



TechHighEd-II

**Digitization of Teaching and
Learning English**
Two-Day International Conference
(Onsite and Online)

November 21-22, 2023

CONFERENCE BOOK

Organized By



**Department of English, Faculty of Social Sciences,
Air University, Islamabad**

Message from Vice Chancellor



Air Marshal Javaid Ahmed, HI (M) (Retd)

In the dynamic landscape of higher education, it is imperative to underscore the transformative impact of technology on our academic pursuits. The integration of technology is not a mere option; it is a strategic necessity for ensuring excellence and relevance in education. As Vice Chancellor, I am committed to leading our institution into a future where technology serves as a catalyst for innovation and enhanced learning experiences. One of the key aspects of this technological transformation is the global connectivity it affords. Through virtual classrooms, online forums, and collaborative platforms, our students and faculty engage with peers and experts from around the world, fostering a diverse and enriching educational environment. Furthermore, e-books, interactive simulations, multimedia content, and online databases empower our educators to create a dynamic and engaging learning experience. This not only caters to diverse learning styles but also ensures that our curriculum remains current and aligned with the demands of the contemporary world. Adaptive learning platforms and artificial intelligence-driven tools are integral components of our commitment to personalized education. These technologies allow us to tailor educational content to individual needs, providing targeted support to students and promoting inclusivity in our academic programs. By incorporating technological tools and skills into our academic programs, we equip our graduates to navigate and contribute to a rapidly changing job market. This ensures that they not only possess academic proficiency but are also well-prepared to thrive in their chosen fields. From enrollment systems to research collaboration platforms, we leverage technology to create a more seamless and responsive university experience. In embracing the transformative power of technology, we are not merely adapting to change; we are leading it. Air University is dedicated to fostering an environment where innovation and education converge, empowering our students to become lifelong learners and leaders in their respective fields. I am happy that Department of English, Faculty of Social Sciences, Air University took a great step of organizing TechHighEd-II to embrace the modern ways of teaching and learning. Let us collectively embrace this digital era as an opportunity to redefine the boundaries of learning and shaping the future where knowledge knows no limits.

Thank you!

Message from Dean (Faculty of Social Sciences)



Prof. Dr Munawar Iqbal Ahmed

I am delighted to extend a warm welcome to all participants of the TechHighEd-II Conference. As Dean, Faculty of Social Sciences I am enthusiastic about the conference's potential to explore the dynamic intersection of education and technology in shaping the future of learning globally. Our commitment to providing an exceptional education experience is closely tied to integrating technology into our practices. This conference serves as a crucial platform for educators, researchers, and technologists to share insights and innovative approaches that bridge traditional teaching methods with the evolving technological landscape. The conference delves into key themes such as leveraging digital resources for enhanced learning, the role of adaptive technologies in personalized education, and strategies for preparing students for success in a technology-driven world. Presentations, engaging discussions and collaborative sessions will create an environment for the exchange of ideas, fostering a community of forward-thinking educators dedicated to staying at the forefront of educational innovation. I encourage all participants to actively engage in various sessions, workshops, and networking opportunities. Let us collectively harness the power of technology to inspire transformative changes in our educational practices, preparing our students to excel in an ever-changing global landscape.

Dear participants, thank you for your contribution and dedication to advancing education through technology. I look forward to the insightful conversations and collaborative efforts that will undoubtedly emerge from this conference, propelling Air University, Pakistan to new heights in the realm of education and technology.

Thank you very much.

Keynote Speakers

Prof. Dr Ilka Kostka

Northeastern University, USA

Topic: Moving Beyond the Fear and Hype of Generative AI: Opportunities, Challenges, and Advice for English Language Teachers



Prof. Dr Summaira Sarfraz

Dean, Faculty of Social Sciences

FAST National University of Computer and Emerging Sciences

Topic: Dynamics of Corpus-Based Research in Language Learning



Dr Brent Warner

Associate Professor

Irvine College Valley, USA

Topic: Bringing Artificial Intelligence into Your Classroom



Plenary Speakers

Dr Jamal Kaid Mohammad Ali

Associate Professor

University of Bisha, Kingdom of Saudi Arabia

Topic: ChatGPT in English Pedagogy: Opportunities, Insights, and Paradigm Shifts in the Digital Era



Dr Akifa Imtiaz

Associate Professor

Fatima Jinnah Women University, Rawalpindi

Topic: Teaching the Teachers: Let's Outwit the Bots!

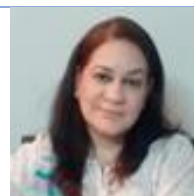


Dr Humaira Irfan

Associate Professor

University of Education, Lahore

Topic: Development of Personal Autonomy in English as the Second Language (ESL) Teachers and Learners in Pakistan



Mr. Wilson Hong

Lecturer

Macao Institute for Tourism Studies, China

Topic: Harnessing the Power of AI in ESL/EFL Teaching and Learning



Panel Discussion-I

Digitization of English Language Teaching: Challenges and Opportunities

Chair: Dr Farzana Masroor

Chair Department of English
Air University, Islamabad



Prof. Dr Muhammad Umar Farooq

Chair Department of English
CUST, Islamabad



Dr Mian Khurram Shahzad Azam

Chair Department of English Language Teaching
NUML, Islamabad



Dr Maimoona Abdul Aziz

Chair Department of English,
NUML, Faisalabad



Dr Akifa Imtiaz

Associate Professor
Fatima Jinnah Women University, Rawalpindi



Panel Discussion-II

Digitization of Learning: Practices of English Language Teachers in the Age of AI

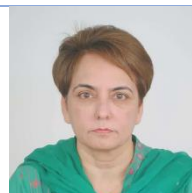
Chair: Prof. Dr Munawar Iqbal Ahmed

Dean Faculty of Social Sciences
Air University, Islamabad



Prof. Dr Fouzia Janjua

Associate Professor
Dean Faculty of Languages and Literature
IIUI



Dr Malik Ajmal Gulzar

Chair Department of English,
Allama Iqbal Open University, Islamabad



Prof. Dr Sarwet Rasul

Dean Faculty of Social Sciences
Fatima Jinnah Women Univeristy, Rawalpindi



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All the abstracts submitted for the conference have undergone double-blind peer review and only the accepted abstracts are published in this book.

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Conference Program

Day 01 Tuesday, November 21, 2023	
Opening Ceremony	
Arrival of Guests and Students to be Seated	08:45 am
Recitation from Holy Quran	09:00-09:03 am
National Anthem	09:03-09:05 am
Welcome Remarks by the Conference Chair Prof. Dr Munawar Iqbal Ahmad (Dean FSS)	09:05-09:10 am
Address by the Vice Chancellor Air Marshal Javaid Ahmed HI(M) (Retd)	09:10-09:20 am
Address by the Chief Guest Dr Aftab Maroof, Rector FAST-NUCES	09:20-09:35 am
Keynote Address by Prof. Brent Warner (Associate Professor, Irvine Valley College, USA) Bringing Artificial Intelligence (AI) into Your Classroom 09:35-10:35 am	
Vote of Thanks by Conference Co-chair Dr Farzana Masroor (Chair DoE)	10:35-10:40 am
MOU Signing and Presentation of the Souvenir	10:40-10:45 am
TEA BREAK AND GROUP PHOTO 10:45-11:15 am	
Panel Discussion on Digitization of English Language Teaching: Challenges and Opportunities Chair: Dr Farzana Masroor Panelists <ul style="list-style-type: none"> – Prof. Dr Muhammad Umar Farooq (CUST) – Dr Mian Khurram Shahzad Azam (NUML) – Dr Maimoona Abdul Aziz (NUML, Faisalabad) – Dr Akifa Imtiaz (FJWU) 11:15-12:15 pm	
Plenary Speech by Dr Akifa Imtiaz (Fatima Jinnah Women's University, Rawalpindi) Teaching the Teachers: Let's Outwit the Bots! 12:15-01:00 pm	

<p align="center">LUNCH & PRAYER BREAK 01:00-01:45 pm</p>
<p align="center">Plenary Speech by Dr Humaira Irfan (University of Education, Lahore) Development of Personal Autonomy in English Language Teachers and Learners in Pakistan 01:45-02:30 pm</p>
<p align="center">Workshop by Dr Lauren Franklin (Air University, Islamabad) Workshop on Using Google Applied Digital Skills in Higher Education Classrooms & Parallel Sessions 02:30-03:30 pm</p>
<p align="center">Workshop by Dr Syeda Sadia Fatima (Agha Khan University, Karachi) Shaping the Future: Integrating AI in English Language Teaching & Parallel Sessions 03:30-04:30 pm</p>
<p align="center">Day 02 Wednesday, November 22, 2023</p>
<p align="center">Keynote Address by Dr Ilka Kostka (Professor, Northeastern University, USA) Moving beyond the fear and hype of generative AI: Opportunities, challenges, and advice for English language teachers 09:00-10:00 am</p>
<p align="center">Plenary Speech by Mr Wilson Hong (PhD Candidate University College London, UK) Harnessing the Power of AI in ESL/EFL teaching and learning 10:00-10:45 am</p>
<p align="center">TEA BREAK 10:45-11:00 am</p>
<p align="center">Plenary Speech by Dr Jamal Kaid Muhammad Ali (University of Bisha, Saudi Arabia) ChatGPT in English Pedagogy: Opportunities, Insights, and Paradigm Shifts in the Digital Era & Parallel Sessions 11:00-12:00 pm</p>
<p align="center">Workshop by Dr Sadia Irshad (Air University, Islamabad) The Art of Prompt Engineering: Transforming Lesson Planning and Materials for ELT & Parallel Sessions 12: 00- 1:00 pm</p>
<p align="center">LUNCH & PRAYER BREAK-1:00-1:45 pm</p>
<p align="center">Keynote Address by Dr Sumaira Sarfaraz (FAST, Lahore) Dynamics of Corpus-Based Research in Language Learning</p>

01:45-02:30 pm	
Panel Discussion on Digitization of Learning English: Teaching Practices in the Age of AI Chair: Prof Dr Munawar Iqbal Ahmed Panelists <ul style="list-style-type: none"> – Prof. Dr Sarwet Rasul (FJWU) – Prof. Dr Fauzia Janjua (IIUI) – Dr Malik Ajmal Gulzar (AIOU) – Prof. Dr Summaira Sarfraz (FAST) 02:30-03:30 pm	
Closing Ceremony	
Recitation from Holy Quran	03:30-3:33 pm
Address by Conference Chair Prof. Dr Munawar Iqbal Ahmad (Dean FSS)	03:33-3:40 pm
Address by Chief Guest Prof. Dr Uzaira Rafique, Vice Chancellor FJWU	03:40-3:55 pm
Conference Findings and Recommendations and Overview of HEC NRPU Project Dr Sadia Irshad (PI-NRPU)	03:55-04:05 pm
Note of Thanks by Vice Chancellor Air Marshal Javaid Ahmed HI(M) (Retd))	04:05-4:15 pm
MOU Signing with FJWU and GIFT University & Certificate Distribution	04:15-4:35 pm
GROUP PHOTO AND TEATIME 04:35-5:00 pm	

Parallel Academic Sessions

Day 01, November 21, 2023

SESSION-I

(2:30 pm-3:30 pm)

Venue: LTC-118		Mode: Onsite	
Theme	Technologies in ELT		
Session Chair	Dr Munir Khan Khattak Assistant Professor, AIOU, Islamabad		
Session Moderator	Misbah Abid		
Presenter's Name	Topic		
Shumaila Ahmad Sidra Haroon & Dr Amina Khalid.	Investigating the Impact of Gamification on Teaching English Vocabulary to Undergraduate Students in Lahore		
Daood, Dr Huma Batool, & Dr Sadia Irshad	Perceptions & Attitudes of English Language Teachers on the Use & Usefulness of ChatGPT in ELT Writing Classrooms		
Sidra	Impact of Categorization on Learning of English Vocabulary by Undergraduate Pakistani ESL Learners: A Study of Semantic and Thematic Clustering		
Fatima Zaheer, Mahnoor Afzal	The Integration of Google Classroom (GCR) in Classroom: Students' Perception		

Venue: LTC-117		Mode: Onsite
Theme	Technologies in ELT	
Session Chair	Dr Ubaidullah Khan, Lecturer, AIOU, Islamabad	
Session Moderator	Aimun Noor	
Presenter's Name	Topic	
Mubashar Altaf, Dr.Huma Batool	Decolonizing English Language Education in Pakistan: The Potential of Digital Technologies	
Naayema Faheem	Navigating Online Spaces: Intersection between Psychology, culture and ELT	
Ume Laila	Exploring Ethical Considerations in Technology-Enhanced English Language Teaching: A Student's Perspective	

Muhammad Saleem, Dr. Huma Batool, & Tariq Mehmood	Enhancing Presentation Skills through Gamma in ELT Classrooms: A Phenomenological Exploration of Students' Perspectives
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Venue: LTC-002		Mode: Onsite
Theme	Technologies in ELT	
Session Chair	Dr Azhar Habib, Deputy Director, DASR, NUML Islamabad	
Session Moderator	Sadia Arshad	
Presenter's Name	Topic	
Salman Wali, Sara Batool	MPhil Scholars' Perspectives of AI Usages for Academic Purpose	
Andaleeb Sahar, Alishba Jahangir	Gamified Cooperation vs. Competition in ESP: Impact on Vocabulary and Grammar Learning in Pakistan	
Tehmina Farrukh	Exploring Current Trends in Online Spaces: Impacts and Challenges in Second Language Writing within the Academic Setting in Pakistan: A Case Study of UET Taxila	

Venue: LTC-118		Mode: Onsite
Theme	Technologies in ELT	
Session Chair	Dr Munir Khan Khattak, Assistant Professor, AIOU, Islamabad	
Session Moderator	Raja Hasham Ahmad	
Presenter's Name	Topic	
Kiran Almas, Muhammad Fawad Qasim	The Effect of Flipped Classroom Model on the Vocabulary Learning and Retention of Young EFL Learners: A Corpus-Based Study	
Hamna Malik	Digital Era and its Impact on English Language Development	
Anosha Islam	Exploring the Use of Course Management System for English Language Teaching	

SESSION-II
(3:30 pm-4:30 pm)

Venue: LTC-117		Mode: Onsite	
Theme	Technologies in ELT		
Session Chair	Dr Ubaidullah Khan, Lecturer, AIOU Islamabad		
Session Moderator	Tehreem Wali		
Presenter's Name	Topic		
Sabahat Tariq Qureshi	Unlocking Peak Performance: The Impact of Conducive and Tech-Infused Learning Environments on Students' Performance		
Salma Naz Khattak	Exploring the Influence of Multi-Modal Input of Music and Drama on Second Language Acquisition: A Case Study Investigation		
Atiqa Khalid	Implementing Computer Assisted Language Learning in the EFL Classroom: Teacher's Perception and Perspective		

Venue: LTC-002		Mode: Onsite
Theme	Technologies in ELT	
Session Chair	Dr Azhar Habib, Deputy Director (DASR), NUML, Islamabad	
Session Moderator	Umar Ateeq	
Presenter's Name	Topic	
Hassan Junaid	The Roles of Structured Input Activities in Processing Instruction and the Kinds of Knowledge They Promote	
Abid Ullah	The Opinion of ELT Students on Technology-Based Classroom Approach: A Replication Study	
Amna Mansoor Shehzadi Kulsoom	Enhancing ESL Reading Comprehension through Computer-Assisted Language Learning in Pakistan	

Day 02, November 22, 2023

SESSION-I

(11:00 pm-12:00 pm)

Venue: LTC-118		Mode: Onsite
Theme	Future Trends: Technology and AI in English language Teaching	
Session Chair	Dr Ayaz Qadeer, Associate Professor, COMSATS Wah	
Session Moderator	Ms Hajra	
Presenter's Name	Topic	
Laraib Fatima	Enhancing Academic Achievement: Investigating the Effects of EdPuzzle on Students' Learning Outcomes	
Sumbal Sarwar, Dr Sadia Irshad	The Efficacy of Assistive Technology in Facilitating English Language Instruction by Visually Impaired Educators in Mainstream Higher Education	
Ihtisham, Barirah Atique	Impact of integration of TELL in ELT	

Venue: LTC-117		Mode: Onsite	
Theme	Future Trends: Technology and AI in English language Teaching		
Session Chair	Dr Ijaz Ali Khan, Assistant Professor, Govt Degree College Lahore, Swabi		
Session Moderator	Maqsood		
Presenter's Name	Topic		
Aliza Manzoor, Salwa Kamran, & Ayesha Tariq	Enhancing Vocabulary Acquisition and Retention in Young ESL Learners through Flipped Classroom Method		
Ikram Ullah & Muhammad Umair Khan	Gamification in Flipped Learning: A Systematic Review		
Tayyaba Tajamal	Studying the Effectiveness of Tech-Integrated ESL Instruction in Pakistani Educational System: A Multimodal Design		

Venue: LTC-002		Mode: Onsite
Theme	Future Trends: Technology and AI in English language Teaching	
Session Chair	Dr Mohammad Muazzam Sharif, Assistant Professor, AWKU, Mardan	
Session Moderator	Ms Nida Batool	
Presenter's Name	Topic	
Shah Muhammad Dr Sadia Irshad	Exploring Technological Pedagogical and Content Knowledge of Novice English Language University Teachers	
Abdul Ghafoor Amna Khan	Artificial Intelligence and the Generation of Literature: The Role of AI in Literary Analysis	
Aneesa Batool Daood	Instant Corrective Feedback Using Google Docs to Enhance the Writing Skills of EFL Learners: An Experimental Study	

SESSION-II
(12:00 am-1:00 pm)

Venue: LTC-118		Mode: Onsite
Theme	Future Trends: Technology and AI in English language Teaching	
Session Chair	Dr.Ayaz Qadeer, Associate Professor, COMSATS Wah	
Session Moderator	Amna Sajjad	
Presenter's Name	Topic	
Aneesa Batool, Daood	Tens-Tech for Teaching Tenses Using SAMR Model: A Replication Study	
Samia Tahir, Neelma Riaz	Opportunities and Challenges of Using ChatGPT in Academic Setting in Pakistan	
Javid Iqbal	Intercultural Rhetoric, Community Psychology, and the Use of AI in Text Structure	

Venue: LTC-117		Mode: Onsite
Theme	Future Trends: Technology and AI in English language Teaching	
Session Chair	Dr Muhammad Yousaf, Assistant Professor, NUML Islamabad	
Session Moderator	Salma Naz Khattak	
Presenter's Name	Topic	
Anosha Islam	Exploring the Use of Course Management System for English Language Teaching	
Nadia Safeer	The Impact of Online Spaces on the Psychological Well-being, Cultural Identity, and ELT Practices: A Quantitative Study	
Maria Azam, Syeda Umaima, Rehan	The Impact of ChatGPT on Overall Academia: A Systematic Review	

Venue: LTC-002		Mode: Onsite
Theme	Future Trends: Technology and AI in English language Teaching	
Session Chair	Dr. Liaqat Iqbal, Associate Professor, AWKU Mardan	
Session Moderator	Tehmeena Farrukh	
Presenter's Name	Topic	
Gulnaz Begum	Use of Cognates in Machine Aided Translation for Language Learners: A Digitalized Corpus study	
Nasir Hussain, Tahir Majeed	An Investigation of the Application of Corpus Tools for Semantic Prosody Analysis in Language Pedagogy	
Jaffar Baloch, Haifa Sarfaraz	Impact of Blended Teaching Models on Learning Outcomes of Students with Cultural variations	

ONLINE SESSION (11:00 am-1:00 pm)

Venue: Language Lab (LTC-010)		Mode: Online
Theme	Navigating online spaces: Technology, AI & English Language Teaching and Learning	
Session Chair	Dr.Farhana Yasmeen Lahore Garrison university	
Session Moderator	Muhammad Saleem	
Presenter's Name	Topic	
Muhammad Hassan, Abbasi Mariam Aftab	Using Gamification for English Language Teaching-Learning in Online Classes	
Almas Ashraf	Data Driven Learning in ESL/EFL Contexts: A Narrative Review	
Shifa ishaq	The Impact of L2 Motivation Self-system on the motivated Behaviour of the Students of BS Level in the Department of English, KUST	
Mamoona Shahzad	Engaging Students in ESL Classroom through Conventional vs. Inquiry-Based Learning	
Mamoona Shahzad	Diminishing Linguistic Taboos in Pakistani Society: A Descriptive Analysis	
Fatima Tuz Zahra, Dr Tehseen Zehra, & Dr Akhtar Abbas	Teaching stylistic analysis of English prose fiction through Corpus approaches	
Noor Ul Ain, Syed Nadia Batool	Computer assisted language learning for visually impaired and blind students; A Review	
Shehzadi Kulsoom, Saadullah	Exploring the Ethical Implications of Use of Chat GPT in Academic Settings	

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**KEYNOTE,
PLENARY
SPEAKERS,
RESOURCE PERSON
WORKSHOPS,
and
PANEL DISCUSSIONS**

Keynote Speakers

Prof. Dr Ilka Kostka

Professor

Northeastern University in Boston, Massachusetts, USA

Bio

Dr Ilka Kostka is a teaching professor at Northeastern University in Boston, Massachusetts, United States, where she teaches English language courses to undergraduate and graduate students. Her most recent projects explore the potential of artificial intelligence for enhancing English language instruction in post-secondary settings, as well as the use of technology to implement flipped learning.

Moving beyond the fear and hype of generative AI: Opportunities, challenges, and advice for English language teachers

We are living in a world that is being increasingly impacted by artificial intelligence (AI). One of the most popular programs, ChatGPT, has created quite a stir since it was made available to the public in November 2022. ChatGPT produces human-like responses to prompts that a user inputs, and since its release, it has garnered a significant amount of attention in a wide range of disciplines and industries (Sullivan et al., 2023). To keep up with these developments, a growing body of scholarship has explored the use of ChatGPT and other generative AI tools to support teachers (e.g., Kohnke et al., 2023; Kostka & Toncelli, 2023), inform in-class activities (e.g., Warner, 2023), and build students' 21st-century skills (e.g., Hié, 2023). Despite the mixed feelings that many educators have about generative AI (Tlili et al., 2023), one cannot deny that these programs have tremendous implications for instruction, particularly within the field of English language teaching.

I begin this presentation by first providing an overview of key terms and concepts that teachers need to know about generative AI. I will then discuss the opportunities and challenges of using generative AI to teach English language courses at the university level. I will share examples of how I have used ChatGPT and other programs to support my own teaching then discuss preliminary findings from a research project I conducted with my colleagues this fall. I will conclude by offering advice to English language educators for using generative AI in their teaching and exploring future directions.

Prof. Dr Summaira Sarfraz

Dean Faculty of Sciences and Humanities

FAST National University of Computer & Emerging Sciences, Lahore

Bio

Dr. Summaira Sarfraz joined FAST National University of Computer and Emerging Sciences in 1996. Her area of interest is the promotion of communicative approach to English language teaching with major emphasis on developing e-learning resources for the improvement of English language skills. Her area of specialization is Computer Assisted Language Learning (CALL). She has been working for more than two decades on developing multidisciplinary ICT based teaching resources and has established state-of-the-art English Language Communication Labs at the University. She has recently developed a tool for improvement of cohesiveness in emotive writing funded by ICT Research and Development, Ministry of Information Technology. Dr Summaira received the Charles Wallace Research Scholarship in 2015. She completed her research fellowship at Queen Mary University of London followed by the launch of MS degree program in Applied Linguistics which is the first Humanities Graduate program of the University. She has many national and international publications to her credit. Currently Dr Summaira Sarfraz is serving as a Dean Faculty of Sciences and Humanities at FAST National University of Computer and Emerging Sciences.

Dynamics of Corpus-Based Research in Language Learning

Corpus-based research has given a new dimension to the language practitioners to create authentic material for language learning purposes. By exposing students to hands-on learning, corpus-based learning, also known as “data-driven learning” (DDL) (Johns 1986, 1994), fosters an inquiry-based approach that enables them to identify patterns in real-world language usage. The corpus-based approach, being empirical in nature, examines the authentic linguistic patterns to address the research queries in language learning processes. Weisser (2016) contended that corpus linguistics is a methodology that "consults" real-world facts to deepen our understanding of how language functions. It follows that learning how to do corpus research on a theoretical basis alone is not possible. Texts have long served as the empirical basis for linguistic description in corpus linguistics, which analyzes language at all linguistic levels, including phonology, lexis, grammar, and discourse. Software that looks at grammatical structures or uses concordances to locate collocations has revolutionized text analysis. The corpus-based approach has paved way for implementing language learning methodologies that language teachers now find useful in helping students learn language through corpus. The corpora can be used to generate learning materials for vocabulary, reading, writing, speaking, listening, and other language skills at both entry-level and advanced levels. They aid students in the growth and development of their linguistic abilities. Corpora gives pupils a range of examples to learn single words, phrases, clauses, and even entire

sentences. It provides pupils with many instances of various grammatical constructions for a single action and many possibilities to expand their vocabulary. It is envisaged that the identification of linguistic units and their presentations in specific situations assist learners comprehend the appropriacy of language usage while also improving on the research abilities, given the extensive applicability of corpora. The key to comprehending the corpus-based method is how it fits into the data-driven learning framework, which makes learner-centeredness possible and crucial for enhancing language proficiency.

Dr Brent Warner

Associate Professor

Irvine Valley College, USA

Bio

Brent Warner is an award-winning professor focusing on integrating technology and innovation into the language learning process. He provides practical advice for helping English Language Learners take advantage of tech to help them communicate more clearly. He is the Educational Technology blogger for TESOL, and he is the co-host of The DIESOL Podcast, focusing on innovation in ESOL.

Bringing Artificial Intelligence into Your Classroom

ChatGPT and generative AI have erupted like an avalanche, and teachers are cautiously navigating what this new terrain looks like. As the previous landscape is not returning, this session is focused on ways we as teachers can help our students understand what this technology means, and how we can integrate it directly into our classes rather than hide from it. Together we will discuss what Artificial Intelligence and Large Language Models are and how to approach them. The session will focus on several specific classroom applications for AI, including ways to integrate it into lessons with students, as well as using it to support you in your professional work.

Plenary Speakers

Dr Jamal Kaid Mohammad Ali

Associate Professor

University of Bisha, Kingdom of Saudi Arabia

Bio

Jamal Kaid is an Associate Professor of Applied Linguistics, College of Arts, University of Bisha, Saudi Arabia. He studied at Hodiedah University, Yemen and graduated with a Bachelor degree in English Language. In 2008. He got MA English (Linguistics) degree from EFLU, Hyderabad, India. In May 2012, He got PhD degree in Linguistics from AMU, India. He is working on Artificial Intelligence and Language learning, texting, learning language skills, motivation (SDT) and E-learning.

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ChatGPT in English Pedagogy: Opportunities, Insights, and Paradigm Shifts in the Digital Era

As the landscape of English language education undergoes a digital transformation, ChatGPT emerges as a pivotal tool with profound implications for teaching and learning. This study will offer an overview of some recent research papers on the use of ChatGPT in English language classrooms. It includes the benefits, such as enhanced engagement and innovative pedagogical strategies, while also acknowledging the inherent challenges, including skepticism among practitioners and the need for pedagogical adaptation. The study further explores the motivational effects of ChatGPT on both students and teachers, identifying shifts towards a more dynamic and interactive educational experience. By examining the role of ChatGPT in translation studies, the discussion expands to consider its impact on language proficiency and cultural exchange. Lastly, this study provides an analysis of global trends, suggesting a paradigm shift towards a digitally enriched learning environment that promises to reshape the educational experience. This study will present a holistic understanding of ChatGPT's role in the digitization of English teaching and learning, proposing strategies for effective implementation and future research directions.

Dr Akifa Imtiaz

Associate Professor

Chair Department of English

Fatima Jinnah Women's University (Rawalpindi)

Bio

Dr Akifa Imtiaz is a curriculum designer, professional development facilitator, and teacher-researcher. She leads training and consultancy workshops as an ELT Specialist and Master Trainer for well-known public and private sector organizations in Pakistan, including the Higher Education Commission (HEC), RELO US State Dept., USAID, PakTESOL, and the British Council, to name a few. She currently works as an Associate Professor and Chair of the English Department at Fatima Jinnah Women University in Rawalpindi.

Dr Imtiaz holds a research fellowship from the University of Leeds, UK. She is an OPEN (E-Teacher) and an IVLP alumna. She is also a certified Master Trainer of ELT, Blended Teaching methods, and CALL. She has obtained TESOL's ELT Leadership Management Certification from TESOL International and the ToT Certification from the University of Oregon. Recently, she completed a nine-month Master's Training Program at the University of Alabama under USAID's HESSA program.

Dr. Imtiaz has authored English Language Teaching and Teacher Training modules for HEC and the British Council's TELS HEP Program. She is also a part of the team of curriculum designers who designed HEC's new Undergraduate English courses- a project funded by NAHE and RELO in 2020-21. She is widely published and has presented her research work in Pakistan, the USA, Turkey, and the UK. Dr Imtiaz is a recipient of the Fatima Jinnah Best Teacher Award and the Research Productivity Award 2023.

Teaching the Teachers: Let's Outwit the Bots!

In this talk, we will discuss the necessity of educating the teachers about Generative Artificial Intelligence (GAI) and its application in the classroom. Generative AI tools for teaching and learning are still relatively new to many teachers, both in developed and developing countries.

GAI has brought many changes in education, which is changing how teachers impart knowledge and how students learn in the classroom. Since generative AI tools have a lot of potential for use in the classroom, teachers need to learn and be prepared to adopt this cutting-edge technology. However, it has been observed that ever since the GAI has emerged the students have been at the forefront of this dynamic interaction between teachers, students, and GAI, and teachers are at a disadvantage when it comes to properly appreciating the risks and potentials that come with using AI in the classroom.

This talk will also discuss the importance of upholding academic integrity when integrating AI technologies into the classroom. Ethical concerns related to the use of AI in academia will be fully explained.

If teachers do not embrace artificial intelligence and stay current with its advancements, there is a possibility that robots will eventually take their position in the classroom. If they want to stay in the classroom, they need to stay up to date on technological advancements and learn how to navigate the ever-evolving field of GAI. Thus, the emphasis should be on human intelligence and how to use the SAMR model to successfully train individuals for a world with artificial intelligence (AI), all the while avoiding superfluous automation and maintaining a human-centered approach.

Dr Humaira Irfan

Associate Professor
University of Education

Bio

Dr. Humaira Irfan is an Associate Professor at University of Education, Lahore. She pursued MS in Applied Linguistics and PhD in Sociolinguistics programs from the University of Glasgow, UK on Higher Education Commission (HEC) foreign scholarship. She has published several research papers and books. She was awarded visiting scholar fellowships by University of Exeter, UK and Arcada University of Applied Sciences, Finland in 2018. She has been an invited national speaker, panelist and chair at several international conferences. She has been a reviewer of various HEC and international journals. She has supervised and evaluated many MPhil and PhD English Linguistics theses. She has organized several research conferences, seminars and literary activities for the faculty and students. She has been a trainer of Punjab Higher Education Commission (PHEC) and Punjab Judicial Academy (PJA). She is a founding president of UE Toastmasters that is chartered with Toastmasters International, USA. She has professional membership of TESOL International, USA, IATEFL, UK, International Association of World Englishes, ALTANNZ Australia, Linguistic Association of Pakistan, Toastmasters International, USA and SPELT Pakistan.

Development of Personal Autonomy in English as the Second Language (ESL) Teachers and Learners in Pakistan

This plenary talk explores Dearden's concept of personal autonomy for English as the Second Language (ESL) teachers and learners as an important aim of education. The personal autonomy can be effectively developed by English teachers who are critical agents, use modern knowledge; research-oriented teaching approaches and technology. The findings reveal that creative pedagogy, critical pedagogy, experiential learning, and reflective thinking can be used as valuable and beneficial strategies for developing personal autonomy regarding ESL teaching and learning.

Mr Wilson Hong

Lecturer

Macao Institute for Tourism Studies, Macao

Regent for Undergraduate and Postgraduate Thesis

Bio

Wilson Hong is the Regent for Undergraduate and Postgraduate Thesis, and lecturer at Macao Institute for Tourism Studies. He is also an instructor at the University of Macau, and the President of the Macao Education Development Research Association. Wilson has extensive English teaching experience both in Macao and in the UK and has been involved in teacher training and supervision. Wilson is currently a PhD candidate in Applied Linguistics at University College London. He has published over 20 journal articles, mostly related to language education and IT in education, as well as academic and non-academic books. He specializes in eye-tracking and is an editorial board member of *Frontiers in Education*, *Frontiers in Psychology*, *Asian EFL Journal* and *Journal of Educational Technology and Innovation*, etc.

Harnessing the Power of AI in ESL/EFL teaching and learning

This presentation covers the basics of chatbot technology, techniques for using AI chatbots for automated feedback, and ethical and legal considerations for using chatbots in ESL/EFL education. The advantages and limitations of using chatbots for language learning, and ways to design effective and near-authentic language activities, will be explored. The presentation provides practical guidance on ways to integrate chatbots into lesson plans, curriculum, material development, and grading. Meanwhile, techniques for creating personalized language-learning experiences for students using chatbots and strategies for evaluating their effectiveness will be explained. Additionally, suggestions for avoiding students' abuse of AI will be discussed. By the end of the presentation, participants will have a thorough understanding of how to use chatbots to enhance language education and mitigate any potential ethical, legal and feasibility issues.

Resource Person Workshops

Dr Lauren Franklin

Assistant Professor
Air University, Islamabad

Bio

Dr. Lauren Franklin is an assistant professor at Air University. She attended Brown University in the United States, where she received her SciM in Cognitive Science in 2017 and her PhD in Cognitive Science in 2021. Her areas of research include Psycholinguistics, phonetic and phonological processing, and child language acquisition.

Using Google Applied Digital Skills in Higher Education Classrooms

We live in a rapidly advancing technological world and digital literacy is more important than ever. However, even the savviest teacher may not be up to date on all the technological issues that are relevant for today's students, making it difficult to educate students on these matters. One solution to help teachers overcome this obstacle is Google Applied Digital Skills. Applied Digital Skills is a free online digital skills curriculum that uses videos and projects to teach learners about digital literacy and practical academic, professional, and life skills. It includes a wealth of resources for teachers and students, including full lesson plans and sample rubrics, tips on using Applied Digital Skills for remote learning, video tutorials, and more. This workshop introduces Google Applied Digital Skills and demonstrates how teachers can use it to diversify their teaching practices and adapt it to the needs and goals of their classes and students.

Dr Sadia Irshad

Assistant Professor

Air University Islamabad

Bio

Dr Sadia Irshad holds the position of Assistant Professor of Linguistics in the Department of English at Air University Islamabad. Beyond her commitment to innovative English language teaching methods, particularly in the realm of technology-enhanced language learning, Dr Sadia also investigates pedagogical strategies in diverse technological and linguistic settings.

The Art of Prompt Engineering: Transforming Lesson Planning and Materials

Generative AI has transformed the landscape of English Language Teaching (ELT), equipping educators with potent tools for crafting personalized and adaptive learning experiences. This innovation facilitates the generation of dynamic content, immediate feedback, and customized language exercises, thereby elevating the efficiency and efficacy of ELT methodologies. In this workshop, participants will be immersed in the art of prompt engineering for AI-supported lesson planning and material creation in the ELT domain. The focus will be on constructing prompts that guide AI tools such as Bing and ChatGPT enabling the development of pedagogically robust lesson plans and interactive educational resources. The primary aim is to underscore the crucial role of prompt engineering in AI-enhanced ELT lesson planning and material generation. This session is structured to cultivate expertise in devising prompts tailored to diverse ELT contexts and the distinctive profiles of learners. Through practical exercises, attendees will acquire a profound understanding of the significance of prompt engineering in the realm of AI-driven ELT lesson planning and material development. Additionally, they will gain proficiency in shaping prompts that effectively guide AI tools like Bing, ChatGPT, and Poe, leading to the streamlined and ethically sound generation of contextually relevant and impactful lesson plans, as well as dynamic educational materials.

Dr Syeda Sadia Fatima

Associate Professor

Aga Khan University, Karachi.

Bio

Dr Syeda Sadia Fatima is an Associate Professor and the inaugural member and Chair of the Haile T Debas Teachers Academy at the Aga Khan University, Pakistan. Dr Fatima has organized and conducted over 100 workshops on innovation in teaching, learning and assessment methods such as flipped classrooms, Pecha Kucha as a teaching tool, open book exams, online assessments, team-based learning, digital tools, and artificial intelligence (AI) in medical education and research.

Shaping the Future: Integrating AI in English Language Teaching

Many educators are in the process of grasping how AI can be integrated into education. As AI technologies advance, there is a critical need for innovative approaches that align with these capabilities. This workshop will help you discover how AI and related technological advancements are set to reshape the future of education. By participating, you will gain the insights and skills needed to confidently embrace this exciting transformation in education.

Panel Discussions

Panel discussion	
Panel 1	Day 1
Theme: Digitization of English Language Teaching: Challenges and Opportunities	
<p style="text-align: center;">Chair: Dr Farzana Masroor</p> <p style="text-align: center;">Panelists</p> <ul style="list-style-type: none"> – Prof. Dr Muhammad Umar Farooq (CUST) – Dr Mian Khurram Shahzad Azam (NUML) – Dr Maimoona Abdul Aziz (NUML, Faisalabad) <ul style="list-style-type: none"> – Dr Akifa Imtiaz (FJWU) 	

Abstract

The theme, “Digitization of English Language Teaching: Challenges and Opportunities,” navigates the evolving landscape of education within the context of rapid digital transformation. Our panel is dedicated to a comprehensive exploration of the intricate dimensions that arise in the digitization of English language teaching, delving into both the challenges encountered and the opportunities presented. We embark on a journey to illuminate the path forward, closely examining the complexities faced by educators and learners alike. Through our discourse, we aim to provide profound insights into the dynamic interplay between technology, pedagogy, and the learner’s experience specifically within the realm of English language education. Join us in this dialogue, where we collectively identify challenges, forge innovative solutions, and contribute to the enhancement of the quality and inclusivity of English language teaching in the digital age.

Questions

- How can English language educators effectively address the challenges posed by digitization while leveraging technological advancements to enhance the overall learning experience for students?
- In the digitized landscape of English language teaching, what specific challenges emerge in maintaining a balance between technology-driven instruction and preserving the essential elements of human interaction and personalized pedagogy?
- As we explore opportunities in digitized English language teaching, how can educators harness technology to foster inclusivity and cater to diverse learning styles and needs, ensuring equitable access to quality language education?

- Considering the rapid evolution of digital tools, what strategies can English language teachers employ to stay updated and adapt their teaching methodologies to effectively meet the evolving needs of learners in the digitized English language classroom?

Panel discussion	
Panel 2	Day 2
Theme: Digitization of Learning English: Teaching Practices in the Age of AI	
<p>Chair: Prof. Dr Munawar Iqbal Ahmed</p> <p>Panelists</p> <ul style="list-style-type: none"> – Prof. Dr Sarwat Rasul (FJWU) – Prof. Dr Fauzia Janjua (IIUI) – Prof. Dr Summaira Sarfraz (FAST-NUCES, Lahore) – Dr Malik Ajmal Gulzar (AIOU) 	

Abstract

In an era of rapid technological advancements and increasing AI integration, “Digitization of Learning English: Teaching Practices in the Age of AI” is a crucial discussion. It explores how AI and digitalization are transforming English language teaching. AI tools and digital platforms personalize and enhance language learning, reshaping the role of English teachers. Key topics include AI-driven chatbots, language apps, and virtual classrooms, emphasizing effective integration into teaching. This theme prompts us to explore the balance between human and artificial intelligence, highlighting the future of English language education. The panel discussion addresses the challenges and opportunities in this evolving landscape.

Questions

- How can English language teachers effectively integrate AI-powered tools and digital platforms into their teaching methods to enhance the learning experience for students?
- As AI evolves, how might it impact the role of English language teachers? How can educators adapt to ensure that the human touch and personalized guidance remain central to language instruction?
- What strategies and best practices can be employed to train and prepare English language teachers to effectively navigate the digitized classroom and leverage AI tools for pedagogical innovation?

- AI has the potential to make language learning more accessible and inclusive. How can we ensure that AI-enhanced language education addresses the diverse needs of learners and promotes equitable access to quality instruction?

ABSTRACTS

Exploring Technological Pedagogical and Content Knowledge of Novice English Language University Teachers

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The Technological Pedagogical and Content Knowledge (TPACK) (Mishra & Koehler, 2006) framework offers opportunities for undertaking research on teachers' perceptions and beliefs, teachers' attitudes, and acceptance of the emerging use of technology in English language teaching. This study assumed that English language teachers utilize this tripartite knowledge to create aware and considerate classroom TPACK learning experiences. The current study aims to explore the use of TPACK by English language teachers in teaching writing skills. The exploration of TPACK knowledge is further delimited to novice English language university teachers, assuming that teachers join academia without formal training. As the existing literature predominantly focuses on teachers' perceptions of TPACK literacy and self-reported responses, this study rests on a mixed-method approach and proposes to yield data through structured observations and field notes by a non-participant observer. The researcher observed six novice ELT University teachers (ten classes for each) from one University and a graduate college located in Islamabad. To conduct the research, they were observed based on their TPACK knowledge in teaching writing courses to Engineering students, Physics, and Social Sciences students. In this regard, a structured observation sheet was developed considering the seven factors of TPACK (Bostancıoğlu & Handley, 2018), and the field notes were taken during the classroom observations. The study's results show the teachers' exceptional knowledge in three domains individually, highlighting the teachers' tech-savvy skills, pedagogical strategies, knowledge of the subject, and learners' acceptance of technology in learning writing skills as well. The teacher considers alternative teaching strategies and tech techniques (e.g., Microsoft Word, Google Form, Kahoot, Zoom). The results showed that the teachers performed effectively in the class when they used technology for sharing material, assigning tasks, and operating the computer Multimedia Projector. The results also showed that the teachers' knowledge of technology, pedagogy, and content as a whole TPACK framework constructs had a low impact on their writing skills teaching. Qualitative analysis revealed themes such as tech-savvy expertise, technological challenges, identifying pedagogical methods and strategies, and organization of content and its delivery in the classrooms. The research highlighted the importance of teachers.

Keywords: TPACK, Novice English language teachers, ELT, Observation tool, Teaching writing skills

Use of Digital Content in ELT: An Analysis of Students' Perspective in Pakistan

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Since the advent of the 21st century, digital content has been playing a pivotal role at both national and international levels and technological means like computerization, multi-media devices, social media and audio visual aids etc have been frequently used. The education sector especially English Language Teaching has been no exception in this case (Bello Nawaila et al., 2020). Technology is indispensable in facilitating teaching and learning. (Peat & Franklin, 2002). The present study aims to explore how the students in Pakistan perceive the use of digital content while studying English Language and what challenges they face in using technology. The present study uses interviewing (in-depth, semi-structured) as methodology (Cooper, 1997). The sample consists of 30 students both from the public (from the author's own students also) and private sectors. The study focuses on the pros and cons of using digital content in ELT and what measures can be adopted to make better use of the digital content. The results of the study show that the students acknowledge the efficacy of the use of digital content in ELT, yet its effectiveness is still not fully availed due to many reasons. Most of the students are of the view that if proper training is provided, the use of digital content can prove very valuable in ELT.

Keywords: Digital content, ELT, Interviewing, Students' perspective

Gamified Cooperation vs. Competition in ESP: Impact on Vocabulary and Grammar Learning in Pakistan

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Gamification in language learning refers to the use of game-like elements and principles to make the process of learning language more engaging, motivating, and effective. Although gamification has shown promise in increasing engagement and motivation across different situations, it is crucial to further explore the psychological factors that influence the effectiveness of gamified encounters. Additionally, most of the gamification research conducted so far has concentrated on competitive gaming elements. As a result, the extensive possibilities of cooperative gamification remain unexplored. Therefore, the aim of the present study is to assess the differential effects of gamified cooperation and competition on task effort, learning achievement, motivation, and social connectedness within the context of English vocabulary and grammar learning through online games in English for Specific Purposes (ESP) classes at a university in Pakistan. A total of 70 participants will be assigned randomly to one of two conditions: either the gamified cooperation or gamified competition group. These participants will receive instruction in English vocabulary and grammar over a period of 14 days. It is anticipated that there will be distinctions between the groups with regard to task effort, learning achievement, social relatedness, and motivation (or at least one of these factors) in the gamified cooperation group compared to the gamified competition group. The forthcoming results are intended to underscore the significance of gamified cooperation in fostering meaningful interpersonal connections among learners, highlighting that this positive impact should not be underestimated.

Keywords: Gamification, Cooperation and Competition, Vocabulary and grammar, ESP (English for specific purpose)

Revolutionizing English Language Teaching through Technological Multimodality

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Augmented Reality (AR) in English Language Teaching (ELT) offers an innovative and immersive learning experience, allowing learners to overlay digital content onto the real world, thereby enhancing engagement and providing dynamic, contextual language learning opportunities. (Hayo 2022) Augmented Reality (AR) in language education is heralding a significant transformation, offering immersive, interactive learning experiences that are reshaping the educational landscape (Garzón, 2021). As AR technology continues to evolve, it holds the promise of revolutionizing language learning by providing personalized, engaging learning experiences and innovative pedagogical approaches (Parmaxi & Demetriou, 2020). The advancement of this technology not only fosters heightened engagement but also facilitates increased collaboration and exploration, catering to diverse learning styles and promoting 21st-century skills development (Fan et al., 2020). The integration of AR, VR and 360-degrees video transport is expected to transcend traditional classroom boundaries, enabling situated, real-world language learning and broadening global educational access, shaping a future where learners are empowered to explore, create, and interact within dynamic, technology-rich environments (Karacan & Akoğlu, 2021; Lin et al., 2020). "Furthermore, the integration of AI chatbots into AR experiences is poised to elevate language learning by providing tailored, real-time interactions, offering immediate feedback and personalized learning journeys (Smith & Johnson, 2022). Furthermore, the implementation of NLP for assessing free-text responses in medical exams signifies a pivotal advancement with far-reaching implications for future assessments (Stoehr, 2023).

Keywords: Augmented Reality (AR), Language Education, AI Chatbots, Interactive Learning

Computer Assisted Language Learning for Visually Impaired and Blind People: A Review

**NOOR UL AIN
SYED NADIA BATOOL**

Twenty-first century is the time when Science and technology is prevailing every field and technology gadgets are on the palms of almost all human beings. These technological gadgets can be used for many constructive purposes, like language teaching and learning. Computer Assisted Language Learning (CALL) is an emerging field in the domain of linguistics. The field of CALL is being explored by many researchers from the last two decades. Along with designing CALL programs for language learners, researchers are also exploring the technology, programs, and software, that can be helpful for the students who have visual impairment and blindness in learning a language. The current study is a review of several research that have been conducted in the domain of Computer Assisted Language Learning for visually impaired and blind people. The purpose of this study is to review and compile some important software and gadgets that can be used for such people. In the current study the researchers will explore that what technological gadgets are being used in different geographical areas for assisting visually impaired and blind people to learn a language. To conduct this study the researchers will critically review ten research articles revolving around the topic of Computer Assisted Language Learning for visually impaired and blind people. The present study is qualitative and descriptive in nature. The current study reveals that there is several software being used to assist visually impaired and blind people to learn language by using computer. The most important software are screen readers. Putting all the discussion in a nutshell, it can be said that in the current world technology is being used in all the domains, especially in language learning. However, the deprived people must also be equipped with the knowledge and practice of this technology. The computer experts have developed some software that can be used for Computer Assisted Language Learning for visually impaired and blind people. The Pakistani government and Pakistan's Federation for Fighting Blindness should teach the deprived people to use these technology and software to make them language experts and to enable them to work for the development of Pakistani education system.

The Efficacy of Assistive Technology in Facilitating English Language Instruction by Visually Impaired Educators in Mainstream Higher Education

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Assistive technology, exemplified by text-to-speech software, plays a pivotal role in enhancing the computer utilization and access to digital educational materials for blind individuals (Muradyan, 2023). Extensive research has examined the effectiveness and usability of assistive technology in English language learning (Daramola, 2022). However, this qualitative study seeks to investigate the efficacy of assistive technology for blind and visually impaired English language educators/teachers employed in mainstream higher education institutions of Pakistan, tasked with instructing sighted students in the discipline of English. The research delves into the multifaceted dynamics of employing assistive technology within this unique educational context, shedding light on its impact on both the educators and their students. By doing so, the study contributes to the growing body of academic literature on the intersection of assistive technology and inclusive education within the realm of English language instruction.

Keywords: Assistive technology, English language teaching, blind and visually impaired teachers, mainstream higher education institutions

The Effect of Flipped Classroom Model on the Vocabulary Learning and Retention of Young EFL Learners: A Corpus-Based Study

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This research is the replication of a study done by Şahin and Tavil ‘The Effect of Flipped Classroom Model on the Vocabulary Learning and Retention of Young EFL Learners’, 2023. Present study investigates the impact of the flipped classroom model on vocabulary learning and retention among young English as a Foreign Language (EFL) learners in a Pakistani context with the help of corpus tool, Voyant Tool. The study focuses on a group of 41 sixth-grade students from a well-known school. Researchers have done a corpus-based study to evaluate the effectiveness of this pedagogical approach in vocabulary learning. The flipped classroom model involves students engaging with instructional materials such as readings, outside the classroom, and using classroom time for activities, discussions, and clarifications of doubts from homework. Through a mixed-methods approach combining quantitative assessments and qualitative observations, the study aims to track vocabulary acquisition and retention through pre- and post-tests, using the corpus tools, researchers will also determine students' perception and engagement levels. The findings are expected to contribute to the understanding of the effectiveness of the flipped classroom model in enhancing vocabulary acquisition and retention in the context of Pakistani EFL learners. The insights taken from this research will provide valuable implications for teachers seeking advanced strategies to improve language learning outcomes for young learners in similar educational settings.

Keywords: Flipped Classroom Model, Corpus, Vocabulary Acquisition, Perception, Pre- and Post-Tests.

Decolonizing English Language Education in Pakistan: The Potential of Digital Technologies

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English language education in Pakistan has a long and complex history, which is inextricably linked with the legacy of colonialism. Postcolonial scholars have argued that English language education in Pakistan continues to reproduce colonial power relations, and that it needs to be decolonized in order to promote social justice and equity. Digital technologies have the potential to play a significant role in decolonizing English language education in Pakistan. They can be used to create more inclusive and empowering learning environments, and to give students access to a wider range of perspectives and resources. This qualitative study employs Walter de Mignolo's decolonial framework to scrutinize the subject matter. In-depth interviews were conducted with ten English language teaching practitioners. This paper delves into the potential of digital technologies in decolonizing English language education in Pakistan. It commences by offering a concise overview of decolonial pedagogy and its pertinence to the Pakistani context. Subsequently, it explores the diverse ways in which digital technologies can be harnessed to implement decolonial pedagogies within English language classrooms. Finally, the paper identifies challenges and opportunities associated with decolonizing English language education in Pakistan through the integration of digital technologies. This research study is significant as it sheds light on innovative strategies crucial for reshaping the landscape of English language education, ensuring a more inclusive, equitable, and culturally diverse learning environment for students in Pakistan.

Keywords: Decolonial pedagogy, English language education, digital technologies, Challenges, opportunities, future of English language education

Exploring Learner's Perceptions of the Integration of Google Classroom (GCR) for English Language Learning

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The contemporary era is marked as a digital era due to the vast impact of technology on various aspects of our lives. In the context of education, technology is also being used in the classrooms. Specifically, the teachers are integrating technology in the classrooms. As for teachers, technology is a useful tool that makes the learning process useful and easier. This research aims to explore whether technology particularly Google Classroom (GCR) is useful or not. Or how students perceive this technology in their learning process. To achieve the objectives of this research interviews are conducted. In this way, the students will share their thoughts, perceptions, experiences, and feelings on the use of GCR. So, this research would be quantitative. Researchers of this study have selected graduate-level students for interviews. The interviews will be conducted with the graduate students of Air University Islamabad. This study is an approximate replication of the selected article "In-service teachers' perceptions of technology integration in English as a foreign language classroom in China; A multiple- case study." (Wang, 2023). In the selected article, the major focus is on the teacher's perception of the integration of technology in the classroom, by taking their interviews. However, this research is aimed at the students' perception and use of GCR. The results of this study will try to illustrate that GCR is an effective tool for learning at the graduate level. Another thing the results of this study will show is how GCR will provide to be useful in the learning process. We will see how it makes the learning process efficient for the students. Besides, documents and study materials are available at all times for the students and they can access it whenever they want this makes for an added benefit. This study would help the audience to know about the impact of technology and GCR on learning. Furthermore, GCR will try to facilitate the learning process by making it quicker and more effective. For future research, the researchers can look for other tools and apps like Edmodo and Moodle that can help the learning process.

Keywords: Technology integration, GCR in learning, Students' perception

Perceptions & Attitudes of English Language Teachers on the Use & Usefulness of Chat-GPT in ELT Writing Classrooms

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This study explores the perceptions and attitudes of English Language Teachers (ELTs) regarding the use and perceived usefulness of Chat-GPT as a tool for enhancing writing instruction in ELT classrooms. The data was collected through questionnaires that were administered before and after a two-hour workshop aimed at introducing ELTs to the potential applications and benefits of Chat-GPT in ELT settings. Technology Acceptance Model (TAM) was utilized as the theoretical framework and its two constructs – use and usefulness – were used to analyze attitudes and perceptions of ELT teachers towards Chat-GPT in their writing classes. The findings of the study indicate the change of perceptions and attitudes from apprehensions to acceptance. The findings also highlight that the training helped teachers not only address their concerns but also clarify their roles as technagogues, thus highlighting the need to train in-service/novice teachers about the possible use and usefulness of Gen-AI in their classrooms.

Keywords: Attitudes, Chat-GPT, ELT, Perspectives, TAM, Writing Instruction

Digital Media Technologies and their Impact on English Language Development

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This research aims to replicate English Language Teaching (ELT) and Integration of Media Technology (Ahmad, 2012). Learning a new language is regarded as a challenging endeavor because it requires numerous practice sessions, and in this digital era, media has a significant impact on raising students' motivation to learn by fostering a joyful environment. A higher level of vocabulary avoidance was also reported by students who communicated informally online, and in a different study, over half of the students said that their inability to remember Standard English was caused by frequent texting (Ahmad, 2012). Thus, the temptation to participate in online activities causes students to struggle and impedes their ability to succeed academically. Students are less motivated to use Standard English, which may account for their lack of enthusiasm for grammar and precision (Ahmad, 2012). Therefore, the purpose of this study is to investigate how participants respond to media technologies and the impact of media technology in the improvement of their English word accents. The current study aims at investigating the impact of digital media technology in the development of English language. The current study examines how multilingual speakers use digital media, to gain insights into the role of media technology in improving their pronunciation. This study employs a Quantitative Approach because the major tool of data collection is questionnaire. By using the technique of non-probability sampling, the data is collected from 100 BS-English students of University of Education, Attock. Students are asked to choose strongly agree, agree, I can't say, disagree, and strongly disagree against the six statements on media technology as pre-post-test. Learners' pronunciation of 20 selected words will be tested followed by 10 days practice time using the technology. The data is analyzed using a descriptive analysis method, which involves counting the students' responses to each question to determine the percentages and the collected data is then analyzed thematically. The present study investigates that the application of technology to enhance language learning is that students are inefficient users of technology because they use digital media technologies for their enjoyment instead of learning purposes. This study is limited to the impact of digital media technologies on students in learning English language so in this regard; future studies can be purely done on the negative influence of digital media technologies on the teaching of English language by changing the sampling technique and study paradigm.

Keywords: Media technology, internet, English, language learning, receptive skills, productive skills

Data Driven Learning in ESL/EFL Contexts: A Narrative Review

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As a subfield of corpus linguistics, Data Driven Learning (DDL) has gained significant attention in recent years as a pedagogical tool for English language teaching and learning. Although, the proliferation of corpus linguistics tools and resources has paved the way for DDL's integration into language pedagogy, a comprehensive synthesis of the existing research is crucial to assess the extent of its effectiveness and identify areas that pose challenges in its application. Thus, the present study aims to explore the effectiveness of DDL in ESL/EFL contexts, shedding light on commonly used techniques, the most benefitted linguistic areas, and the challenges faced by teachers and learners through a rigorous analysis of the literature. This narrative review examines a selection of papers published between 2010 and 2023 indexed in reputable databases including Web of Science and Scopus using thematic analysis technique. The findings of this review not only contributes to a comprehensive understanding of DDL within ESL/EFL contexts, but also highlight gaps in the existing literature signalling areas requiring further investigation. The results also have strong implications for the teachers and learners as DDL, and corpus linguistics in general, has potential to shape the future of ESL/EFL pedagogical practices.

Keywords: Data Driven Learning (DDL), ESL, EFL, Narrative Review, Corpus Linguistics

Gamification in Flipped Learning: A Systematic Review

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Flipped learning is seen as an approach that is becoming more and more popular. The application of gamification in flipped learning research is presented in this paper. The objective of this systematic review was to examine the current literature on gamification in flipped learning, focusing on the gamified-based learning platforms used, the game elements employed in gamification, and the effects of gamified-flipped learning on students. The review aims to provide a comprehensive synthesis of existing research in order to gain insights into the various gamified approaches used in flipped learning. The only relevant empirical research was covered in order to clearly show its efficacy. We searched the databases in Web of Science, Wiley Online Library, ERIC, and Science Direct, and ultimately chose twenty papers for the review. The results show that including gaming components in a flipped classroom results in greater motivation, involvement, and improved learning outcomes. However, there is not enough data to generalize the findings. Additionally, it has been discovered that Moodle and Kahoot are the most popular platforms for gamified-flipped learning, while the most popular game elements are points, badges, and leaderboards. Further, future research can be carried out on the impacts of game elements on flipped learning.

Keywords: Gamification, Flipped Learning

Theme: Universal Design of Learning and ELT

Studying the Effectiveness of Tech-Integrated ESL Instruction in Pakistani Educational System: A Multimodal Design

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Digital technologies bring up new and distinctive dimensions of education that differ from conventional forms (Altun & Akyildiz, 2017; Aurangzeb, 2018; Brown, David & Smallman, 2017; Arslan & Baser, 2023). The aim of this research is to explore the effectiveness of technological tools used by English language teachers in their pedagogical content on ESL learners' language skills; both receptive and productive in Pakistan at the undergraduate level. The study will be significant for the instructors, educators, academicians and learners to integrate technology into their traditional classroom settings. The researcher has used the Mixed Method approach. Population of the study are the ESL learners at undergraduate level. The True Experimental research design is used to collect data to measure the effectiveness of technological tools in ESL classrooms. Pre-Test-Post-Test Control-Group Design model proposed by Creswell (2003, p.161) is used to examine the impact of technological tools used by teachers on ESL learners using "Tech-Integrated Teaching Model/ Tech-Integrated Instructional Design". For this model, two groups are formulated, an experimental group and a control group. Each group has 30 students. The results of the two groups are analyzed using both quantitative and qualitative techniques. "Tech-Integrated Teaching Model is used as a theoretical framework of the study which is based on Technological Pedagogic Content Knowledge (TPACK) proposed by Mishra and Koehler in 2006, Universal Design Learning (UDL) given by the Centre for Applied Special Technology in 2019. Quantitative data is analyzed using SPSS Statistics and qualitative data is analyzed using thematic analysis. The findings of the study reveal that there is a significant difference in the learning of the students taught using a tech-integrated model in their English language skills both receptive and productive than the students taught with conventional teaching methods. It also reveals that teachers and students have the perception to use technological tools in their ESL classrooms but in reality, a very low percentage of the teachers use technological tools. The study recommends that English language teachers should transform their conventional teaching methods and use technological tools in their classrooms to enhance their language skills.

Keywords: Universal Design Learning (UDL); Technological Pedagogical Content Knowledge (TPACK); English Language Teaching (ELT)

Theme: Navigating Online Spaces: The Intersection of Psychology, Culture, and ELT

Diminishing Linguistic Taboos in Pakistani Society: A Descriptive Analysis

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Language, according to Halliday (1978), is a social semiotic phenomenon, and is thus, inseparable from society. Rapid societal transformations are being observed in the contemporary world owing to globalization and technological advancements. Due to this evolution of societal norms and practices, notable changes are also occurring in language and its structures including the perception and usage of linguistic taboos. The current research examines the variation in the perception and usage of linguistic taboos across different generations and genders in Pakistani society. Additionally, it also explores how Pakistani bilinguals perceive and use linguistic taboos differently in their first versus their second language. The data for the present study was collected through a web-based questionnaire that was filled by one hundred Urdu-English bilinguals who were equally divided into four groups based on their age and gender. The data was analyzed using quantitative methods of research. The study revealed that gender did not significantly influence perspectives on linguistic taboos, whereas the age of participants showed a notable difference in perceptions. This indicates that the diminishing of linguistic taboos is not gender-dependent but is associated with age. Although there is an overall decline in linguistic taboos, certain taboos still maintain their offensive nature. The data analysis highlights the significant role of social media, parents, and peers in exposing children to abusive and taboo language. Additionally, how taboo words and swear words are expressed can influence the perception that bilingual learners develop regarding them.

Keywords: Linguistic taboos, bilingualism, emotional force, abusive language

Theme: Future Trends: Technology and AI in English Language Teaching

Enhancing Presentation Skills through Gamma in ELT Classrooms: A Phenomenological Exploration of Students' Perspectives

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Natural intelligence (NI) and artificial intelligence (AI) serve as distinct sources of knowledge production. Generative artificial intelligence is a versatile tool used across various domains. Gamma is a free presentation tool that uses AI to produce presentations. This study investigates the perspectives of students regarding the use of Gamma for improving presentation skills in English Language Teaching (ELT) classrooms. The study was conducted during the fall semester of 2023 at the Department of Software Engineering of a private sector University of Islamabad. At first, the students were exposed and taught to the use of Gamma for making their academic presentations. Then, the selected students were interviewed. Thirty students from two different sections of BS Software Engineering were selected for interview through purposive sampling. The Colaizzi's (1978) descriptive phenomenological method was used to analyze the perspectives of students. The findings revealed several key points: students were not currently utilizing Gamma for their presentations, students acknowledged that using Gamma had a positive impact on their presentation skills, and majority of the students reported an enhancement in their presentation skills through the use of Gamma. These findings emphasize the significance of incorporating Gamma AI app in ELT classrooms to improve presentation skills and, by extension, communication abilities of students.

Keywords: Artificial Intelligence, Gamma, Phenomenological, Presentation

The Impact of CHAT GPT on Overall Academia: A Systematic Review

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The fast and constantly evolving advancement of technology has a tremendous influence on education systems across the globe. A number of fields, including education, have been revolutionized by artificial intelligence (AI). AI algorithms and models can perform a broad variety of activities that typically require human cognitive skills, increasing machine intelligence and autonomy. An example of OpenAI's work is GPT-3 (Generative Pre-trained Transformer 3), a language production algorithm that can generate text that imitates human speech in response to a specific input. The CHAT GPT may also be used in academic contexts to provide students with individualized learning possibilities. It may respond to inquiries, provide explanations, and provide feedback on assignments and exams. As a result, CHATGPT marks a significant advancement in the development of AI-powered chatbots that can engage in meaningful conversations with humans. Therefore, the current research aims to explore the impact of this latest AI model, CHAT GPT from an academic perspective. It examines the impact of CHAT GPT on academia by reviewing the previous research conducted on CHAT GPT. This systemic review followed the PRISMA protocol, which is a preferred reporting guideline for systematic reviews (Moher et al., 2009). A total of 15 records were initially identified through database searching. These records underwent screening, and the final number of studies included in the qualitative synthesis was 10. The findings demonstrate that the growth of AI is beneficial and at the same challenging for academia. The effective use of CHAT GPT can assist in learning and teaching language, as it is a valuable tool for exploring and generating ideas. Meanwhile, these technologies will also bring up some sort of issues and obstacles, notably in regard to academic integrity and plagiarism. Therefore, this review is a call for action for academics to act in the field of academic research. They shall focus on educating research students on the basic principles and ethical considerations involved in academic research.

Keywords: Technology, CHAT GPT, education system, learning and teaching language, academic integrity, academic research

Artificial Intelligence and the Generation of Literature: The Role of AI in Literary Analysis

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The evolution of technology has had a significant impact on the realm of English literature, influencing the way literature is created, disseminated and experienced. In an era characterized by the rapid convergence of technology and human creativity, this study aims to explore the deep implications of artificial intelligence (AI) in the field of literature. The study explores the mutually beneficial link between artificial intelligence (AI) and literature, examining both of AI's two expressions: its creative role in producing literary works and its analytical role in interpreting the nuances of already published literature. Using a multimodal approach, this study explores the possibilities for AI to change the literary world, as well as its drawbacks and ethical implications. This research also sheds light on the impact of AI on literary analysis, style detection, and text summary, where AI-powered techniques push the limits of conventional literary criticism. The increasing prevalence of artificial intelligence (AI) in writing has brought to light ethical dilemmas related to copyright, originality, and the potential displacement of human writers. This study considers how the field of literature is changing and how it interacts with AI, speculating on possible areas of overlap and challenges facing academics, writers, and readers alike.

Keywords: Artificial Intelligence, Literature Generation, Literary Analysis, Authorship, Ethical Implications

Tens-Tech for Teaching Tenses Using SAMR Model: A Replication Study

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Technology plays a significant role in teaching the English language. This study replicates Suryani and Harpiansi (2019) study which aimed to improve the English writing skills of STIK Siti Khadijah Palembang students using the SAMR model. Similarly, technology-based approaches to teaching tenses hold significant importance in modern education and language instruction, however, less research has been conducted on teaching tenses using the SAMR Model. This study aims to investigate the effectiveness of the first two components of the SAMR (Substitution, Augmentation, Modification, and Redefinition) model in enhancing the learning of English tenses among grade eleven students. This study employs a quasi-experimental design with pre-tests and post-tests to assess the impact of the SAMR model in learning English tenses. A total of 40 students from grade eleven will be selected for this study. One class will be assigned as the control group, which will be taught on the traditional teaching method. The other class will be chosen as the experimental group, which will be instructed by using the SAMR Model to teach tenses. This study expects positive outcomes in the experimental group to enhance tense learning through the integration of technology. This study will contribute to understanding the SAMR model's efficacy in enhancing language learning, specifically in the context of teaching tenses. The findings will aware educators and curriculum designers of the potential benefits of integrating technology into language learning and help guide decisions on effective pedagogical practices for improving tense acquisition in the classroom.

Keywords: SAMR Model, Tens-Tech, Replication

Enhancing Vocabulary Acquisition and Retention in Young ESL Learners through Flipped Classroom Method

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This study aims to integrate flipped classroom method in the vocabulary learning of fifty young English Second Language learners of class five at a primary school in Mirpur, Pakistan. The goal of the study is to find out the perception of both teachers and parents about FCM and its role in vocabulary learning and retention in ESL learners. The methodology for the collection of data is qualitative. Students will be asked to watch an English cartoon of their own choice at home. They would be asked to write down any five words (words they didn't know before) of their own choice at the end of the video. This activity will be done for two weeks. By the end of that time period, the students will be tested in the vocabulary they have learned in those two weeks to study the expected difference in their vocabulary before and after the activity. The perception of the teachers and parents regarding FCM will be analyzed through classroom observations and interviews. The expected results of the study are that the participants would display significant improvement in learning and retention of vocabulary compare to students of other sections of the same grade. The expected outcome of the study also includes positive feedback about FCM from both the teachers and the parents.

Keywords: Flipped classroom, ESL learners

Theme: Language Teaching, Assessment and Feedback in Era of Digitization

Instant Corrective Feedback Using Google Docs to Enhance the Writing Skills of EFL Learners: An Experimental Study

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Instant Corrective Feedback (ICF) is crucial for promoting effective learning, as it provides immediate guidance, corrects errors, and fosters skill development in real time. ICF has been shown to be effective in improving the writing skills of learners as the study (Thapa, 2015) shows that ICF played a significant improvement in the writing skills of learners. However, there is less research that focuses on improving the writing skills of EFL learners through technology-mediated ICF. Therefore, this study aims to investigate the technology-mediated ICF in EFL classrooms to enhance writing skills with the objective of exploring the effectiveness of providing instant corrective feedback through Google Docs. This study will employ the first two stages of the SAMR (Substitution, Augmentation, Modification, and Redefinition) model. An experimental research design along with pre and post-testing will be employed for this study. This research will be based on a qualitative research design and the purposive sampling technique will be employed for data collection. A total of 50 students from Grade 10 will be selected for the study. Students will be divided into experimental and control groups. The control group will be given a writing task on paper along with traditional teacher-mediated ICF whereas for the experimental group, instead of using pen and paper, they will be introduced with Google Docs (Substitution). Then the participants will be asked to do the writing task on Google Docs and the feedback will be provided on Google Docs (Augmentation). It is expected that the ICF provided through Google Docs will show significant improvement in their writing skills than students in the traditional teacher-provided ICF. If Google Docs-based ICF is found to be more effective, then teachers would consider using Google Docs-based ICF more widely in their classrooms.

Keywords: ICF, ELT, Google Docs, SAMR Model

Exploring the Influence of Multi-Modal Input of Music and Drama on Second Language Acquisition: A Case Study Investigation

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As language acquisition evolves in the digital age, language teachers are striving to incorporate innovative and engaging techniques. Integrating multimodal input in language classrooms is one such strategy that includes the use of images, voice, subtitles or text (Peters & Muñoz, 2020). Research work on multimodal input with respect to drama and music has received less attention. Moreover, the inclusion of such multi modal input in language classroom has become more meaningful with the increasing interconnectivity in the modern world (Liang & Yao, 2023) Therefore this qualitative case study investigates the effects of multi-modal input, specifically music and drama, on second language acquisition (SLA). The study focuses on the holistic learning experience achieved by combining visual, auditory, and linguistic elements through the exploration of one individual's journey to learn Korean by immersing herself in Korean music and dramas. The research explores various language learning outcomes, including vocabulary acquisition, comprehension, pronunciation, and cultural awareness. It also delves into the role of motivation, desire and learner autonomy within this dynamic and multi-modal learning environment. The findings of this study uncover the potential of multi-modal input through music and drama to enhance second language acquisition. These findings carry implications for SLA theory and instructional design, offering valuable insights and guidance for educators and curriculum developers seeking to create engaging and effective language learning experiences in the digital age.

Keywords: Multimodal Input, Motivation, desire, learner autonomy, digital age

Theme: Navigating Online Spaces: The Intersection of Psychology, Culture, and ELT

The Impact of Online Spaces on Psychological Well-being, Cultural Identity, and ELT Practices: A Quantitative Study

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Online spaces, like social media, forums, web journals, and online courses, have become increasingly popular and influential in the 21st century. They offer new opportunities and challenges for communication, learning, and well-being. Online spaces provide real and diverse sources of English knowledge, psychological well-being, and culture for English language teachers and students. In any event, they might expose youngsters to false information, prejudice, and online bullying. Therefore, it is crucial to comprehend how different users' psychology, culture, and English language instruction affect (ELT). This study aims to investigate the effects of online environments on the psychological health, cultural identity, and ELT practices of English language teachers and students from varied backgrounds. The study employs a quantitative methodology to collect and analyse qualitative information from 100 people who use online spaces for personal or professional reasons. The study included 50 English language instructors and 50 students studying the language. The study examines online spaces, cross-cultural communication, and online ELT practices. The anticipated outcomes demonstrate that participants' psychological well-being, including self-efficacy, motivation, anxiety, satisfaction, and other factors, is impacted by online environments in both positive and negative ways. The findings will also show that online environments shape participants' cultural characteristics in various ways, such as increasing or lowering their sense of belonging, awareness, or diversity. Additionally, the findings show that online environments impact participants' ELT activities in several ways, including approaches, materials, assessments, etc. The study recommends improving the effectiveness of online venues for English language instruction and learning. This study suggests that online spaces should be strategically created and employed to enhance instructional innovation, intercultural competence, and psychological support for English language teachers and students. The study emphasises its limits and suggests areas for further investigation.

Keywords: Cultural identity, online spaces, ELT practices, psychological well-being

Navigating Online Spaces: The Intersection of Psychology, Culture and ELT

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English Language Teaching (ELT) is a dynamic realm that seamlessly weaves its threads into the fabric of any subject domain. In reality, there are no distinct compartments; everything we explore or teach in academic courses is interconnected. This interconnectedness extends to the fascinating nexus of psychology and culture, which, when explored in the English Language classroom, offers a plethora of opportunities. In the context of Pakistan, where diverse cultures and rich traditions coexist, ELT becomes a platform for bridging the gap between psychology and culture. For instance, teachers can present case studies that delve into the intricacies of Pakistani society, allowing students to not only enhance their language skills but also gain a deeper understanding of the cultural nuances that shape their lives. The online sphere proves invaluable in this endeavor, facilitating the convergence of psychological aspects while adhering to the cultural norms and values unique to Pakistan. This journey through the online landscape requires focus and a clear purpose. Teachers have the freedom to curate a variety of digital resources that align with the interests, age levels, and competencies of their students. For instance, they can explore online platforms that offer insights into the psychological underpinnings of cultural practices, helping students navigate the complex interplay of their language, psyche, and culture.

Keywords: English Language Teaching (ELT), Interconnectedness, Psychology, Culture, Online Learning Sphere

Theme: Corpus Approaches to Teaching

A Corpus-based Investigation of Semantic Prosody for Language Pedagogy

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Dictionaries are uneven in their treatment of the aspect of semantic prosody. Gabrovšek, D. (2007). Consequently, ESL/EFL learners often use inappropriate word choices due to a lack of awareness of semantic prosody (Wei, 2006; Xiao & McEnery, 2006; CANTANURAK & Tawilapakul, 2016; Alzahrani, 2021). Therefore, the importance of collocation and semantic prosody is well recognized in language learning (Partington 1998: 23–25; Hoey 2000; Hunston 2002: 142). Therefore, to remedy the research problem, the present study aimed to investigate semantic prosody in English and Urdu using the corpus tool #Lancsbox . The corpus was built based on *The Sun* which is the most circulated English newspaper in the UK and *Express* which is the most circulated Urdu newspaper in Pakistan. The analysis is based on two English verbs: *increase*, and *provide* and their Urdu translation equivalents: *افزافہ* /a'zɑ:fə/ and *فراہم* /fæɾɑ:hæm/. The findings of the study show that the English word *provide* has predominantly pleasant collocates but *فراہم* /fæɾɑ:hæm/ has negative and neutral semantic prosody. Secondly, the word *increase* and the Urdu translation equivalent *افزافہ* /a'zɑ:fə/, though have same semantic properties and the definitions of these two terms in the dictionaries of both languages (i.e. Urdu Lughat & Oxford English Dictionary) are identical but the findings show that the two words do not share any single semantically similar collocate. This denotes that semantic prosody and collocational behavior of words vary across languages. Moreover, the findings of the study can have a profound impact in the field of Language Teaching and learning, lexicography and translation specifically English to Urdu. Therefore, this investigation can now be transferred to the classroom as it has significant implications for the Urdu speakers who are learning English as a second language to learn the different semantic prosodies of the English words and their Urdu translation equivalents. Finally, the study suggests that the ESL/EFL teachers need to take account of semantic prosody in order to teach vocabulary.

Keywords: Semantic prosody, semantic association, Collocation, collocation network, GraphColl

Teaching Stylistic Analysis of English prose fiction through Corpus Approaches

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Corpus Linguistics and the study of literature provide a theoretical introduction to corpus stylistics and also demonstrate its application by presenting corpus stylistic analyses of literary texts and corpora. The current investigation aims to analyze the pedagogical potential of fiction corpus. The recent study used Baker et al. (2008) synergy approach of Corpus Assisted Discourse Analysis (CADA). Corpora consists of 35 novels and contemporary texts, with instances of Pakistani English. The analyses demonstrate the impact of various text features on literary meanings and how corpus tools can extract new critical angles. Research in Corpus and Discourse features innovative contributions to multiple aspects of corpus linguistics and various applications, from language technology via teaching a second language to a history of philosophy. The findings of the study revealed stylistic features that are conjunctive cohesion in the selected data and how it binds the whole text together. The Corpus and Discourse comprises vital texts bridging the gap between social studies and linguistics. Although equally academically rigorous, this strand aims at a wider audience of academics and postgraduate students working in both disciplines.

Keywords: Literature, Corpus assisted discourse analysis, Pakistani English, conjunctive cohesion, stylistic analysis

