistic complexity. The study concludes that leveraging students' local identity transforms the ESL speaking task into an empowering communicative act, offering a data-backed pedagogical model for advanced oral skill enhancement.

Effect of Flipped Classroom Method on ESL Learners' Active Language Skills: A Study Conducted at Graduate Level in Pakistan

Dr. Samreen Anjum' Lecturer, Department of English Linguistics, IUB

Dr. Zahoor Hussain, Associate Professor, Department of English Linguistics, IUB

This research investigated the impact of the flipped classroom method on the development of active language skills among ESL learners at the graduate level. The primary objective was to examine how flipped classroom method influences students' speaking and writing skills. Grounded in constructivism and Vygotsky's social interactionist theories, the study adopted a mixed-methods research approach, integrating both the quantitative and qualitative approaches for data collection and analysis. The researcher adopted an experimental research design with a sample of 60 participants from the BS English program at The Islamia University of Bahawalpur. They were selected through simple random sampling to ensure objectivity and representation. The sample was further divided into control and experimental groups and both groups received instructions for 16 weeks. Furthermore, quantitative data were collected through pre-tests and post-tests to measure improvements in speaking and writing skills, while qualitative data were gathered through structured interviews with students and detailed questionnaires completed by ESL teachers, consisting of both Likert-scale items and open-ended questions to triangulate the findings and explore pedagogical implications. In the light of findings, it was revealed that flipped classroom techniques significantly enhanced students' language proficiency, as shown in the mean score 125.766 of writing skill and mean score 103.700 of speaking skills of experimental group that shows significant enhancement. Interview responses showed that students felt more confident and motivated, attributing their progress to pre-class video lectures and interactive classroom activities. Similarly, 65% of teachers highlighted the effectiveness of technology-assisted instruction and pre-class preparation in enhancing learners' performance and engagement. To conclude, it is stated that the flipped classroom is an effective pedagogical method for promoting active language skills and learner-centered instruction in higher education, and recommends its broader implementation in the Pakistani ESL context.

A Comparative Analysis of Cultural Representation in Secondary Level ELT Textbooks Produced by the Punjab and Sindh Textbook Boards

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

This study aims to conduct a comparative analysis of cultural representation in secondary level English Language Teaching (ELT) textbooks produced by the Punjab and Sindh Textbook Boards. As ELT materials significantly shape learners' cultural perceptions, identities, and communicative competence, examining how these textbooks portray local, national, and global cultures is essential. Using a qualitative content analysis framework supported by elements of Critical Discourse Analysis, this study evaluates cultural themes, character portrayal, values, social interactions, and contextual references across both provincial textbook series. The analysis focuses on identifying the presence or absence of cultural diversity, inclusivity, regional representation, and alignment with contemporary ELT material standards. Findings are expected to reveal notable differences in cultural depth, representation patterns, and the balance between indigenous and global cultural elements in the two textbook sets. The study highlights how variations in provincial textbook development may influence learner identity formation, cultural awareness, and engagement with English as a subject. The implications underscore the need for culturally responsive textbook design to promote meaningful, contextually grounded learning experiences for Pakistani secondary school students.

The Impact of ChatGPT on ESL Learners' Critical Thinking Skills: A Study Conducted at Postgraduate Level

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This study explored the impacts of ChatGPT on critical thinking skills of ESL learners by examining the perceptions of ESL learners and teachers about the potentials and challenges brought by the inception of ChatGPT in ESL classrooms. Critical thinking skill is a valuable and essential skill that a learner needs to master. This study was descriptive quantitative in nature divided into two phases. In the first phase of the study, data was collected from convenient sample of hundred (100) ESL learners from department of English linguistics and literature of the Islamia University of Bahawalpur and in the second phase, data was gathered from purposive sample of thirty (30) ESL teachers from Southern Punjab teaching at postgraduate level. Two closed ended questionnaires; one for ESL learners and other for ESL teachers were used as research tool. Theoretical framework of Technology Acceptance Model (TAM) underpinned the study. Data was analyzed through Statistical Package of Social Sciences (SPSS) version 25 and tables were drawn to represent statistical findings. The findings revealed several benefits of using ChatGPT including enhanced learners' autonomy, exposure to diverse language uses, improved concepts and exploration of new ideas. However, challenges were also noted, including an over-reliance on

ChatGPT, concerns about accuracy and appropriateness of ChatGPT-generated content, limited creativity, privacy, and ethical and just use. Consequently, critical thinking skills of ESL learners are deteriorating. Based on these challenges, this study recommended institutes to ensure balanced integration and just use of ChatGPT in ESL classrooms. This study also recommended ESL teachers to incorporate assessment tasks evaluate critical thinking skills of ESL learners.

A Comparative Review of the Integration of Critical Thinking in Secondary Level ELT Textbooks Developed by the Punjab and Sindh Textbook Boards

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This study provides a comparative review of the integration of critical thinking in secondary level English Language Teaching textbooks developed by the Punjab and Sindh Textbook Board. As educational reforms in Pakistan increasingly emphasize higher order cognitive skills, it is essential to evaluate whether the prescribed ELT materials offer learners meaningful opportunities to analyse, interpret, and evaluate information. Using a qualitative content analysis approach informed by the Revised Bloom Taxonomy, this study examines comprehension questions, learning tasks, reading activities, and end of unit exercises across the selected textbooks. Each task is coded to assess its cognitive demand, openness, and potential to foster reasoning and problem solving. The comparative findings are expected to reveal notable differences in the distribution of lower and higher order tasks between the two provincial textbook series, highlighting variations in depth, cognitive challenge, and instructional intention. The study underscores the importance of designing ELT materials that adequately support the development of critical thinking and aligns with contemporary curriculum goals. Recommendations are offered for textbook writers, curriculum developers, and policymakers striving to strengthen critical thinking integration in Pakistani secondary English education.

Enhancing Creativity in ESL Learners' Descriptive Essays through Culturally Relevant ELT Materials

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The present study aimed to examine the effectiveness of culturally relevant ELT materials in enhancing creativity in ESL learners' descriptive essay writing. Acquiring creativity and descriptive writing competence is indispensable for ESL learners as they help them achieve expressive and content-rich write-ups. The study was conducted at Department of English Linguistics, The Islamia University of Bahawalpur, and followed quasi-experimental, single group pretest-posttest research design. A convenience sample of 30 ESL learners completed a pre-test post-test descriptive writing task. A 7 days long intervention of culturally relevant ELT materials was used to enhance the content development and creativity in the descriptive essays of ESL learners. "Core Aligned Creative Writing Rubric" was used to evaluate the pretest-posttest

descriptive writing task. A paired sample *t*-test was applied to compare pre-test and post-test mean scores, revealing a statistically significant improvement in learners' creative expressions. The results of the study showed that culturally relevant ELT materials serve as an important pedagogical tool to augment creativity and descriptive writing skills of ESL learners. The study recommends integrating localized cultural content into ESL classrooms to bridge linguistic gaps and promote creative language use.

Culture Integration into ELT: English Language Instructors' Perceptions and Their Teaching Practices

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The integration of culture into English Language Teaching (ELT) is increasingly recognized as a key factor in enhancing learners' intercultural competence and communicative effectiveness. This study investigates English language instructors' perceptions of cultural integration and examines the extent to which these perceptions are reflected in their classroom practices. Data were collected through a mixed-methods approach, combining close-ended questionnaires and semi-structured interviews with university level teachers. 50 ESL teachers were selected randomly from various universities of Punjab. The findings indicated that while a majority of teachers hold positive attitudes toward cultural integration, believing it enhances students' understanding and engagement, only a limited number consistently incorporate cultural content in their lessons. Many instructors tend to focus primarily on linguistic skills due to curriculum demands, time constraints, and the absence of clear institutional guidelines. Moreover, some teachers reported uncertainty about how to integrate culture effectively, highlighting a need for professional training in intercultural pedagogy. The study concludes that although instructors conceptually value the inclusion of culture in ELT, its practical implementation remains inconsistent. Strengthening teacher preparation and providing institutional support can bridge this gap, leading to more culturally responsive and meaningful language instruction.

Localising Global English: A Critical Discourse Analysis of Pakistani ELT Textbooks

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This study intends to find out how global English is adapted to serve educational and ideological purposes in Pakistani ELT materials at the matriculation level. Although English has become a

global language, it does not remain the same in every context where it is used. The current study is descriptive and qualitative in nature where critical discourse analysis has been chosen as the analytical mode. Eight lessons from 9th and 10th grade were shortlisted via purposive sampling, while ELT books of matriculation from Punjab Textbook Board served as the source of data. Analytical section of the study has been situated within the “Three-Dimensional Framework” of Fairclough (1995). The findings of the study revealed that English, in Pakistani ELT textbooks, is adapted to promote Islamic values, patriotism, and cultural pride. Therefore, the study highlights English is a localized medium of cultural expression rather than being a borrowed Western language. The study concludes by recommending that ELT materials be designed through a localization framework that reflects Pakistan’s social, religious, and cultural realities without compromising linguistic standards.

Aligning Global English with Local Culture: A Critical Analysis of Culturally Responsive ELT Materials in Pakistani Classrooms

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English has become a global language and is widely used in education and communication. In Pakistan, English textbooks often focus on a Western cultural context, which does not match the local students’ own experiences. This cultural gap can reduce learners' engagement and affect their sense of identity. The purpose of this study is to examine how Grade 5 English textbook in Pakistan include local culture and also teaching global English. Using a qualitative research design, I analyzed two popular textbooks, one is Punjab Textbook Board (PTB) English textbook and other is Oxford University Press (OUP) textbook, by examining their stories, activities and dialogues for cultural context. I also observed two groups (25 students each) of Grade 5. Through this, I wanted to see how teachers explain cultural content and how students respond. The study draws on recent content analyses of Pakistani ELT textbooks and cultural representation in classrooms. Key findings of this study show that popular textbooks mainly focus on Western culture. On the other hand, Local culture is included only in a limited or superficial way in government textbooks. Linguistic, regional, and social diversity is missing. According to the results, the study recommends several strategies. Textbooks should be developed in collaboration with local teachers and writers. Pakistani English features should be included in lessons. Teachers should be trained. Aligning global English with local culture can enhance students’ engagement and confidence to learn English.

A Corpus-Based Critical Discourse Analysis of English Media Reports: A Representation of Russo-Ukrainian Conflict

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The Russo-Ukrainian conflict, one of the most significant geopolitical issues of the 21st century, and it has drawn considerable attention from global media. This study investigates how the conflict is framed in the news reports of *Tehran Times* and *The New York Times*, focusing on the linguistic constructions of pro-Russian and pro-Ukrainian stances. The research is based on the premise that media discourse is shaped by underlying ideological biases, influenced by the social, political, and economic contexts in which media outlets operate. The study uses a Corpus-based Critical Discourse Analysis (CDA), to analyze both micro (lexical choices) and macro (semantic structures and ideological framing) levels of language to explore how the conflict is represented in these media sources. It uses computer-based tool, AntConc. to analyze keywords, collocations, concordances, adopting an objective approach to identify linguistic patterns. The study draws on an eclectic framework combining Van Leeuwen's socio-semantic model, Halliday's Transitivity model, and Van Dijk's Ideological Square to interpret the ideological implications of these linguistic choices. The findings indicate that *The New York Times* and *Tehran Times* media representation of Russo-Ukrainian conflict is biased. It reveals that *Tehran Times* adopts a pro-Russian stance, foregrounding Russia's military actions and frames them positively as strategic, coordinated, or expected, rather than aggressive. It backgrounds Russian forces as recipients as being repelled, or fought off against Ukraine. Whereas, Ukraine is consistently framed as a *Western proxy*, with its forces depicted as instruments of NATO and U.S. interests rather than independent actors in the conflict. On the other hand, *The New York Times* takes an anti-Russian stance, by consistently portraying Russia as the sole *aggressor* and *invader*, foregrounding Ukrainian victimhood. Thus, the present study demonstrates how linguistic choices in media discourse not only reflect but also reinforce ideological biases. It underscores the role of media in shaping public perception and geopolitical alignment through linguistic framing of the global conflicts.

Exploring the Role of Teacher Agency in Enhancing Reading and Writing Skills of Elementary ESL Learners in Bahawalpur

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Teacher agency—the capacity of educators to act reflectively, purposefully, and contextually—plays a critical role in shaping effective literacy instruction (Priestley, Biesta, & Robinson, 2015). This study investigates how elementary ESL teachers in a private school in Bahawalpur exercise agency to enhance students' reading and writing skills, bridging the gap between curriculum mandates and learner needs. A mixed-methods design was employed. Quantitative data were

collected through pre-, while-, and post-language assessments to measure student progress in reading comprehension and writing fluency. Qualitative insights were gathered from teacher reflective journals, semi-structured interviews, Learning Community (LC) discussions, peer observations, and lesson observations, with reflective practice guided by Hattie's DIIE model (Diagnose, Intervene, Implement, Evaluate) (Brookfield, 2015; Pietarinen, & Soini, 2014). These methods captured how English teachers make instructional decisions, adapt materials, integrate technology, and tailor instruction to students' diverse abilities and backgrounds. Findings indicate that structured collaboration within LCs, combined with reflective practice, professional development, and formal and informal learning opportunities, strengthens teachers' identity and professional confidence, fosters innovative literacy strategies, and supports adaptive classroom decision-making (Buchanan, 2015). Teachers demonstrated agentic actions in differentiating instruction, scaffolding reading tasks, guiding students through all stages of the writing process, and integrating digital tools to enhance engagement and learning outcomes. Contextual factors, including institutional support and technological affordances, mediated the enactment of agency, highlighting the importance of school culture in enabling effective literacy practices (Teng, 2019). The study is underpinned by Priestley et al.'s (2015) Ecological Model of Teacher Agency, Hattie's DIIE cycle, and Berger's framework for student achievement, providing a theoretical lens for understanding how teacher agency translates into actionable literacy practices. These findings highlight how reflective, collaborative, and contextually responsive professional environments can empower English teachers to drive sustained improvement in reading and writing outcomes, providing practical guidance for mentors and instructional leaders to develop empowered and agentic English teachers in ESL contexts. Finally, the study demonstrates how English teacher agency in ESL classrooms not only fosters learner agency but also distinguishes between productive and constrained forms of agency, highlighting its impact on student reading and writing outcomes.

A Study on Discourses of Admission Advertisements of Public and Private Universities in Pakistan

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This study conducted a discourse analysis of advertisements for public and private universities in Pakistan to gain insights into how these institutions construct their identities and communicate their messages to potential students. An advertisement is a form of communication that is also a social practice. Ads have the potential to influence people's psychology across all cultures. Advertisements have an unavoidable influence on people. The purpose of this research is to demonstrate the impact of advertisements as well as the role of linguistic and semiotic analysis in advertisements. The methodology used in this study is Discourse Analysis, which involves the systematic analysis of language use and its social and cultural context. This study also made use of the semiotic framework of Norman Fairclough's 3-D model and Kress and Van Leeuwen's grammar of visual designs. Specifically, the study employs a combination of linguistic and semiotic analysis to analyze the discourse of university advertisements in Southern Punjab

Pakistan. Through the analysis of these advertisements, the study found that universities use concise and clear language, appropriate font sizes and colors, and effective placement of logos and symbols to attract and persuade their target audience. Semiotic elements such as symbols, signs, and infographics are also important in conveying meaning and creating visual appeal. The study concludes that effective communication and visual appeal are important in attracting potential students, and understanding the linguistic and semiotic features of advertisements is necessary to fully comprehend the intended messages and persuade the target audience. The study suggests avenues for future research to explore the effectiveness of different linguistic and semiotic features in persuading different target audiences and the cultural and social implications of using certain linguistic and semiotic elements in advertisements.

English Language Teaching in the Kingdom of Saudi Arabia: Past, Present, and Future in the Aligned to Vision 2030

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This paper reviews the development of English Language Teaching (ELT) in the Kingdom of Saudi Arabia (KSA), situating historical developments, current practice, and likely futures within the strategic framework of Vision 2030. Drawing on Language Policy and Planning (LPP) theory, sociocultural perspectives on learning, and frameworks for educational change, the article synthesizes empirical and policy literature from the last decade to identify patterns, achievements, and persistent challenges. Key areas examined are K–12 curricula and assessment, English-Medium Instruction (EMI) in higher education, teacher education and professionalism, and socio-cultural attitudes toward English in a conservative society undergoing rapid social and economic transformation. The analysis shows that Vision 2030 has accelerated English-related reforms (expansion of EMI, workforce-driven language goals, and new curricular initiatives), but challenges remain in teacher preparation, assessment alignment, and equitable implementation across regions and genders. Recommendations include policy coherence across ministries, sustained investment in teacher education and professional development, assessment reforms aligned with communicative competence, and research-driven piloting of EMI programs with systematic evaluation. The paper closes with a proposed research agenda and practical steps aligned to Vision 2030 objectives.

Culturally Responsive E-Materials and Primary English Textbooks: Quantitative Insights into Aligning Global English with Local Cultural Contexts

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The rise of global English has created a pressing need to design instructional materials that balance international language standards with learners' local cultural identities. Digital learning resources, particularly culturally responsive e-materials, offer the potential to bridge this gap by complementing traditional textbooks with contextually relevant content. This quantitative research investigates the cultural responsiveness of primary English textbooks from the English Primer to Grade 5, examining how they can inform the design of e-materials that align global English with local cultural contexts. The research objective is to measure the degree of cultural representation in primary English textbooks to guide the development of culturally responsive e-materials. Accordingly, the study addresses the research question: To what extent do primary English textbooks (English Primer–Grade 5) incorporate local cultural elements while maintaining alignment with global English standards for effective e-material development? The population included all PCTB-prescribed primary English textbooks, and three textbooks were purposively selected as the sample. The study was grounded in a culturally responsive pedagogical framework and adopted a positivist paradigm with a quantitative content analysis design. Textbook content was systematically coded for indicators of cultural relevance, including local names, festivals, daily routines, clothing, food, and visual illustrations. Descriptive and inferential statistics were used to quantify the frequency and distribution of these elements. Findings reveal that while textbooks include some local cultural content, their overall representation is limited. Integrating culturally responsive e-materials can enhance engagement, contextual understanding, and learners' cultural identity by supplementing textbook content with locally grounded digital examples. The study recommends the strategic development of e-materials that reflect learners' cultural realities, ensuring that primary English education simultaneously fosters global English competence and local cultural awareness.

Effects of L2 Schema through Intensive Reading Technique (IRT) to Enhance Academic Writing Proficiency of ESL Learners at Graduate Level

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This quasi-experimental study examines the effects of activating L2 schema through an Intensive Reading Technique (IRT) on the academic writing proficiency of graduate-level ESL learners. In a study by Kufi (2023), the effects of activating L2 schema through an Intensive Reading Technique (IRT) were explored with graduate-level ESL learners to enhance their academic writing proficiency. Grounded in schema theory and contemporary L2 academic-writing pedagogy, the intervention exposed participants to carefully selected, discipline-relevant

intensive-reading texts combined with explicit schema-activation tasks (pre-reading prompts, content-mapping, and targeted discourse feature analysis) and guided composition practice. Pre- and post-intervention measures included holistic and analytic ratings of coherence, cohesion, rhetorical organization, lexical resource, and grammar, complemented by learner reflections. Data was collected through pretests measuring seven categories: content, formal, linguistic, lexical, inferential, cultural and task schema. The control group demonstrated steady but moderate improvement, with posttest scores ranging between 5 and 7. Their strongest gains were observed in content and task schema, reflecting improved activation of background knowledge and greater confidence in following prompts. By contrast, the experimental group achieved consistency higher posttest scores between 7 and 8, with particularly significant gains in formal, inferential, lexical, and cultural schemas. Results show statistically and educationally meaningful gains in organizational structure, idea development, and academic lexical use, suggesting that IRT-mediated schema activation facilitates transfer from comprehension to production. These outcomes align with recent findings that content-schemata activation scaffolds L2 writing and that reading-focused interventions (both intensive and extensive) contribute to vocabulary, syntactic development, and writing quality. The study argues that integrating IRT with explicit schema tasks offers a cost-effective, replicable approach for EAP courses and graduate writing programs, with implications for syllabus design, text selection, and formative assessment.

Bridging Global English with Local Culture: A Schema-Driven Approach to Culturally Responsive ELT Materials by the Punjab Curriculum & Textbook Board

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Language learning becomes more effective when new content resonates with learners' existing mental frameworks. Grounded in Schema Theory, this study investigates how culturally relevant English language materials influence learners' comprehension and classroom interaction. English textbooks by the Punjab Curriculum and Textbook Board were examined through qualitative thematic analysis to identify elements that activate prior knowledge, including familiar environments, everyday cultural experiences, and recognisable social practices. To complement the textual analysis, a survey was conducted to gather classroom-based insights from 20 English language teachers on how cultural relevance influences comprehension, participation, and learner engagement. Evidence from both the textbook analysis and teacher responses indicates that when lessons reflect learners' familiar cultural experiences, they interpret texts more easily, comprehend vocabulary in context, and engage more confidently in English language activities and classroom

discussions. The study highlights that embedding local culture within ELT materials is essential for meaningful, equitable, and responsive English language learning in Pakistan.

A Feminist Stylistics Study of Qaisra Shahraz' "*The Holy Woman*"

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This study is an attempt to explore that how Qaisra Shahraz has represented female characters in her novel "The Holy Woman." Feminists believe that females are doubly colonized in postcolonial fiction like Pakistani fiction. This paper discovered the representation of female characters in the novel "The Holy Woman" written by a female writer under the cover of patriarchal society of Pakistan. Feminists like Woolf and Spivak claimed that female writers should write for themselves in order to create a positive image of females in fiction because male writers do not represent them positively. This study explored the linguistic choices of the writer in regard to females' representation and for this purpose the researcher collected data from the text of the novel "The Holy Woman" and critically analyzed the text at three different levels, word level, phrase or sentence level and discourse level as proposed by Sara Mills in her model of Feminist Stylistics Analysis (1995). This study attempted to answer the questions like how female characters have been represented in the mentioned novel and which kind of linguistic choices have been utilized by the writer, as being a female, while representing her female characters. This research was qualitative in nature and the significance of this research is that it falls under the heading of literary linguistics, which is an emerging field of linguistics, as the researcher is going to apply a linguistic model on a literary text. This paper disclosed the discursive techniques and stylistic devices employed by the writer in order to create a particular image of postcolonial female characters. This study helps in making a stance about the writer as being a female that how does she represents female characters under the patriarchal setup of the society.

Cultural Influences on Group Learning in an ESL Classroom: A Study of Saraiki-Speaking Students at BS Level

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This study explores the impact of learners' culture and their choice of learning practices and how collaborative speaking performance get affected by students' cultural norms. The Saraiki speakers, originally found in the south of Punjab, Pakistan, have a very rich and distinguished linguistic and cultural background. To find how local cultural traits influence the collaborative ESL learning is critical for good ESL teaching process. A mixed-methods approach was opted combining quantitative surveys aiming at measuring the Saraiki students' attitudes towards group work along

with qualitative data from lecture theater observations and specific interviews with both students and instructors. The ESL learners from the CS and IT Department of BS level from The Islamia University of Bahawalpur (RYK Campus) were added to the research as sample. It particularly views that how the cultural elements affect peer communication styles, distribution of group roles, levels of engagement, and general learning effectiveness in group-based tasks. The research shows the relationship between Saraiki cultural norms—including socialist orientation, classified social structures, communication likings, and traditional beliefs—and students' assignment in cooperative ESL accomplishments. The findings depict that Saraiki cultural background ominously influences group learning dynamics in several ways. Learners show tendencies towards strong collaborative instincts and group loyalty and firm communication. Cultural norms concerning social status, age and gender create implicit chain of command within groups that can smoothen coordination and bound equitable participation. The study also focuses on the tensions between customary Saraiki communication styles—which impose indirectness and relationship preservation—and academic English speech expectations that value directness and social engagement.

English as a Global Language: An Empowerment or Linguistic Imperialism

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The paper examines the power dynamics of linguistic imperialism, which continues to influence global education, the economy, interaction, and knowledge production through prioritizing English over other languages. The concept gained importance through Philipson's (1992) work that English was not globalized impartially but by structural inequities during colonization. Pennycook (2001, 2017) argues that English functions both as lingua franca and a mechanism that produces the social, political, and educational hierarchies. Within this framework, English serves more as a tool to control globally than to communicate only. This raises serious concerns about linguistic dominance, epistemic exclusions, and the cultural impacts of prioritizing English over other languages. After an increase in global mobility, digital expansion, better functionality, and with easy availability of content and algorithmic support of the English Language, linguistic imperialism has reemerged, as indigenous languages are now more marginalized, which is leading to language loss. The use of the English Language contributes to economic empowerment and upward social mobility in developing nations, or it is a means of dominance over indigenous languages and culture is still a linguistic debate. The paper highlights that linguistic imperialism continues to be a phenomenon supported globally, resulting in language loss and loss of cultural identity. This paper concludes with the need for policies that promote multilingualism and language diversity.

Culturally Responsive ELT in Pakistani Classrooms: Localizing Global English for Secondary Learners

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English language teaching (ELT) in Pakistani secondary schools often relies on imported or Western-oriented materials that portray unfamiliar contexts, lifestyles, and values. Such representations may disengage learners and create a cultural disconnect between language learning and students' lived realities. This study explores how culturally responsive ELT materials can bridge the gap between global English proficiency and local cultural identity among Pakistani secondary school learners. Grounded in the theories of critical pedagogy and culturally relevant teaching, the research examines teachers' and students' perceptions of integrating indigenous themes, local traditions, and familiar experiences into English lessons. Employing a qualitative research design, data was collected through textbook analysis, classroom observations, and semi-structured interviews with English teachers. The findings reveal that culturally contextualized ELT materials enhance learners' motivation, classroom participation, and sense of cultural belonging, while maintaining communicative competence in English. The study underscores the importance of developing curricula that validate local identities within the global framework of English, advocating for an inclusive and empowering language pedagogy that begins at the secondary education level.

The Role of the Daily Aljazeera in Depicting War and Peace Situations in Occupied Kashmir

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This present investigation explored how the conflict in the Kashmir Valley is portrayed in English mainstream print media publications by utilizing lexical features that are centered on war and peace. To portray war and peace-oriented language features in print media coverage, this study essentially analyzed how language is used in English mainstream print media including the daily Al Jazeera. This research examined how lexical choices contribute to the framing of Kashmir in worldwide discourse by investigating news coverage from local, national, and international English newspapers, and the magazine, such as Al Jazeera (Arab world). Through covering over a two-decade phase (2000-2020), this research explored the extent to which newspaper reporting has focused on war or peace mirrored in Al Jazeera (Arab world). This study employed content analysis to identify the lexical choices repeatedly preferred in news coverage to impact public perception, policy decisions, and political discourse about the disputed Valley. The outcomes of this study emphasized the ways in which print media framing shapes public viewpoint and sustains national narratives, influencing how the Kashmir dispute is perceived internationally.

Exploring Conceptual Metaphors in the Politics of Climate Change: An Eco-Critical Discourse Analysis in the Pakistani Context

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This study examines how political discourse in Punjab, particularly in Bahawalpur, constructs the concept of climate change through the use of metaphorical language. Using Fairclough's three-dimensional model of Critical Discourse Analysis (CDA), the research examines selected political speeches and local policy statements from 2021 to 2023, highlighting how metaphors function as linguistic tools to shape environmental meanings and political agendas. Four major conceptual domains, war, journey, health, and natural disaster, emerge as dominant framing devices. The "war" metaphor evokes urgency and mobilization; the "journey" metaphor signifies progress and collective resilience; the "health" metaphor humanizes Bahawalpur's fragile ecosystem and instills moral responsibility; while the "natural disaster" metaphor dramatizes regional vulnerability to droughts, floods, and extreme heat. These framings illustrate how political actors in Punjab utilize metaphors to legitimize specific policy directions and construct narratives of environmental leadership. By situating discourse within its socio-political and ecological context, the study reveals that climate communication in Bahawalpur operates as both an ecological and an ideological practice, reproducing local power dynamics and shaping public perception. The findings highlight the need for critical and inclusive climate discourse to strengthen policy development and community engagement in Pakistan's emerging environmental landscape.

An Analysis of Lexical Borrowing in Pakistani English Newspapers: A Corpus-Based Study

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In multilingual societies like Pakistan, words are frequently borrowed from various languages, giving rise to a localized variety of English language known as Pakistani English. This study investigates lexical borrowing in Pakistani English newspapers, focusing on how words from Urdu, Arabic, Sanskrit, and other local and foreign languages are used in Dawn and The Nation. A mixed, corpus-based method was employed, analyzing both hard and soft news articles. The research focuses on identifying the types, frequency, and linguistic sources of borrowed words over a one-month period. The study identified a total of 308 loanwords, 197 in Dawn and 111 in The Nation. Urdu contributed the highest number (26%), followed by Arabic, Sanskrit, and French. Frequently used terms such as Sindoor and Youm-e-Tashakur reflect the cultural and religious context of the content. The findings show that lexical borrowing helps readers relate more closely to the language used in the news, as it captures local identity, cultural relevance, and everyday experiences. This study highlights the evolution of Pakistani English as a distinct variety

influenced by multilingualism. It also emphasizes the significance of lexical borrowing in language development, education, and media communication.

A Linguistic and Socio-Cultural Exploration of the Speech Act of Apology: A Study Conducted at Secondary Level Schools of Bahawalpur

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This study explores the apology strategies employed by secondary school students in Bahawalpur, focusing on the linguistic, cultural, and social factors that influence their use of apologies in different contexts. Using a quantitative descriptive research design, data was collected from 150 randomly selected students through a structured questionnaire. The study investigated how gender, power dynamics, peer influence, and language preferences shape apology behaviors, analyzing the data using descriptive and inferential statistical methods. The results indicate that students modify their apology strategies based on the recipient's social status, with more formal and deferential apologies directed toward teachers and authority figures, while casual and direct apologies were more common in peer interactions. Gender differences were also observed, with female students favoring indirect and elaborate apology structures, whereas male students preferred direct and concise apologies. Additionally, the study found that Urdu was the preferred language for personal apologies, while English was used in academic or formal settings, highlighting the role of linguistic pragmatics in shaping communicative behaviors. The findings align with previous research on pragmatics and sociolinguistics, reinforcing the idea that apology strategies are socially constructed and adapted based on cultural expectations and contextual variables. The study provides valuable insights into the role of education in shaping pragmatic competence and highlights the importance of integrating speech act instruction in language learning. The research concludes with recommendations for educators and policymakers, suggesting the need for pragmatic training, teacher modeling of apologies, and conflict resolution programs to enhance students' communication skills. Future research should explore longitudinal changes in apology strategies, particularly in the context of digital communication and cross-cultural interactions.

Understanding the Effectiveness of Task-Based Language Teaching in Enhancing Speaking Skills of ESL Learners at Graduate Level

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The purpose of this study is to investigate the effectiveness of Task-Based Language Teaching (TBLT) in improving the speaking skills of ESL learners at graduate level, in Pakistan. Despite English being an official language and a compulsory subject, Pakistani learners—particularly at graduate level—continue to struggle with oral communication due to traditional grammar-translation practices, limited exposure to English outside the classroom, high speaking anxiety, and teacher-centered instruction. This study employs a mixed-methods quasi-experimental design involving 158 students from public and private universities. Two intact classes from each university are assigned to an experimental group (TBLT) and a control group (traditional method). Data is collected through pretest–posttest speaking assessments, attitude questionnaires, classroom observations, interviews, and student reflective journals. Quantitative results reveal that the experimental group shows significantly greater improvement in overall speaking performance compared to the control group, with notable gains in fluency, interactional competence, accuracy, vocabulary, and pronunciation. ANOVA test confirmed a strong interaction effect favoring TBLT. Questionnaire analysis indicated positive shifts in learners’ confidence, motivation, and perceived usefulness of task-based activities. Qualitative findings supported these results, highlighting enhanced learner engagement, reduced speaking anxiety, authentic communication, and increased participation in TBLT classrooms. The study concludes that TBLT is an effective and contextually adaptable approach for enhancing speaking proficiency among ESL learners. It fosters meaningful communication, promotes learner autonomy, and addresses longstanding limitations of traditional teaching methods. The findings underscore the need for curriculum reforms, teacher training in communicative approaches, and broader adoption of TBLT.

Investigating Pakistani ESL Learners’ Perceptions of the Cultural Relevance of Recommended English Textbooks

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This quantitative study investigated Pakistani English as a Second Language (ESL) learners' perceptions regarding the cultural relevance of recommended English textbooks, specifically focusing on the inclusion of local versus foreign culture and the materials' alignment with students' daily lives and cultural values. Data were gathered using a 20-item closed-ended questionnaire based on a five-point Likert scale administered via a convenience sampling technique to 51 participants across various educational levels (e.g., undergraduate and graduate) and institutions in Pakistan. Descriptive statistics (frequency analysis) were performed utilizing SPSS Version 20. The findings indicate that participants feel more interested and motivated when textbooks integrate examples from their own culture and respect their core religious and moral values, suggesting a preference for localized content to encourage the application of English to daily life. However, the

study also reveals that exposure to foreign cultural examples is valued for developing a global perspective and enhancing knowledge of worldwide cultural differences. Ultimately, the results highlight a recognized need for incorporating local literature or authentic texts to address the boredom and alienation often associated with the lack of cultural relevance in foreign-sourced materials, thereby increasing learner interest and motivation.

Linguistic Features of Cosmetic Billboard Advertisements in Bahawalpur

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This study presents a semiotic analysis of selected cosmetic billboard advertisements in Bahawalpur, aiming to uncover the symbolic and semantic meanings embedded in their visual and textual components. The key objectives include examining how language and signs convey meaning in these advertisements, exploring how semiotics helps interpret both literal and implied messages, and assessing the role of cultural symbols in shaping audience understanding. A qualitative research design was adopted, with data collected through purposive sampling of 20 cosmetics-related billboards in Bahawalpur district. A multimodal semiotic framework was applied to analyze various elements such as icons, indexes, symbols, and linguistic text. Particular focus was placed on the denotative and connotative meanings of imagery, words, and culturally resonant signs. The findings indicate that cosmetics billboards heavily rely on symbolic imagery and culturally embedded signs to project aspirational ideals. Advertisers frequently use word connotations and visual metaphors to increase appeal, often replacing conventional language with emotionally charged terms and imagery. The strategic combination of language and visuals is intentionally crafted to subtly shape consumer perceptions through persuasive semiotic cues. The study concludes by recommending that advertisers and designers give greater consideration to cultural context and the semantic weight of their signs to enhance message effectiveness. Additionally, achieving a thoughtful balance between literal and symbolic communication can lead to more meaningful audience engagement with billboard content.

The Influence of Translanguaging Practices on Language Learning Motivation: A Study of Pakistani ESL Learners' Perceptions

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This quantitative study investigated English as a Second Language (ESL) learners' perceptions in the Pakistani context regarding the influence of translanguaging practices on their language learning motivation. Translanguaging, defined as the strategic and purposeful utilization of learners' entire linguistic repertoire in the classroom, was examined for its potential role in fostering motivation and bolstering self-efficacy within this specific educational environment. The research explored learners' overall attitudes towards translanguaging and their perceived effect on confidence in English language acquisition. The study employed a quantitative research design utilizing a structured questionnaire, which featured items rated on a five-point Likert scale to measure perceptions and attitudes. Participants were drawn via convenience sampling across diverse educational settings in Pakistan. Data were analyzed using descriptive statistics (frequencies, means, and standard deviations) via SPSS version 20 to determine the central tendencies and distribution of responses across the key variables, including translanguaging acceptance, language learning motivation, and confidence. The results demonstrated a predominantly positive perception of translanguaging among the learners, evidenced by high mean scores across relevant items. The analysis revealed that a high frequency of participants reported that the strategic deployment of multilingual resources enhanced comprehension and augmented intrinsic motivation for English language learning. Key perceived benefits cited included increased confidence and the ability to effectively leverage existing linguistic capital, which encompasses regional languages such as Urdu, Punjabi, and Balochi, thereby contributing to improved engagement and self-efficacy. This research offers significant pedagogical implications for ESL educators in Pakistan. The findings suggest that strategically harnessing translanguaging is perceived by learners as an effective method to cultivate more inclusive and supportive learning environments. By formally acknowledging and integrating learners' multilingual identities, teachers can positively impact confidence and bolster learners' overall language proficiency. This study contributes to the expanding body of literature supporting translanguaging as a promising approach for teaching and learning in multilingual contexts.

Pedagogical Problems Faced by ELT Teachers Teaching in Rural Areas of Bahawalpur: A Case Study of PEF Schools

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Teaching English as a Foreign Language (EFL/ELT) in rural contexts presents numerous challenges that directly impact the teaching and learning process. This study explores the difficulties encountered by teachers in resource constrained environments. Rural schools in Pakistan, particularly in Bahawalpur, often face infrastructural limitations, lack of resources, and linguistic barriers, which collectively hinder effective English language instruction. The primary aim of this study is to identify the pedagogical challenges faced by ELT teachers in PEF schools

located in rural areas of Bahawalpur and to examine how these problems influence teaching practices. Additionally, the research seeks to propose practical recommendations for addressing these challenges and enhancing the quality of English language teaching in such contexts. The literature review highlights previous findings on rural education, emphasizing barriers such as large class sizes, insufficient training, lack of authentic materials, and sociocultural influences that affect both teachers and learners. These studies demonstrate that rural teachers require targeted support to overcome these persistent issues. This research employed a mixed-methods design. Data was collected from 60 ELT teachers in rural PEF schools of Bahawalpur through an adopted questionnaire and semi-structured interviews. The quantitative data provided statistical insights, while qualitative responses offered deeper perspectives into teachers' experiences. The findings revealed that while teachers expressed positive attitudes towards teaching English, they faced considerable problems, including limited teaching aids, inadequate training opportunities, and low student proficiency levels. However, many teachers demonstrated resilience and commitment to improving students' learning despite these challenges. The study concludes that improving teacher training, enhancing resource availability, and promoting innovative teaching strategies are essential for strengthening ELT in rural contexts. Future recommendations include policy interventions, regular professional development programs, and fostering community support to empower teachers in rural schools.

A Comparative Analysis of Apology Performance in AI and Human Communication

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This study examined how expressions of responsibility in apologies differ between human speakers and artificial intelligence (AI), highlighting implications for culturally responsive English language teaching (ELT). Grounded in Speech Act Theory and the Cross-Cultural Speech Act Realization Project (CCSARP) framework (Blum-Kulka, House, & Kasper, 1989), it explored how apologies reflect cultural norms of politeness, responsibility, and social harmony. A comparative analysis of 14 human participants' responses and one AI model, ChatGPT, through discourse completion tasks revealed that human participants adapted their apology strategies to cultural and relational contexts, whereas the AI tended to use fixed, globally neutral expressions, emphasizing the need for culturally grounded approaches in ELT. These differences reveal how global English, when detached from local cultural values, can lose pragmatic authenticity. The findings highlighted the importance of integrating pragmatic and culturally grounded models of communication into ELT materials to make English use more culturally appropriate and humanized rather than formulaic or robotic, ensuring that learners developed not only linguistic accuracy but also cultural sensitivity in expressing regret and responsibility.

Politeness Theory: The Pragmatic Functionality of Emojis in Cross-Cultural Communication

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The present study highlights the role of emojis in English communication with the reference to the Politeness Theory. Emojis are examined as important tools for expressing feelings, politeness, and social meaning. Emojis carry meanings that adapt to different cultural contexts, reflecting the flexibility of digital communication in shaping local uses of global English. Using emojis enhances clarity, friendliness, and understanding in online messages. They function as practical tools that allow people to communicate naturally, express emotions, and interact respectfully across cultures that might be lost in plain text. Insights from Speech Act Theory further supports the analysis by showing how emojis extend or replace verbal acts in online discourse. The data was collected from Gen Z's social media platforms like Instagram, Facebook & X/Twitter through 600 posts, comments and replies adopting the purposive sampling technique. This social media corpus was analyzed through Thematic Analysis to develop various themes related to the study. The emergent themes from the data include: emotional expression, communicative clarity, politeness markers, indicators of agreement and solidarity, cultural nuances, social connection, efficiency and style. The findings of the study emphasize that emojis bridge linguistic and cultural gaps in digital spaces, connecting global English with local cultural practices and making online communication more meaningful, culturally aware, and emotionally expressive. In short, emojis are active tools of meaning-making that contribute to more expressive, polite, and socially connected communication.

Bridging Global English and Local Identities: Towards Culturally Rooted ELT Practices

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This study seeks to discuss the ways of how English Language Teaching (ELT) can be structured in a way that appreciates the universal communication norms and the local culture. English is now the modern-day language, but most learners feel out of place in it since the learning resources do not give much concern to their cultures. The basis of the argument in this paper is that language learning would be more significant when ELT resources contain a local tradition, values and social realities. This is centered on the need to see a way of integrating global English in localized identity by teachers and curriculum developers in order to develop more positive and inclusive access towards learning opportunities. As pointed out in the discussion, ELT practices rooted in a certain

culture can be used to allow students to be proud of their own culture, but they are also able to create a great degree of confidence in their English language usage. It further indicates that teaching English would be a source of empowerment instead of culture displacement by honoring local situations. This study brings up the significance of the partnership between linguists, educators, and policy-makers in the development of a teaching model that would be globally applicable, but also locally substantial.

A Critical Shift from Communicative to Culturally Responsive English Language Teaching in Pakistan

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This research study explores the impact of culturally responsive language teaching (CRELT) in Pakistan through the lens of communicative pedagogy. In Pakistan, firstly the teaching strategy is teacher centered approach (GTM) but it gradually shifted towards CLT (communicative teaching method) following Western method, now the method used in Pakistan is CRELT to comprehend meaning by alignment of global English with local cultures. This study recommends that, English language teaching in Pakistan can be more productive by integrating local norms, values and practices. The research examines how English teachers negotiate global communicative teaching methods and local cultural norms to build meaningful language learning. This framework is grounded in Vygotsky's Sociocultural Theory and Bryam's Intercultural Communicative Competence (1997) model. CRELT is proposed as an approach that recognizes, respects, and utilizes students' diverse cultural identities and background for creating the effective learning environment. The researcher used mixed-method research design (qualitative and quantitative) through tools of semi-structured interviews and questionnaire. The study concludes that incorporation cultural responsiveness into English language teaching not only bridges pedagogical gaps but it also supports English Language education in Pakistan.

Eco-Linguistic Analysis of Rudyard Kipling's '*The Gardener*'

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In order to comprehend the human-environmental relationships and ecological dynamics, this research conducts the eco-linguistic analysis of environmental discourse in the short story "The Gardener" by Rudyard Kipling. This study adopts an analytic approach and is heuristic in nature as the aim of this research is to reveal how the narrative of the short story contributes to the environmental discourse. This study involves the qualitative analysis of the text of the short story, examining the linguistic patterns and features such as ecological motifs, imagery, symbolism, and metaphorical language in Rudyard Kipling's "The Gardener". By applying Arran Stubbs's eco-linguistic framework, this research analyzes how the author's choice of diction shapes the

environmental narrative. This study reveals how the inclusion of linguistic patterns and strategies construct a narrative that contributes to the environmental discourse as well as how these linguistic features influence the human-nature interface and ecological dynamics. This research also reveals how the author's knowledge about the natural world and universe conveys the environmental message and raises awareness about environmental challenges.

Consumer Perceptions of Language in Pakistani Telecom Advertisements: A Mixed-Method Study

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This study critically investigates the linguistic strategies employed in the advertisements of Pakistan's five major telecommunication companies i.e., Jazz, Ufone, Telenor, Zong, and Warid through the lens of Fairclough's three-dimensional model of Critical Discourse Analysis (CDA). Recognizing language as a tool not only of communication but also of persuasion, identity construction, and ideological dissemination, the research explores how these telecom companies strategically craft discourse in advertisements to establish their brand image, credibility, influence consumer perception, and drive decision-making behavior. A mixed-methods approach was adopted, ten advertisements were qualitatively analyzed using CDA to uncover textual, discursive, and social dimensions, while quantitative insights were derived from a close-ended questionnaire distributed to 120 respondents from urban and rural regions of South Punjab. The findings reveal the pervasive use of rhetorical devices such as repetition, anaphora, metaphor, code-switching, and nationalism-infused symbolism to evoke emotional appeal and cultural alignment. Quantitative results further substantiate that persuasive language, bilingual content, and visual imagery significantly impact audience engagement and trust. The study concludes that telecom advertising in Pakistan functions not only as a commercial enterprise but also as a socio-cultural narrative, shaping public ideology and consumer consciousness through strategic linguistic choices.

The Impact of Culturally Responsive ELT Strategies on Self-Reported Active Classroom Participation among Graduate-Level ESL Learners: A Quantitative Survey-Based Study

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Active classroom participation is a critical component of academic socialization and intellectual development, particularly for English as a Second Language (ESL) learners at the graduate level where high-stakes seminars and professional discourse dominate. However, these learners often face cultural and linguistic barriers that impede their verbal engagement, creating a challenge for equitable learning environments. The potential of culturally responsive English language teaching (ELT) strategies to mediate this challenge was the focus of this quantitative, perception-based study. The research employed a closed-ended questionnaire which was administered to a sample of graduate ESL students (N=57) enrolled in different universities of Punjab. The survey instrument measured students' perceptions across two primary constructs: (1) the perceived frequency and effectiveness of culturally responsive ELT strategies utilized by their instructors, and (2) their own self-reported level of active verbal engagement, willingness to communicate, and feeling of inclusion in the classroom. Statistical analysis, including correlation analysis, was conducted to determine the strength and nature of the association between the two variables. The results revealed a strong positive correlation between culturally responsive teaching and student engagement, $r(54) = .677, p < .001$. This indicates that higher levels of culturally responsive teaching were associated with higher levels of student engagement. Since the p-value is less than .01, the null hypothesis is rejected, supporting the research hypothesis that culturally responsive teaching significantly predicts student engagement in the ESL classroom. This study contributes empirical, perception-based data to the field of ELT pedagogy within the specific context of a Pakistani university, offering valuable insights and actionable recommendations for instructors and program administrators aiming to foster equitable, inclusive, and academically rigorous learning environments for their diverse graduate student populations.

Activating Learners' Cultural Schemata for Effective ELT Material Design

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In English language teaching, the adaptation of cultural material plays a crucial role for relating global English with local learners' identities. The research investigates that learners' engagement, comprehension, and retention is enhanced by using learners' cultural schemata into ELT sources. The impact of culture relevant reading and listening materials on comprehension outcome was measured by quantitative research method and data was collected by undergraduate learners at Ghazi University, DG Khan. The findings of the study demonstrated higher level of understanding and motivation among learners who were engaged with cultural context compared to the students using decontextualized resources. The research illustrates while developing English teaching materials, the need of curriculum designers and instructors to appreciate learners' cognitive frameworks and cultural social settings are important. This approach encourages linguistic competence, support cultural identity and students' confidence in multilingual classrooms.

Exploring the Eco-Pedagogical Discourse and Classroom Practice: A Discourse Analysis of Secondary-Level English Textbooks and Students' Perception

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This study investigated the representation of eco-pedagogical discourse in secondary-level English textbooks and examines students' perceptions of the environmental themes integrated into their English learning. Employing a mixed-method approach, the research combines content analysis of matric-level (Grades 9 and 10) English textbooks recommended by the Board of Intermediate and Secondary Education, Bahawalpur, with a quantitative survey measuring students' attitudes toward eco-pedagogical content. The primary aim was to evaluate how environmental themes are presented in English textbooks and to explore students' views regarding their relevance and effectiveness in promoting ecological awareness. Data was collected through textbook analysis using the Ecocritical Discourse Analysis (ECDA) model and a Likert-scale questionnaire administered to 100 ESL students from secondary schools affiliated with the Bahawalpur Board. Descriptive statistics were applied to interpret students' responses and assess their perceptions of the environmental topics included in the curriculum. Findings reveal that, although the textbooks contain several environment-related lessons—such as “Noise in the Environment,” “Daffodils,” “The Rain,” and “Population Growth and World Food Supplies”—the overall representation of eco-pedagogical content remains limited, fragmented, and lacking sustained thematic development. While the majority of students acknowledged the significance of environmental themes in fostering awareness, responsibility, and sustainable thinking, some expressed that the material lacks depth and meaningful classroom application. Overall, the results indicate that students exhibit strong interest in environmental learning and recognize its importance, yet they perceive insufficient emphasis on ecological issues within textbook content and instructional practices. This discrepancy highlights a notable gap between the objectives of environmental education and its practical implementation in English language teaching. The study concludes that integrating more explicit, interactive, and reflective eco-pedagogical content—supported by comprehensive teacher training and curriculum reform—can enhance students' ecological literacy and promote sustainable thinking among ESL learners in Pakistan.

Comparison of Morphological patterns of English and Urdu Languages

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The goal of this study is to provide research efforts regarding the various linguistic structures that constitute the English and Urdu languages with relevant reference information. Additionally, it will offer a framework for the investigation and evaluation of English and Urdu morphological patterns including word formation processes. English has a significant impact on several languages used around the world. The English language has also captivated Urdu. The English language has

had and continues to have a significant impact on the development or extinction of world languages. The media's contribution to the creation of new words that meet the demands of the public in a practical context cannot be neglected at the same time. Linguistic change that previously occurred over centuries or decades is now occurring within a few years. Also, several word-formation processes in English and Urdu such as Backformation, acronyms, blending, affixation, borrowing, compounding and reduplication will be discussed and compared. The analysis of the information acquired for this study effort was done using a simple and effective descriptive approach. Since the initial focus of this research project is descriptive and comparative in nature, the analytical and comparative model of Nida (1948) and Carl's (1996) two phases of linguistic analysis were combined.

Perceptions on Teachers' Teaching Methodology for Making English Lessons Culturally Relevant at IUB

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This study examines the perceptions of English language teachers at The Islamia university of Bahawalpur (IUB) about teaching methodology they utilise to make English lessons culturally relevant. South Punjab is multilingual and multicultural region where English is usually taught using different materials and examples embedded in Western contexts, which may not assimilate with students' local culture. Therefore, teachers play a crucial role in modifying lessons to bridge this gap. Applying a quantitative approach, a standardised questionnaire was developed to collect data from a few selected teachers. The research aims to scrutinise the teaching pedagogy applied to align local culture with English lessons, comprehend teachers' perspectives of culturally interactive strategies, and analyse the barriers they come during this process. The results demonstrate pragmatic or feasible classroom techniques that promote learners' participation and understanding through linking global English with local cultural elements. This study supports the rising role of literature on culturally interactive English language teaching (ELT) in Pakistan, especially in the sociolinguistic context of Bahawalpur and beyond.

Exploring the Role of Flipped-Classroom Strategies in Supporting Learner Autonomy: A Quantitative Study of Graduate-Level ESL Learner

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This study falls within the field of applied linguistics, focuses on how flipped-classroom strategies promote learner autonomy among BS-level ESL students. Although flipped learning has gained

attention as an innovative teaching method, little is known about how well flipping works to promote independent study habits in ESL settings. Examining the perceived effectiveness, experiences, and difficulties faced by students in flipped classes was the primary goal of this study. A quantitative research design was used, involving 200 participants who completed a structured questionnaire. SPSS was used to analyze the data, and tables and graphs were used to display the findings. Descriptive statistics such as frequencies and percentages were applied to interpret student responses providing a clear overview of their attitudes and engagement patterns toward flipped learning. The results showed that 52.2% of students agreed and 19.5% strongly agreed that they watched instructional videos before class while 51.2% agreed and 30.3% strongly agreed that they felt better prepared for class discussion after reviewing pre-class materials. Similarly, 54.2% agreed and 30.3% strongly agreed that they set their own learning goals, showing increased self-management and independence. Furthermore, students reported that flipped activities encouraged collaboration and peer discussion allowing them to exchange ideas and enhance their understanding during class. Although some participants experienced difficulties with time management and understanding lessons without teacher guidance, the majority expressed positive perceptions of flipped learning. Overall, the study conclude that flipped-classroom strategies effectively enhance learner autonomy by encouraging responsibility, reflection and independence among ESL students.

The Impact of Online Resources on the Writing Skills of ESL Learners at the Elementary Level

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The current study investigates the influence of parental involvement and online resources on the writing skills of ESL learners in primary schools in Bahawalpur. It includes 80 parents from four private schools supporting their children with English summer pack activities. The study aims to assess parental engagement, the effect of literacy on learning, and the role of online tools in enhancing summer pack completion and academic outcomes through a quantitative approach. Key findings reveal that most parents dedicate sufficient time to explaining different English concepts; they believe that parental literacy improves children's learning, making online resources beneficial for engagement. The results showed a significant difference between the summer packs of parents who used online resources and achieved higher academic success compared to those who did not.

Perception of ESL Learners on Writing Assessments: A Comparative Study at Graduate Level

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This study explores the perceptions, challenges, and the impact of writing assessments on ESL (English as a Second Language) students at the graduation level in D.G Khan. As academic writing plays a pivotal role in students' academic success, understanding the attitudes and difficulties faced by ESL learners can help tailor more effective support systems. The study aims to investigate the perceptions of ESL students regarding their academic writing skills, identify the challenges they face in writing assessments, and examine how these assessments influence their academic performance and motivation. This study also makes the comparison between the male and females' students regarding writing assessment. The study employed a quantitative approach using a structured questionnaire to collect data from 150 ESL students. The questionnaire was designed to assess students' perceptions of their writing skills, the challenges they face in writing, and the impact of writing assessments on their motivation and academic performance. The data was analyzed using SPSS v.27, where descriptive statistics were applied to calculate means and standard deviations, providing insights into trends and variations in students' responses. The data was analyzed to compare male and female students' performance in writing essays. The findings indicate that ESL students perceive their academic writing skills as moderately competent, with some areas of confidence in organizing ideas and using academic sources. However, challenges such as difficulty in starting writing, maintaining logical flow, and meeting word count requirements were prevalent. Additionally, students expressed a need for more constructive feedback to improve their writing. Despite these challenges, the writing assessments were found to be a significant motivator for students, enhancing their academic performance and pushing them to refine their writing skills. In conclusion, the study highlights the need for targeted interventions to address the challenges ESL learners face in academic writing assessments. These interventions should focus on providing consistent, constructive feedback, clearer assessment criteria, and strategies to time management and stress management. By doing so, educators can better support ESL students in improving their academic writing and achieving success in their academic endeavors.

Globalisation and Glocalisation in ELT: A Pakistan-Centered Perspective

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English has become a global language that connects people across countries, cultures, and professions. In Pakistan, where multiple languages and cultural identities coexist, English develops through both global influences and local needs. This paper explores how globalisation and glocalisation shape English Language Teaching (ELT) practices in Pakistan. While globalization promotes English for education, employment, and international communication, glocalisation helps teachers and learners adapt English according to Pakistani sociocultural norms. The study argues that imported ELT models do not fully align with Pakistan's classroom realities. Culturally relevant teaching—where examples, activities, and language reflect local culture—helps students understand better and learn more confidently. Recognising Pakistani English as a valid variety,

updating materials, and adopting culturally meaningful teaching improve learning quality and participation.

English Language Teachers' Perception towards Culturally Responsive Teaching in Technology-Supported Learning Environment: A Study of Multicultural Material Development at the Elementary Level in Pakistan

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Addressing students' needs is a major factor in learning within a changing educational landscape. Organizing values and relating students' cultural experiences to the learning environment can lead to equitable and effective learning outcomes. In Pakistan, the English language plays a crucial role in addressing diversity through a distinctive teaching and learning style, while technology has revolutionized English language pedagogy with innovative methods to meet students' needs effectively. The present study was conducted to understand the perceptions of elementary English language teachers in Pakistan regarding material development for culturally responsive teaching in technology-supported learning environments. Using convenience sampling, the study surveyed 156 teachers and measured their perceptions of culturally responsive teaching in these environments for material development. A questionnaire, adopted from Chaung et al. (2020), consisting of 18 questions across five main constructs, is used as the research tool. The results indicate that teachers have a positive attitude toward developing materials using culturally responsive teaching methods. Besides the positive perception of teachers, there is a highly significant relationship between Cultural Values (CV), Culturally Relevant Curricula (CRC), Cultural Scaffolding (CS), Multicultural Collaboration (MC), and their Integration with Technology and Multicultural Perspectives (ITMP) for material development that addresses students' cultural needs.

Cultural Boom in ELT: Glocalising English Language Pedagogy in Pakistan

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English Language Teaching (ELT) in Pakistan is caught between the necessity of reflecting country's diverse CIs (Cultural Identities) and meeting international standards (for instance CEFR or IELTS).). But it is also anticipated that ELT will bump into global criterion even though reflecting local cultural authenticities. This particular research examines the literature on Glocalisation, Globalisation, and Cultural Identity and it also recommends GM-ELT (Glocalisation Model for ELT) that fit in cultural timbre with international learning outcomes. Globalization is exporting CIs in other nations while adapting foreign CIs in local culture is called

Glocalisation. An illustrative case study in Rahim Yar Khan Model High School illustrates that how this framework can put into operation to get analogous language improvements and educate higher learner stimulus. The outcomes advise that whenever the trainers or tutors are authorized to integrate students lived experiences and acclimate materials both communicative competence and motivation improve. This study settles with practical commendations for the policy makers, teacher educators and the designers who shape curriculum.

Decolonising the Colonised: Integrating Pakistani Folk Narratives into English Language Textbooks

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This paper addresses the lack of local cultural content in English Language Teaching (ELT) curricula in Pakistan, where textbooks often rely on foreign texts. This approach marginalizes local Pakistani identities and reinforces outdated colonial structures that perpetuate linguistic hierarchies and social stratification. This study proposes a practical, targeted intervention: integrating the regional folk narrative of the Punjabi epics for instance, *Heer Ranjha* and local cultural geography (e.g., Derawar Fort) into the Class 9th Punjab Textbook Board (PTBB) English textbook. This content is developed using a Culturally Responsive Pedagogy (CRP) and a Translingual approach. Through a Critical Content Analysis, mandated linguistic skills (e.g., summary writing, use of conditionals) are mapped directly onto the local narrative structure. The analysis demonstrates that integrating local heritage provides a meaningful context for language acquisition, fostering equitable, translingual competence, and successfully aligning Global English proficiency with localized epistemologies.

Correlation Between Learners' Autonomy and the Performance of English as a Foreign Language (EFL) Learners' Speaking Skills

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This study investigates the correlation between learners' autonomy and the performance of English as a Foreign Language (EFL) learners' speaking skills at the graduate level. Conducted at the BS level in Rahim Yar Khan, the research addresses three primary questions: the role of teachers in fostering both their personal autonomy and that of their learners, the positive impact of granting learners' unconditional freedom to learn English within a classroom, and the necessity of autonomy involving control over content. The objectives of this research are to explore effective strategies employed by teachers to encourage autonomy in language learning, analyze factors that influence the positive impact of learner autonomy on language acquisition, and examine the effect of content control on learner engagement, motivation, and language proficiency. Data was

collected from a sample of 200 students and 30 teachers from Khwaja Fareed University of Engineering and Information Technology, Islamia University Bahawalpur (Rahim Yar Khan campus), and Iqra Postgraduate College. The findings indicate a positive correlation between learner autonomy and improved speaking skills in EFL learners. Teachers who implemented strategies to foster autonomy and allowed content control significantly enhanced learner engagement and motivation, leading to better language proficiency. The study concludes that promoting autonomy in the language learning process is beneficial for both teachers and learners, resulting in improved performance in EFL speaking skills.

Bridging Global English with Local Identity: A Case of DG Khan Classrooms

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This research explores that the English language teaching was bridging the gap between the native cultural identity and global language practice in Dera Ghazi Khan. This study is quantitative in nature. Structured questionnaire was used to collect data from English language learners from public and private sector institutes. The study investigates that learners' attitude regarding local cultural text into English teaching classrooms and their effect towards learners' motivation, understanding and sense of responsibility. As English is taught in relation with local values, traditions and experiences, it gives positive and meaningful outcome of learners as shown by the findings. The current study focuses on the significance of context sensitive pedagogy that bridges local cultural values of the learners with globalised world in English language classroom and it highlights that Dera Ghazi Khan is a dynamic example of English language teaching that integrates local identity with global communication.

Readiness and Barriers for ICT Integration in ESL Classrooms: Strategies for an Effective English Language Instruction

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Technology has served as the catalyst of the transformation for almost all the disciplines and fields of life. Technological advancement has already transformed education in many ways. English language teaching and learning has also greatly benefited from this transformation worldwide. However, in Pakistani context, English language instruction has yet to reap maximum benefits from the integration of Information and Communication Technologies. This research aims to

investigate the readiness of ESL teachers to integrate ICTs into their classrooms. Moreover, the research also intends to identify potential barriers and their solutions for ESL teachers. In order to achieve these goals the research employed the mixed-method approach and adopted the sequential exploratory research design to readiness of ESL teachers and identified the barriers and their possible solutions. The data was collected from 36 ESL teachers serving in IBA community colleges. The TPACK framework has been utilized in this research as the conceptual framework. Data has been collected in two steps, as required in the sequential exploratory research design. Quantitative data was collected via adapted questionnaire and analyzed through SPSS version 29.0.10. The semi-structured interview protocol was developed to collect qualitative data, which was analyzed using thematic analysis using Braun and Clarke model. The study concluded that ESL teachers possess moderate level of readiness to integrate ICTs, due to various barriers, which may be enhanced through tailored interventions and institutional support. The implications of the research may include the need for tailored professional development initiatives for ESL teachers to address the potential barriers and for the improved integration of ICTs in English language classrooms.

The Impact of Integrating AI in Task-Based Language Teaching on the Speaking and Writing Skills of ESL Learners

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This study focuses on the integration of Artificial intelligence (AI) tools in Task-Based Language Teaching (TBLT) in order to improve the proficiency in speaking & writing of English as a Second Language (ESL) learners. While TBLT has been highly acknowledged for enhancing language skills, AI tools such as ELSA Speak, Hemingway Editor, Pro Writing Aid and Replika provide more personalized and adaptive learning experiences. The purpose of this study is to examine the impact of AI-based feedback in speaking and writing, examination of learners' engagement and motivation and also examines the perception of the learners about the tools used by AI. A quasi-experimental approach was adopted, and the participants consisted of 40 ESL learners who were divided into two groups, experimental which used AI tools with TBLT and control group with traditional TBLT methods. Over eight weeks, the two groups engaged in task-based activities, where students of the experimental group were provided with real-time, personalized, and AI feedback. Pre-test and post-test assessments were carried out to assess the improvement in speaking and writing proficiency with the experimental group exhibiting a significant improvement in the speaking scores from 17.60 to 25.35 (Cohen's $d = 2.511$) and writing scores from 17.05 to 26.45 (Cohen's $d = 3.202$). In comparison, the control group experienced rather moderate improvements (speaking: 17.40 to 22.50; writing: 17.40 to 21.60). Qualitative analysis showed that the learners in the experimental group reported to have increased confidence and fluency and found the AI tools interesting. These findings indicate that AI-enhanced TBLT has a significant impact in enhancing the language proficiency of ESL learners, which contributes to the

domain of AI in education providing personalized, interactive learning experiences with wide implications for future language teaching.

Culturally Relevant ELT Materials: Enhancing Learner Engagement Through Localised Content in Pakistan

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The study examines how the incorporation of the local culture into ELT material affects language learning, students' interest, and teacher independence using the frameworks of Culturally Responsive Teaching (Gay, 2018) and Sociocultural Theory (Vygotsky, 1978). Using a qualitative multiple-case study, ten teachers with extensive experience in ELT in Southern Punjab were used as participants through in-depth interviews, lesson observations, and the examination of the teaching materials. Patterns in cultural representation, identity affirmation, and the interaction between the learners were identified using the thematic analysis (Braun and Clarke, 2006). Findings indicate that the best way to achieve greater engagement, eagerness to speak English, and identity of learners is to incorporate stories, examples, and local environment references of students. Nonetheless, obstacles like lack of training of teachers, use of imported textbooks and institutional limitations are still there. The research suggests an empirical framework of culturally sustaining ELT material development and provides suggestions on how teachers can be trained, the curriculum can be changed and policies on education can be reformed to ensure quality and inclusive education of English in Pakistan.

Aligning Global English with Local Cultures: The Dynamics of Culturally Responsive ELT Materials

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The paper proposes a transformational model of English language teaching (ELT) material development deep localization which involves adapting a method fully aligned with linguistics and cultural practices for a targeted audience in an era of multicentric lingua franca English. The paper applies a cultural-ecology approach, including emergent multimodal design, to map the ways in which the authentic community narratives, translingual practice, and digital storytelling can be included in the curricular materials and achieve the linguistic objectives simultaneously. The design-research cycle is used. It was first time introduced by Ann L. Brown (1992) – known for “Design Experiments and Allan Collins (1992) – known for connecting theory to classroom practice, conducted in three diverse contexts—urban Karachi, rural Maasai Kenya, and a multicultural classroom in Toronto—engaging students in participatory workshops, AI-driven corpus analysis of learner-generated content, and reflective practitioner inquiry to original

“culturally resonant” units. Results indicate that learners are presented with their lived experience reflected in various, multimedia text and are more likely to develop a sense of agency and involvement, and value English as a resource with many faces instead of a single, monolithic standard. The article argues that the innovative design of ELT materials must be iterative, information-based and culturally responsive, as well as provides particular recommendations to publishers, teacher-educators and policy-makers on how they can create inclusive, globally-relevant ELT materials, that are mindful of local identities and prepare students to engage in dynamic forms of cross-cultural interactions with living examples. The study also connects these pedagogical insights to the Sustainable Development Goals, arguing that culturally responsive ELT directly supports SDG 4 (Quality Education) and SDG 11 (Sustainable Cities and Communities).

A Corpus-Based Study of English Fiction Written by Pakistani and Native Authors

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This research is a corpus-based comparative study of linguistic and thematic features of lexical items found in British and Pakistani English fiction of the 21st century. This study employs mixed-method approach. In this study, the researcher used a quantitative approach to examine the frequency of lexical items. For the qualitative approach, the researcher used the thematic analysis model of Braun and Clarke (2006) and also considered the aspects of postcolonial theory while dealing with the thematic perspective of the 50 frequently used nouns in Pakistani and Native fiction. The researcher selected five Pakistani English Fiction (PEF) and five British English Fiction (BEF) from the 21st century. This research employed a corpus-based exploratory approach to investigate the concreteness or abstractness of the English language, examining the frequencies of lexical choices such as nouns, adjectives, adverbs, verbs, articles, conjunctions, and interjections, using corpus tools such as AntFile Converter 2.0.2, TagAnt 2.0.5, and AntConc 4.2.4. This study bases its conclusion on the average occurrences of lexical items, determining whether a language is concrete or abstract. British English and Pakistani English contain lexical items that can transform a language into concrete or abstract. The current research revealed that Pakistani writers used more abstract lexical items, such as indefinite articles, adjectives, and infinitives, than British writers. British writers used 39% adjectives, while Pakistani writers used 61%. Similarly, British writers used 33% infinitives, while Pakistani writers used 67% in the selected fictions. This tendency speaks of the difference between the two countries. One is industrially and materially advanced community while, the other is a struggling economy. It seems that wider economic conditions and social structures affect the mindsets of the authors. This difference seems to touch the concept of intertextuality. The interpretation of the thematic perspective of the 50 frequently used nouns showed that the thematic analysis of 21st-century

fiction seems a powerful way to find deeper meanings, look at current issues, and enhance interdisciplinary knowledge. Pakistani writers of the 21st century explore the tensions within Pakistan's diverse society, grappling with what it means to be Pakistani in a multicultural and multi-ethnic landscape. In the same way, British writers of the 21st century exhibit a dynamic interplay of themes, confronting the complexity of a swiftly changing world while grappling with enduring inquiries of identity, belonging, and the human experience. The findings of the research revealed that with the help of corpus software applications, the researcher computationally analyzed the language used by British and Pakistani fiction writers in their English novels and drew intertextual and stylistic connections between linguistic choices of the novelists and larger social and economic conditions prevailing in Pakistan and UK. This research connects literary studies with practical issues, enhancing scholarly discussions and creating links among art, society, and the human condition.



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