

ICLTE 2026

6th International Conference on
Language Studies, Translation and
Education

05 - 07, February, 2026
Bursa, Turkiye — Lahore, Pakistan

BOOK OF ABSTRACTS

IATELS

International Association for Technology,
Education and Language Studies



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Edited by Prof. Dr. Iryna Sekret and Prof. Dr. Nadia Anwar

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STARTINFORUM
2026

Book of Abstracts

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**6th International Conference on Language Studies, Translation and Education
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This Book of Abstracts includes the main materials of the ICLTE 2026 - 6th International Conference on Language Studies, Translation and Education, which was organized in collaboration with STARTINFORUM (Turkiye) and University of Management and Technology (Lahore, Pakistan).

The studies presented at the conference discuss recent research, best practices and new approaches in the fields of language studies, translation and education.

The conference speakers also refer to the current developments of AI and its usage in different spheres of education and research.

The abstracts which are included in this book represent the studies conducted by the scholars from Turkiye, Ukraine, Uzbekistan, Pakistan, Kosovo, The Netherlands, Algeria, UK, Malaysia, Algeria and other countries.

This collection of the international studies is of definite value for global academic community, interested in the recent developments within language studies, translation and education.

The abstracts are published in the authors' versions after a rigorous process of the double-blind peer review.

The authors are responsible for the research design, accuracy of the data and language of their studies.

The editorial board and scientific editors may not agree with the authors' views presented in the papers, but acknowledge a plurality of visions and approaches.

ICLTE International Conference on Language Studies, Translation and Education
www.laste.iatels.com

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IATELS
International Association for Technologies, Education and Language Studies
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About ICLTE 2026

6th International Conference on Language Studies, Translation and Education

ICLTE 2026: A Global Milestone in Academic Resilience and AI Innovation

The Evolution of a Global Academic Mission

The **International Conference on Language Studies, Translation, and Education (ICLTE)** began its journey as LASTE in 2017, holding its inaugural meeting in Istanbul in 2018. Since its rebranding to ICLTE, the conference has flourished into a premier global forum embracing participants from very different parts of the world.

The **6th International Conference (ICLTE 2026)**, held from **February 05 – 07, 2026**, represents a significant leap forward, transitioning from a traditional event into a high-intensity "interactive platform" for international synergy.

ICLTE 2026 successfully established a new paradigm for international scholarly collaboration. By connecting major academic hubs in **Bursa (Türkiye)** and **Lahore (Pakistan)**, the event transcended traditional conference boundaries, evolving into a high-intensity "interactive platform" that unified diverse scientific intents across geographic and political divides.

A Vision Beyond Borders

ICLTE 2026 was conducted online, seamlessly connecting academic hubs in **Bursa (Türkiye)** and **Lahore (Pakistan)**.

The conference mission remains steadfast: to move beyond the "passive listening" of case studies and into the active exploration of institutional partnerships.

By brainstorming on social and global needs, our participants have opened new pathways for joint research, international educational projects, and collaborative publication plans that transcend geographic and political boundaries.

The "Academic Axis": A Masterclass in Resilience

A defining feature of ICLTE 2026 was the formidable **triadic alliance** between **Kyiv National Economic University named after Vadym Hetman (KNEU)**, the **University of Management and Technology (UMT) Lahore**, and **IATELS**, supported by **STARTINFORUM**.

Despite the immense regional challenges and "unspoken realities" of working under crisis—vividly captured in the pre-conference report *Research at +1° C*—the Ukrainian delegation from **KNEU**, led by **Dr. Tetiana Fursenko** and **Olena Tsyrukun**, demonstrated profound professional resilience. Their contributions highlighted language education not merely as a skill, but as a strategic asset for national identity and student entrepreneurship during times of instability.

Core Focus: Human-Centered AI Integration

The 2026 program marked a significant shift from "technological fear" to **Human-Centered AI Integration**. Expert discussions, spearheaded by **Prof. Dr. Piet Kommers (The Netherlands)**, moved past technological determinism to emphasize that while AI serves as a powerful "blessing," its success relies on a foundation of **Metacognitive Skills**.

Key Research Pillars included:

- **AI-Enhanced Pedagogy:** Exploring the nuances of **GPT-4.5** interventions in high-stakes testing like IELTS, and developing "reflective philosophy" tasks to maintain human originality against AI-generated content.
- **Minority Language Revival:** A groundbreaking presentation by **Khalid Mahmood (Tamgha-i-Imtiaz)** showcased how AI can be leveraged to revitalize the **Punjabi language**, bridging cultural gaps across borders.
- **Evolution of ESP/EAP:** Scholars from KNEU and Taras Shevchenko National University demonstrated the seamless integration of AI tools within **English for Specific Purposes**, specifically tailored for History, Economics, and Tourism.

Innovative Format: From Passive Listening to Incubator

Moving beyond the standard presentation model, ICLTE 2026 functioned as an **incubator for future global projects**. Session Chairs, such as **Assoc. Prof. Dr. Asma Kazi** and **Dr. Mohamed Brahmi**, actively facilitated networking, transforming each session into a space for initiating joint research programs.

The conference structure included **interactive feedback loops**, where Turkish, Ukrainian, and Pakistani delegates began drafting plans for cross-border institutional partnerships and shared educational frameworks.

Psychosemiotics and the Human Soul

The final day explored the "Human Dimension" of the digital age. Research delved into **Gynocritical studies** of Pakistani literature and the **Psychosemiotic analysis** of media adaptations, reinforcing the ICLTE "Multimodal" philosophy: language is a complex web of emotion, media, and social identity that AI must support rather than replace.

Strategic Priorities (2026–2030)

In her plenary address, Prof. Dr. Iryna Sekret (IATELS Committee Chair) outlined the vision for the next four years. The ICLTE 2026 outcomes confirm that the future of global education is:

1. AI-Supported yet Human-Centric.
2. Multimodally Aware across all digital platforms.
3. Economically Integrated, directly linking language proficiency to entrepreneurial success.

IATELS and STARTINFORUM express their deepest gratitude to participants from **Italy, Uzbekistan, Kosovo, Algeria, the USA**, and beyond, who helped turn this academic vision into a resilient, global reality.

Publication and Quality Assurance

To ensure the durability and sustainability of research, ICLTE 2026 provides two distinct pathways for academic dissemination:

1. **Book of Abstracts** with ISBN; and
2. **A Springer Monograph** project for high-impact thematic research.

The Organizing Committee maintains a rigorous selection process, prioritizing innovative studies that address the intersection of humanity and technology.

This visionary approach ensures that every speech and paper contributes meaningful value to the international academic community.

Reflecting on ICLTE 2026: The AI and Human Frontier

This Book of Abstracts reflects the core discussions of the 2026 event, which centered on **Human-Centered AI Integration** and **Professional Resilience**.

We are particularly proud of the "Academic Axis" connecting Turkiye, Pakistan, and Ukraine, proving that scientific intent remains unshakable even in times of global crisis.

We extend our deepest gratitude to our visionary partners and collaborators who made ICLTE 2026 a benchmark for excellence:

- **Prof. Dr. Asghar Zaidi**, University of Management and Technology (Lahore, Pakistan);
- **Prof. Dr. Nadia Anwar**, Dean, University of Management and Technology (Lahore, Pakistan);
- **Prof. Dr. Piet Kommers**, University of Twente (The Netherlands) – for his insights on Metacognitive Skills and AI;
- **Dr. Tetiana Fursenko & Olena Tsyrukun**, Kyiv National Economic University named after Vadym Hetman (KNEU, Ukraine) – for their contribution to the conference organization as researchers and coordinators of the participants from KNEU;
- **Khalid Mahmood (Tamgha-i-Imtiaz)**, IATELS Pakistan – for organizational contributions and groundbreaking work on AI-driven language revival;
- **Assoc. Prof., Dr. Shabunina Viktoriia**, Taras Shevchenko National University of Kyiv, Ukraine - for her research and organizaional contributions.

A Note to the Reader

ICLTE 2026 saw participation from over **15 countries**, reinforcing its status as a constant meeting point for global scholars.

The abstracts contained herein are organized according to the Conference Program and have undergone a rigorous peer-review process.

While the editorial board acknowledges a plurality of research visions, the authors remain responsible for the accuracy and design of their individual studies.

It is our hope that this **Book of Abstracts** serves as a launchpad for the **IATELS 2026–2030 Strategic Priorities**, fostering an educational future that is AI-supported, multi-modally aware, and deeply human-centric.

ICLTE Organizing Committee

IATELS - International Association for Technology, Education and Language Studies

Conference Committee

Organizing and Scientific Committee

Prof. Dr. Iryna Sekret, IATELS Committee Chair, Turkiye

Prof. Dr. Piet Kommers, The Netherlands

Prof. Dr. Asghar Zaidi, Provost of University of Management and Technology, Lahore, Pakistan

Prof. Dr. Ilknur Istifci, Anadolu University, Turkiye

Prof. Dr. Anuradha Parasar, Dean, School of Liberal Education, Galgotias University, Greater Noida, India

Prof. Dr. Nadia Anwar, University of Management and Technology, Pakistan

Assist. Prof. Dr. Rahat Bashir, University of Management and Technology, Lahore, Pakistan

Assoc. Prof., Dr. Tetiana Fursenko, Kyiv National Economic University named after Vadym Hetman (KNEU, Ukraine)

Assoc. Prof., Dr. Shabunina Viktoriia, Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

Khalid Mahmood, Tamgha-i-Imtiaz, TEFL Instructor, PhD English (Linguistics) Scholar, University of Management and Technology, Lahore, Pakistan

Conference Partners and Organizations



Conference Sponsor



STARTINFORUM International: A Global Catalyst for Innovation, Education, and AI Transformation

STARTINFORUM International Project Management and Business Consultancy (Türkiye) stands as the strategic sponsor and foundational force behind the **ICLTE 2026** conference. Established in 2018, the company has rapidly evolved from a regional consultancy into a premier international architect of high-impact educational and business ecosystems.

Bridging Industry and Academia

At its core, STARTINFORUM operates on the principle that **Language, Education, Technology, and Business**—underpinned by **Human Psychology**—are the essential engines of modern global development. By leveraging the decades of expertise possessed by its international staff, the company creates a seamless interface between theoretical research and professional practice.

The IATELS Ecosystem

Recognizing the need for a sustainable academic framework, STARTINFORUM initiated the **International Association for Technology, Education, and Language Studies (IATELS)**. This organization serves as a global hub for both emerging and senior researchers to scale their professional influence.

Under this synergy, STARTINFORUM coordinates three flagship annual conferences that have become benchmarks in their respective fields:

- **ICLTE:** International Conference on Language Studies, Translation, and Education.
- **ICET (formerly ICPATME):** International Conference on Education and Technologies.
- **APBM:** International Conference on Applied Psychology and Business Management.

Key Achievements & Strategic Evolution (2018–2026)

By 2026, STARTINFORUM has reached several significant milestones that directly impact the quality and reach of ICLTE:

- **AI Leadership:** The company has transitioned its focus toward **Human-Centered AI Integration**, helping educational institutions and businesses navigate the digital frontier with ethical and metacognitive frameworks.
- **Global Expansion:** Its collaborative network now spans over 20 countries, including **Türkiye, Ukraine, Pakistan, The Netherlands, USA, UK, India, Kazakhstan, Morocco, and Poland**.

- **The "Academic Axis":** Successfully maintaining critical research channels with institutions in crisis zones, most notably the resilient partnership with **Ukrainian universities (KNEU, Taras Shevchenko National University)**.
- **Project Excellence:** Beyond conference management, STARTINFORUM leads diverse international projects within the **ERASMUS+** framework and manages complex production and business consultancy contracts globally.

A Vision for the Future

In alignment with the **IATELS 2026–2030 Strategic Priorities**, STARTINFORUM is dedicated to fostering "Professions of the Future." By sponsoring tracks like "**New Horizons in Tourism Management**" at ICET and supporting minority language revival through AI at ICLTE, the company ensures that its partners remain at the cutting edge of global innovation.

Connect with Us: For partnership inquiries, international project coordination, or educational consultancy, please contact our global headquarters:

- **Website:** <http://startinform.com>
- **IATELS Association:** <https://iatels.com>, <https://iatelsconference.org>
- **Email:** start.inforum@gmail.com



Welcoming Speech And Greetings From English IATELS

Dear Colleagues, Dear ICLTE Organizing Committee, Dear Participants,

It is a profound honor for **English IATELS** to partner once again in organizing this prestigious event. As we look across our digital and physical venues, we are thrilled to greet a truly global assembly of scholars and practitioners from **Turkiye, Ukraine, Pakistan, India, the USA, Nigeria, Morocco, Uzbekistan**, and beyond.

Our organization is empowered by the **IATELS Association** and sponsored by **STARTINFORUM**.

This synergy allows us to contribute not just as an educational unity, but as a specialized hub for **English Language Teaching (ELT)** innovation and international academic integration.

Our Vision: English Without Borders

Under our global slogan, “**English IATELS – English Worldwide,**” we have evolved from our dual headquarters in the USA and Türkiye into a borderless educational ecosystem.

Today, **englishiateles.com** serves as a high-tech platform where language instructors and students from every continent meet to redefine what it means to communicate in the 21st century.

Our mission has grown deeper: we develop **personalized, AI-supported, and psychologically grounded** approaches to English education. We believe that quality language training must be accessible regardless of geographical, cultural, or financial limitations.

The "English IATELS" Methodology: Beyond Grammar

In 2026, we have moved past traditional rote learning. Our current state reflects a **dialogic and inclusive learning environment** where:

- **Active Interaction:** Instructors and students collaborate in real-time to raise communicative competence and scientific background simultaneously.
- **Original Content:** We design and implement proprietary teaching materials that blend the latest pedagogical techniques with **new technologies and educational innovations**.
- **Multicultural Synergy:** We take immense pride in our students from **Europe, Asia, the Middle East, Africa, and Latin America**, who learn to use English as a tool for **critical thinking** and global diplomacy.

A Proud Milestone at ICLTE 2026

We are exceptionally proud to note that many of the self-confident presenters at this year’s **ICLTE 2026** conference are graduates of our own programs. Seeing our students report on complex professional topics in fluent English is the ultimate testament to our methodology.

To the participants of this conference, we wish to emphasize one core priority: **A successful English speaker is no longer just someone who constructs correct sentences.** They are individuals who use the language as a strategic tool for **entrepreneurship, scientific inquiry, and international relations.** They are bridge-builders who understand cultural nuances and can navigate the complexities of our digital age.

On behalf of the experts, methodologists, and trainers at **English IATELS**, we wish you all an intellectually stimulating and highly productive conference.

May the discussions held here today lead to many "happy returns" and the birth of new international collaborations!

Prof. Dr. Iryna Sekret

English IATELS

www.englishiatels.com

Conference Program

The program is scheduled according to Europe/Istanbul Turkiye Time Zone

Online conference sessions are conducted via **Zoom**:

Instructions for the Conference participants

1. Please check the time difference between the time in Turkiye and your local time to be able to join the sessions timely and not to miss the time of your presentation.
2. As our main aim is to establish an interactive and productive working environment where all participants can find a place for their self-presentation and establishing ties for future collaboration in international projects and research, **we would kindly ask all the participants to be active during all the sessions.**

Your feedback and reflections are also welcome to be forwarded to laste.iatels@gmail.com

We believe that participating in the conference is not a final destination but a way to new projects and collaborative opportunities

We work to make ICLTE Conference an international platform for more collaborative projects and programs within Language Studies, Translation and Education.

That is why **all suggestions, ideas, initial plans and intentions are welcome to share at our interactive sessions to give them a way within future international projects and programs or to send via email to our organising committee for their further processing.**

Please use the time of ICLTE sessions to look for more collaborative opportunities in our international team.

Instructions for Speakers

All speakers have 15 - 20 minutes of their time in the program.

Before the presentation, the speakers must present themselves, their affiliation, professional area and research interests.

The presentation itself can last 12 minutes (if the time slot in the program is 15 minutes) and 18 minutes (if the time slot is 20 minutes).

The presenters should stick to the timing and schedule of the conference.

Instructions for the Session Chairs

The Session Chairs are expected to:

- Introduce presentations according to the program;
- Monitor the presenting time;
- Initiate discussions and questions;
- Open and coordinate the links for the session;
- Support interaction between participants, give ideas, suggestions and all other props to enhance the interaction during the session.

The session chairs are invited to give their written reflective feedback on the work of their sessions and research presented.

Their reflective feedback will be published at the conference platform under their authorship.

February, 05, Thursday, 2026

9.30 – 10.00	Registration of the Conference Participants	
	Plenary Session Day 1	Session Chair: Assoc. Prof. Dr. Asma Kazi Chairperson of the Department of Elementary and Teacher Education-FoE, Head Active Citizens Program Lahore College for Women University, Pakistan
10.00 – 10.20	Opening of the 6th ICLTE International Conference on Language Studies, Translation and Education	Prof. Dr. Nadia Anwar Dean University of Management and Technology, Pakistan
10.20 – 10.50	IATELS Strategic Priorities in Language Education and Research in 2026 – 2030	Prof. Dr. Iryna Sekret IATELS Committee Chair STARTINFORUM, Turkiye
10.50 – 11.20	Kyiv National Economic University named after Vadym Hetman as a Case Study of Language Education in Ukrainian Higher Education	Dr. Tetiana Fursenko Deputy Head of the Department of Foreign Languages, Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman, Ukraine
11.20 – 11.40	Enhancing Learning Through Formative Assessment in CALL: Insights from Third-Year English Students at UBT	Dr. Donjete Latifaj University for Business and Technology, Prishtine, Republic of Kosovo
11.40 – 12.00	English as a Strategic Tool in Implementing Student Entrepreneurial Projects	Olena Tsyrukun Director of the Institute for English-Taught Programs, Kyiv National Economic University named after Vadym Hetman, Ukraine
	Session 1.1.	Assist. Prof. Dr. Rahat Bashir University of Management and Technology, Pakistan

12.00 – 12.20	Effective Strategies for Teaching ESP to History Students in Mixed-Level Groups	Assoc. Prof., Dr. Shabunina Viktoriia Taras Shevchenko National University of Kyiv, Ukraine Assoc. Prof., Dr. Oksana Labenko Taras Shevchenko National University of Kyiv, Ukraine
12.20 – 12.40	AI-enhanced language pedagogy and 21st-century skills	Imanat Ali English Linguistics Lecturer, Majmaah University, Saudi Arabia PhD Researcher, UMPSA, Malaysia
12.40 – 13.00	Fighting AI-Generated Responses through Reflective Tasks in Philosophy Writing	Assoc. Prof., Dr. Svetlana Danilina Department of Foreign Languages for the Faculties of History and Philosophy Taras Shevchenko National University of Kyiv, Ukraine
13.00 – 14.00	Noon Break	
	Session 1.2.	Session Chair: Khalid Mahmood, Tamgha-i-Imtiaz University of Management and Technology, Pakistan
14.00 – 14.20	Teaching Language Through Tourism Discourse: Irishisms, Culture, and Identity	Nadia Kutaieva Lviv National University of Ivan Franko, Ukraine
14.20 – 14.40	Integrating AI Tools into ESP Class Planning and Preparation	Assoc. Prof., Dr. Tetiana Fursenko Department of Foreign Languages, Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman, Ukraine Iryna Redziuk Department of Foreign Languages, Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman, Ukraine

14.40 – 15.00	AI-Integrated Revival of Punjabi Language: A Case Study of Pakistani and Indian Punjab	Khalid Mahmood, Tamgha-i-Imtiaz University of Management and Technology, Pakistan
15.00 – 15.20	The changing role of language teachers in the age of AI.	Iryna Vasylenko Department of Foreign Languages, Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman, Ukraine
15.20 – 15.40	Using Artificial Intelligence Tools in Teaching English as a Foreign Language: A Blessing or a Curse	Prof. Dr. Halima Benzoukh Kasdi Merbah University Ouargla, Algeria
15.40 – 16.00	Interactive approach to learning foreign languages	Antonina Artemenko Department of Foreign Languages, Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman, Ukraine
16.00 – 16.20	Ethical Principles of Using Artificial Intelligence in Reading and Understanding School Textbooks	Assoc. Prof., Dr. Umarov Bahrom Norboevich Head of the Department of the Surkhandarya Regional Center for Pedagogical Skills, Uzbekistan
16.20 – 16.40	A Corpus-Based Study of the Occupation Concept in English, French, and Ukrainian Languages	Tetiana Tsuprun Department of Foreign Languages of History and Philosophy Faculties Educational and Scientific Institute of Philology Taras Shevchenko National University of Kyiv, Ukraine
16.40 – 17.00	Urdu Teaching in the AI Era: Opportunities and Risks in Turkiye	Dr. Elif Ocalmis Department of Eastern Languages and Literatures, Department of Urdu Language and Literature, Faculty of Languages, History and Geography, Ankara University, Turkiye

17.00 – 17.30	Conclusions of the First Conference Day	Prof. Dr. Nadia Anwar University of Management and Technology, Pakistan Chairs of the Conference Sessions
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February 06, Friday, 2026

Time	Plenary Session Day 2	Session Chair: Assist. Prof., Dr. Shazia Bukhari Behria University, Pakistan
10.00 – 10.40	Beyond Technological Determinism: Towards Human-Centred AI Integration in Educational Practice	Assoc. Prof., Dr. Vanessa Leonardi Department of Humanities and Modern Cultures, Sapienza University of Rome, Italy
10.40 – 11.00	Bridging the Skills Gap: Reclaiming Human-Centric Pedagogy in ESL Professional Development for the AI Era	Prof. Dr. Iryna Sekret IATELS Committee Chair STARTINFORUM, Turkiye
11.00 – 11.20	Beyond EMI Training: Designing a National, AI-Supported Academic Hub for Sustainable English-Medium Instruction and EAP Development in Algerian Higher Education	Assoc. Prof, Dr. Mohamed Brahmi Higher Normal College of Teachers (ENS) Mostaganem, Algeria
11.20 – 11.40	From Passive Learning to Reflective Intelligence: AI-Enabled English Language Instruction for Economics Students	Assoc. Prof., Dr. Olha Herasymova Department of Foreign Languages, Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman, Ukraine

	Session 2.1.	Session Chair: Assoc. Prof, Dr. Mohamed Brahmi Higher Normal College of Teachers (ENS) Mostaganem, Algeria Co-Chair Assist. Prof., Dr. Muhammad Numan University of Management and Technology, Pakistan
11.40 – 12.00	The Impact of Social Media on Body Image and Self-esteem	Zille Maryam University of Management and Technology, Pakistan
12.00 – 12.20	The Role of AI in Developing Learner's Autonomy in Language Education: Positive and Negative Aspects.	Larysa Chervinska Department of Foreign Languages, Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman, Ukraine
12.20 – 12.40	Investigating The Effect of Corrective Feedback from GPT-4.5 on IELTS Candidates' Writing Skills, with and without Teacher's Intervention	Hanieh Azizimajd Capital Academy Oman Amira Mohamed Abdelghani CEO and Founder of Capital Academy, Oman
12.40 – 13.00	Women's Psychological Health in <i>My Feudal Lord</i> : A Gynocritical Study	Mah e Nao University of Management and Technology, Pakistan Assist. Prof., Dr. Rahat Bashir University of Management and Technology, Pakistan
13.00 – 14:00	Noon Break	

	Session 2.2.	Session Chair: Assist. Prof., Dr. Abebe Tilahun Mogesse Department of English Language and Literature, Hawassa University, Ethiopia Co-Chair Dr. Shazia Cheema University of Management and Technology, Pakistan
14.00 – 14.20	Gender Issues in Teaching Foreign Languages	Assoc. Prof., Dr. Yuliia Nevynna Taras Shevchenko National University of Kyiv, Ukraine Doctor of Philology of the University of Granada, Spain
14.20 – 14.40	A Lexico-Grammatical Evaluation of Grade V English Textbook under Pakistan’s Single National Curriculum	Hajra Malik Lahore College for Women University, Pakistan
14.40 – 15.00	Artificial intelligence in teaching Business English for the Students of economics: opportunities, challenges and pedagogical outlook.	Nataliia Zavidonova Department of Foreign Languages, Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman, Ukraine
15.00 – 15.20	Representation of Emotions in English Media Discourse in a New Era of AI	Assoc. Prof., Dr. Iryna Shakhnovska Department of Foreign Languages, Faculty of Marketing Kyiv National Economic University named after Vadym Hetman, Ukraine
15.20 – 15.40	A Psychosemiotic Analysis of “Prejudice” in Simon Langton’s Television Adaptation of Jane Austen’s Pride and Prejudice (1995)	Fatemeh Khorram MA Graduate in English Language and Literature, Iran

15.40 – 16.00	The Use of Chatbots in Foreign Language Teaching: Controversial Issues	Asso. Prof., Dr. Iryna Bocharova Department of Foreign Languages Faculty of Marketing Kyiv National Economic University named after Vadym Hetman, Ukraine Assoc. Prof., Dr, Liubov Letiucha Department of Foreign Philology Translation and Teaching Methodology Hryhorii Skovoroda University in Pereyaslav, Ukraine
16.00 – 16.20	Dialogue Journal Writing as a Catalyst for Improved EFL Writing Performance in Higher Education.	Assist. Prof., Dr. Abebe Tilahun Mogesse Department of English Language and Literature Hawassa University, Ethiopia
16.20 – 16.40	Lingual Expression of Gender Bias in Mass Media	Olga Nazarenko Department of Foreign Languages for Faculties of History and Philosophy Educational and Scientific Institute of Philology Taras Shevchenko National University of Kyiv, Ukraine Oksana Nesterenko Department of Foreign Languages for Faculties of History and Philosophy Educational and Scientific Institute of Philology Taras Shevchenko National University of Kyiv, Ukraine
16.40 – 17.00	Preview of the Book: Mastering English on the Go: The Ultimate Guide to Mobile Apps for Language Instruction	Dr. Shirin Shafiei Ebrahimi College of Education, United States University, USA

17.00 – 17.30	2nd Conference Day Conclusions	Prof. Dr. Nadia Anwar University of Management and Technology, Lahore, Pakistan Chairs of the Conference Sessions
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February 07, Saturday, 2026

Time	Plenary Session Day 3	Session Chair: Assist. Prof. Dr. Aqib Javed Peri Prince Sattam Bin Abdul Aziz University, Pakistan
10.00 – 10.40	AI and the Need for Students' Metacognitive Skills and Awareness	Prof. Dr. Piet Kommers University of Twente The Netherlands
10.40 – 11.00	The Role of Scientific Translation in the Modern World: A Translation Studies Perspective	Assoc. Prof., Dr. Olena Mykhailenko Taras Shevchenko National University of Kyiv, Ukraine
11.00 – 11.20	Problems of Adequacy in Translations of Classical Works	Prof. Dr. Dildora Khoshimova Head of Foreign Languages Department Namangan State Technical University, Uzbekistan
11.20 – 11.40	Hyperreal Control of the Psyche and Intermedial Simulation of Subjectivities in <i>Cosmopolis</i> (2003/2012): A Text–Screen Relational Analysis	Sobia Sikandar University of Management and Technology, Lahore, Pakistan
	Session 3.1	Session Chair Dr. Khalid Ahmed Faculty of Education & Liberal Arts (FELA) INTI International University, Malaysia Co-Chair Mah e Nao University of Management and Technology, Pakistan

11.40 – 12.00	AI Embedded Quizzes in ESP/EAP for Business and Tourism: Engagement, Integrity, and Design Insights Using Vevox	Dr. Halyna Miasoid Global Banking School, Canterbury Christ Church University, UK
12.00 – 12.20	Foreign Language Learning and Artificial Intelligence: A Theoretical Perspective	Iryna Hryshchuk Department of Foreign Languages, Faculty of Marketing Kyiv National Economic University named after Vadym Hetman, Ukraine
12.20 – 12.40	How Children Interpret Hidden Messages in Wordless Picture Books	Khadija Iftikhar University of Management and Technology, Pakistan Eisha Moueed University of Management and Technology, Pakistan
12.40 – 13.00	Modern Trends of Teaching English in Universities	Tetiana Tsepko Department of Foreign Languages for Faculties of History and Philosophy Educational and Scientific Institute of Philology Taras Shevchenko National University of Kyiv, Ukraine Hanna Androsiuk Department of Foreign Languages for Faculties of History and Philosophy Educational and Scientific Institute of Philology Taras Shevchenko National University of Kyiv, Ukraine
13.00 – 13.20	Ideological Incursions in Disney's Narrative: A Postmodern Critique of <i>Frozen II</i>	Assist. Prof., Dr Muhammad Numan University of Management and Technology, Pakistan Siddiqua Iftikhar University of Management and Technology, Pakistan

13.20 – 13.40	Platform Orphaned lives: Corporate collapse, Digital Vulnerability, and the Ethics of Abandoned Artificial beings in <i>The Lifecycle of Software Objects</i> by Ted Chiang	Amna Ahsan University of Management and Technology, Pakistan
13.40 – 14.00	Pedagogy: What Remains Teaches	Ayesha Afzal University of Management and Technology, Pakistan
14.00 – 14.30	Conference Conclusions	Prof. Dr. Nadia Anwar University of Management and Technology, Pakistan Chairs of the Conference Sessions

Abstracts

Redefining Student Success in an Era of Education, Translation, and Technology

Prof., Dr. Asghar Zaidi

Provost

University of Management and Technology, Pakistan



Prof. Dr. Asghar Zaidi is the Provost at the University of Management and Technology and a global leader in population ageing and public policy. An Oxford-trained economist with 35 years of international experience, he previously served as Vice Chancellor of Government College University, Lahore. His distinguished career spans roles across Europe and Asia, including significant contributions to the UN and European Commission. Author of five books and over 50 official reports, Dr. Zaidi is dedicated to enhancing educational quality in Pakistan and advocating for a world free of prejudice, ensuring social equity and quality of life for all.

Abstract

Educational landscape, today, is shaped and informed by collaboration, technology, and language development. It is an all-inclusive term helping shape the sensibilities, thought processes, and ethical moorings of learners. In Pakistan, despite having various educational systems in place, ranging from public, private, elite to madrassah system, an understanding prevails that education, especially language education, is not just about acquiring degrees or qualifications; it is a lifelong journey that transcends age, gender, and experiences.

The most important driver of change today is technology. It has penetrated our lives by influencing us the way we think, communicate, work, and learn. It is only through research, experimentation, and real-world implementation that technological competencies among students and teachers can be developed and sustained. In Pakistan, we are working to empower people to not just adapt to technology in the teaching of language, but to embrace it responsibly and ethically. This involves creating educational frameworks that incorporate technological literacy. Several initiatives have been taken at the Higher Education context but universities, especially, University of Management and Technology, has been actively working with its AI Task Force to step up with the global pace.

Language is more than just a means of communication; it provides the key to survive in a multicultural and multilingual country like Pakistan, which is also connected with global communities, markets, and opportunities. We at UMT offer more than 8 foreign language including foundation courses in English. We experiment with tutorial system, streamed classroom system, and other technology-based systems to develop an effective language pedagogy with an inclusive vision.

Our mission is to merge theoretical research and practical applications in language studies, creating an impactful global community of learners and teachers. In Pakistan, aligning with this mission, we aim to create an educational ecosystem that nurtures creativity, adaptability, and global citizenship. We prepare our students to excel not only in traditional subjects but also in understanding and using

technology, while embracing the cultural and linguistic diversity that defines our world. Let us work together to harness the power of education, technology, and language for a brighter future for Pakistan and the world in general.

Keywords: education, translation, technology.

IATELS Strategic Priorities in Language Education and Research in 2026 – 2030

Prof. Dr. Iryna Sekret
IATELS Committee Chair
STARTINFORUM
Turkiye



Prof. Dr. Iryna Sekret is the Chairperson of the International Association for Technology, Education and Language Studies (**IATELS**) and founder of **STARTINFORUM**. With a PhD in Educational Psychology and a background in English Language Teaching, she is a leading academic specialized in digital pedagogy and AI-driven educational methodologies. An author of over 100 publications, she coordinates global research initiatives, focusing on preserving the human dimension in technology-enhanced learning. Her work bridges international academic collaboration across Europe and Asia.

Abstract

This presentation outlines the strategic vision of the International Association for Technology, Education and Language Studies (IATELS) for the upcoming quinquennium. As the global educational landscape undergoes a paradigm shift driven by rapid digital transformation, IATELS identifies the critical intersection of Artificial Intelligence, human-centric pedagogy, and socio-economic integration as its primary focus for 2026–2030.

The strategic framework is built upon three pillars. First, the Association prioritizes the ethical integration of AI in language education, emphasizing the development of digital methodologies that enhance, rather than replace, the "human touch" in instruction. This includes a robust research agenda focused on AI-driven digital competencies and the preservation of cultural nuance in automated translation and learning environments. Second, IATELS aims to expand its global research network through interdisciplinary collaboration, bridging the gap between traditional philology and modern technology.

Finally, the roadmap emphasizes the economic utility of language proficiency, linking linguistic mastery to entrepreneurial success and professional mobility within the international market. By aligning curriculum development with the needs of a technology-driven workforce, IATELS seeks to empower its members—from young graduates to established academics—with the skills necessary for career resilience.

This speech serves as a call to action for educators and researchers to embrace a multimodal, AI-supported future that remains rooted in the human values of communication and cross-cultural understanding.

Keywords: IATELS, AI, digital competences, language education, technology, collaboration.

Vadym Hetman Kyiv National Economic University As A Case Study Of Language Education In Ukrainian Higher Education

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Dr. Tetiana Fursenko is a PhD in Education and Associate Professor at Kyiv National Economic University named after Vadym Hetman, where she serves as Deputy Head of the Department of Foreign Languages. With over 17 years of experience, she specializes in teaching Business and General English to university students and corporate clients. Her pedagogical approach emphasizes communicative competence, integrating modern ICT tools and authentic media to enhance grammar and speaking skills. Dr. Fursenko's research focuses on English for Specific Purposes (ESP), digital and AI-based educational methodologies, and comparative pedagogy, consistently bridging the gap between academic theory and practical linguistic application.

Abstract

The presentation explores the evolving landscape of foreign language instruction within the Ukrainian higher education sector, using **Kyiv National Economic University named after Vadym Hetman (KNEU)** as a primary case study. As Ukraine accelerates its European integration and navigates the complexities of a post-conflict recovery, the role of linguistic proficiency—particularly in English for Specific Purposes (ESP)—has shifted from a secondary skill to a strategic necessity for economic resilience.

Dr. Fursenko examines how KNEU's Department of Foreign Languages has adapted its pedagogical frameworks to meet the rigorous demands of the modern labor market. The case study highlights the university's transition toward a highly digitalized, communicative approach that prioritizes functional literacy in marketing, economics, and management. Key innovations discussed include the integration of AI-based tools and ICT platforms to maintain instructional continuity during periods of crisis, such as the COVID-19 pandemic and the ongoing military aggression, which necessitated rapid shifts to asynchronous and hybrid learning models.

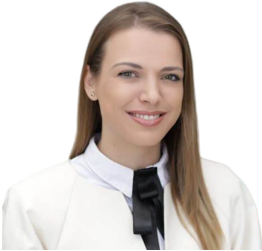
Furthermore, the presentation addresses the challenges of aligning national educational standards with international actuarial and business benchmarks, emphasizing the need for personalized learning pathways and intercultural competence. By analyzing KNEU's success in fostering learner autonomy and digital collaboration through projects like **DigiFLEd**, Dr. Fursenko provides a roadmap for other Ukrainian HEIs seeking to modernize their curricula. Ultimately, this case study demonstrates that resilient language education is a cornerstone for producing globally competitive specialists capable of leading Ukraine's future socio-economic development.

Keywords: Ukrainian Higher Education, ESP, ICT, KNEU, language education.

Enhancing Learning Through Formative Assessment In Call: Insights From Third-Year English Students At UBT

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Dr. Donjetë Latifaj is an English Language Lecturer at UBT, where she teaches a range of core courses including Lexicology, CALL (Computer-Assisted Language Learning), Discourse Analysis, Syntax, and Business English. She holds a Doctoral degree in English Language and has extensive experience teaching learners of all proficiency levels and ages, both in traditional and online learning environments. As a dedicated educator and researcher, Dr. Latifaj has participated in numerous international workshops, seminars, and academic conferences, where she has also been invited as a

conference speaker. Her scholarly work includes several published scientific research papers, reflecting her commitment to advancing English language pedagogy, educational technology, and applied linguistics. With a passion for innovative teaching, she integrates modern digital tools and student-centered methodologies to create dynamic, inclusive, and effective learning experiences. Beyond academia, Dr. Latifaj actively engages in community education initiatives and professional development programs, continuously contributing to the growth of English language education in Kosovo and beyond.

Abstract

This study examines the importance of formative assessment in Computer Assisted Language Learning among 30 third year English language students at UBT. With digital tools becoming increasingly present in university classrooms, formative assessment plays a key role in supporting continuous learning, improving student motivation, and guiding instructional decisions. The purpose of the study is to explore how formative assessment practices such as online quizzes, interactive tasks, digital portfolios, and teacher and student feedback contribute to better learning outcomes in a CALL environment. Data were gathered through observations, student reflections, and performance results from CALL platforms. The findings show that students benefit from timely and personalized feedback, greater awareness of their progress, and improved confidence in language skills. The study concludes that formative assessment is essential for making CALL more effective and meaningful for university level learners.

Keywords: Formative Assessment, CALL, English Language Learning, Digital Learning Tools.

English as a Strategic Tool in Implementing Student Entrepreneurial Projects

Olena Tsyркun

Kyiv National Economic University named after Vadym Hetman, Ukraine



Olena Tsyркun is an academic leader and the Director of the Institute for English-Taught Programs at **Kyiv National Economic University named after Vadym Hetman (KNEU)**. With extensive expertise in international marketing and higher education management, she plays a pivotal role in implementing the university's internationalization strategy and dual-degree initiatives. Dr. Tsyркun is a recognized expert in digital transformation, having published significant research on the impact of digital skills on socio-economic development. Her work focuses on fostering global academic collaborations and enhancing the quality of English-medium instruction, ensuring KNEU remains at the forefront of innovation-driven education in Ukraine.

Abstract

The presentation provides a deep dive into the practical application of English as a strategic driver for student entrepreneurship, specifically within the context of **Kyiv National Economic University named after Vadym Hetman (KNEU)**. As the Director of the Institute for English-Taught Programs, Tsyркun illustrates how KNEU has moved beyond traditional language instruction to treat English as an essential "infrastructure" for innovation-driven initiatives in Ukraine.

Drawing on the university's recent success with **student startup competitions and hackathons**, the case study examines how students at KNEU utilize English-medium training to pivot their projects toward the global market. In the face of the ongoing socio-economic challenges in Ukraine, English has emerged as a lifeline, enabling students to access international crowdfunding, participate in global acceleration programs, and collaborate with European business mentors. The presentation highlights KNEU's integration of **project-based learning** where English is the mandatory language for pitching, financial modeling, and marketing strategies, ensuring that student ventures are "born global."

Furthermore, the presenter discusses the synergy between the Institute's English-taught tracks and the local business community, demonstrating how linguistic proficiency enhances the university's institutional capacity. By showcasing KNEU's resilient educational model—where English proficiency directly scales student-led social and commercial enterprises—the speech offers a blueprint for how higher education can empower the next generation of Ukrainian entrepreneurs to rebuild and compete on the world stage.

Keywords: KNEU, English language education, project-based learning, English-Taught Programs.

Effective Strategies For Teaching ESP To History Students In Mixed-Level Groups

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Assoc. Prof., Dr. Viktoriia Shabunina

Taras Shevchenko National University of Kyiv, Ukraine



Oksana Labenko, PhD in General Linguistics, is Associate Professor of the Department of Foreign Languages for the Faculties of History and Philosophy of Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv. She graduated from the Faculty of Romano-Germanic Philology of Taras Shevchenko National University of Kyiv in 1994 and received qualifications of a philologist, teacher of English and French. In 2019, she defended the thesis on the topic “Concept Decease in Ukrainian, English and French: Ethnolinguistic and Lingvopragmatic Aspects” and in 2020 she got the degree of PhD in General Linguistics. Since 1997 up to the present, she has been working at

Taras Shevchenko National University of Kyiv. She is a member of the international organization TESOL-Ukraine. The sphere of her professional interests covers General English and English for Specific Purposes (ESP) teaching; General Linguistics.



Dr. Viktoriia Shabunina graduated from the Faculty of Romano-Germanic Philology of Taras Shevchenko University of Kyiv in 1992 and received qualifications of a philologist, teacher of English and French, English translator. In 1997, she graduated from the Faculty of Law specializing in Jurisprudence. In 2009, she defended the thesis on the topic “The Evolution of Western European Private Law (Historical and Legal Aspect)” and in 2010 she got the degree of PhD in Law. In 2003-2005, Viktoriia worked at the Ministry for Foreign Affairs of Ukraine, at the Permanent Mission of Ukraine to Sweden. Since 1996 up to the present, she has been working at Taras Shevchenko National University of Kyiv as

the Head of the Department. She is a member of the editorial boards of the conference proceedings and an organizing committee member of a number of conferences in Ukraine. Her professional interests include teaching General English and English for Specific Purposes (ESP), Linguistics and Law, Translation.

Abstract

The presentation explores the pedagogical challenges and practical solutions for delivering **English for Specific Purposes (ESP)** to history students within the complex environment of mixed-level groups. The study addresses the reality of the modern academic classroom, where students’

linguistic proficiency often ranges from foundational to advanced, requiring a highly flexible and differentiated instructional approach.

The presentation outlines a strategic framework tailored specifically for the historical sciences, where the mastery of archaic terminology, archival research skills, and critical historiographic analysis is paramount. The authors highlight the "Scaffolded Inquiry" method, which allows students of varying levels to engage with the same primary source materials—such as diplomatic correspondence, treaties, or historical manuscripts—using tiered tasks that match their individual CEFR levels. This ensures that while lower-level students focus on extracting factual information and vocabulary, advanced students are challenged with synthesizing complex arguments and evaluating the author's bias.

Furthermore, the discussion delves into the integration of **digital ICT tools** to facilitate peer-to-peer learning and collaborative project work. By pairing students of different proficiencies in researched tasks, the classroom transforms into a microcosm of the international academic community. The presentation also emphasizes the importance of "Content and Language Integrated Learning" (CLIL) strategies that prioritize historical context over rote grammar, thereby maintaining student motivation. Ultimately, the presentation provides a set of actionable strategies designed to foster an inclusive, high-performance learning environment that prepares history graduates for the global demands of contemporary academic research and international archiving.

Keywords: digitalization, ESP, history, categories of digital tools, pedagogical application, blended learning, pedagogical strategies.

AI-Enhanced Language Pedagogy and 21st-Century Skills

Imanat Ali

Majmaah University, Malaysia



Imanat Ali is an experienced English Linguistics Lecturer at Majmaah University, Saudi Arabia, and a PhD researcher at UMPSA, Malaysia, focusing on innovative approaches in language education. He is author of five research paper, the co-author of four books and the solo author of one travelogue. His research interests include ELT methods in EFL speaking classrooms, SDG4, AI literacy in education, and developing 21st-century skills for Gen Z and Alpha learners. He is also actively engaged in micro-scholarship volunteer programs that support student empowerment and academic growth. He has presented at

international conferences across Asia, Europe, and the Middle East and is known for his human-centered, future-focused approach to teaching and training.

Abstract

As AI continues to revolutionize communication, learning, and translation, it becomes essential for pedagogy to evolve in response to the demands of emerging learner generations. This keynote examines the integration of AI literacy as an essential component of this era education, particularly for Gen Z and Generation Alpha, the world's first truly AI-native learners. Positioned between the analog and digital eras, Millennial educators hold a unique advantage: they are the translators between human intelligence and machine intelligence. What happens when an AI-native generation is being controlled by the world's first AI-literate generation? Generation Alpha is growing up with AI before they learn to read. Generation Z uses AI in ways they cannot fully explain. Furthermore, Millennials “we” are the bridge generation, born analog, raised digital, and now teaching in an AI-driven world. Are we prepared enough to motivate, engage and enable the recent generations? These are the questions which propose a global pedagogical model that frames AI literacy as the “fifth learning skill,” enabling learners to critically interact with AI-generated texts, evaluate biases, engage in ethical digital practices, and collaborate with AI as a cognitive partner. Drawing on emerging research and classroom applications, the keynote outlines practical strategies for curriculum transformation, teacher professional development, and the cultivation of 21st-century human-centered competencies. Ultimately, it argues that the future of learning and skills development must be reshaped by human-AI synergy, guided by educators who understand both worlds.

Keywords: AI, AI-Enhanced Language Pedagogy, competences.

Fighting AI-Generated Responses through Reflective Tasks in Philosophy Writing

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Svetlana Danilina, PhD in Translation Studies, is an Associate Professor of the Department of Foreign Languages for the Faculties of History and Philosophy at Taras Shevchenko National University of Kyiv, Ukraine. She teaches ESP courses to undergraduate students and a course of academic writing to the postgraduates of the faculties of history and philosophy. Her research interests focus on various aspects of second language acquisition, including the use of communicative approach and CLIL methodology in teaching ESP in university settings, intentional and incidental vocabulary uptake, and literary translation and the applicability of translation in the

contemporary EFL classroom.

Abstract

The increasing use of AI generated texts in academic writing has raised a lot of concern among university EFL instructors, as it is quite difficult to prove the authorship of the texts and detect AI generated content. I would like to share my approach to mitigating AI challenges in the writing by upper-intermediate students of the faculty of philosophy.

Based on my observations, when asked questions that prompt to give factual or abstract responses the students do not hesitate to turn to AI to generate their answers. A solution to that could be asking questions that would draw on students' personal experience, asking them to illustrate answers with examples from their life, or describe the evolution of their viewpoints. A quotation of a famous philosopher could serve as a beneficial starting point to prompt this kind of reflective response. The questions that require personalised responses limit the students' opportunities to rely on AI generated content and make impersonal AI style formulations easier to detect.

Another advantage of personalised questions is that they enhance the students' language development by stimulating them to express their opinion, use evaluative language, and produce coherent texts, which all contribute to the informing of their authorial voice.

Keywords: AI, writing, text, EFL, language education.

Teaching Language Through Tourism Discourse: Irishisms, Culture, and Identity

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Lviv National University of Ivan Franko, Ukraine



Nadia Kutaieva is a Ph.D. candidate and Assistant Professor at Ivan Franko National University of Lviv, Ukraine. Her research lies at the intersection of sociolinguistics, discourse analysis, and World Englishes, with a particular focus on Irish English and tourism discourse. She investigates how linguistically and culturally marked features of Irish English function as pragmatic and identity-building resources in contemporary tourism communication. In addition to her research, she teaches English through tourism-based materials, integrating authentic tourism discourse into language education to develop learners' pragmatic awareness and intercultural competence.

Abstract

Tourism discourse is a powerful resource for language education, especially in contexts where language, culture, and identity intersect. This paper examines the pedagogical potential of tourism discourse through *Irishisms*, or culturally marked linguistic units, which play a key role in shaping visitors' perceptions of the country.

Common lexical Irishisms such as *craic* (fun, enjoyment), *sláinte* (cheers), *ceád míle fáilte* (a hundred thousand welcomes), and *banshee* (a supernatural being) are frequently used in promotional materials, marketing strategies, tour guide narratives, and souvenir branding [1]. Not only do they add local flavor but also serve as markers of authenticity. At the syntactic level, Irish English constructions are influenced by Irish syntax, such as "*It's after raining*" (expressing recent past) or "*Is it yourself that's coming?*" (emphasizing identity), are occasionally employed to create a more immersive cultural experience [2].

The use of Irishisms in tourism discourse often contributes to the commodification of linguistic heritage. Tour guides, heritage sites, and tourism campaigns deliberately use Irishisms to enhance the perceived authenticity of the visitor experience [3]. Irishisms function as identity markers, especially in heritage sites where bilingual signage, storytelling traditions, and folk expressions.

From an educational perspective, the paper highlights that tourism discourse offers valuable input for teaching English. By integrating Irishisms into curricula, classroom activities, and teacher training programmes, we can enhance learners' intercultural competence and sensitivity to World Englishes.

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Integrating AI Tools into ESP Class Planning and Preparation

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Dr. Tetiana Fursenko is a PhD in Education and Associate Professor at Kyiv National Economic University named after Vadym Hetman, where she serves as Deputy Head of the Department of Foreign Languages. With over 17 years of experience, she specializes in teaching Business and General English to university students and corporate clients. Her pedagogical approach emphasizes communicative competence, integrating modern ICT tools and authentic media to enhance grammar and speaking skills. Dr. Fursenko's research focuses on English for Specific Purposes (ESP), digital and AI-based educational methodologies, and comparative pedagogy, consistently bridging the gap between academic theory and

practical linguistic application.



Iryna Redziuk is currently a senior lecturer in the department of marketing at Kyiv National Economic University named after Vadym Hetman, where they also specialize in applied linguistics and language education. With over 30 years of experience in teaching foreign languages, Iryna Redziuk has a keen interest in the intersection of technology and language learning. Their research focuses on the impact of artificial intelligence on language acquisition, particularly among non-linguistic students. Iryna Redziuk has published several articles in peer-reviewed journals and has presented at various international conferences on topics related to language pedagogy, learner motivation, and the

psychological aspects of language learning. As an advocate for innovative teaching methods, they are committed to exploring how AI can enhance educational outcomes while addressing the emotional and social dimensions of learning.

Abstract

In the context of the rapidly expanding use of artificial intelligence in education and growing concerns that AI may replace teaching professionals, it is important to view AI as a tool that enhances, rather than threatens, the teacher's professional role. The aim of this paper is to develop a principled approach ensuring the effective use of AI tools in ESP class planning and preparation. The study adopts a qualitative, practice-based research methods. AI-generated materials were created and analyzed during the development of lesson plans, tasks, and discussion activities for learners at different proficiency levels. Particular attention was given to prompt formulation, level specification, and content adaptation. The findings indicate that successful integration of AI depends on several key principles. Customization is essential, as materials must be tailored to

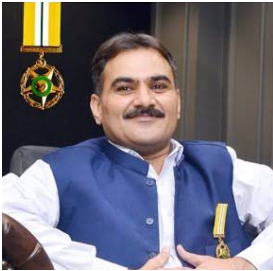
learners' specific needs and objectives. Content level should be carefully managed by specifying proficiency as a range between students' current level and a slightly lower one to avoid excessive complexity. Clear and detailed prompts result in more focused and pedagogically relevant outputs, whereas generic prompts produce limited results. Maintaining separate AI chat sessions for different proficiency levels improves consistency and coherence. Finally, critical evaluation remains crucial, including checking factual accuracy and identifying potential bias. Overall, the study confirms that AI tools can significantly enhance ESP class planning and preparation when applied strategically, thoughtfully, and critically.

Keywords: AI, AI tools, ESP, ESP content, teaching materials.

AI-Integrated Revival Of Punjabi Language: A Case Study Of Pakistani And Indian Punjab

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Khalid Mahmood (TI) is a distinguished Pakistani scholar and public servant, honored with the **Tamgha-i-Imtiaz** for his extensive contributions to academia and research. A Fulbright Specialist Fellow (2025-26) and PhD candidate at the University of Management and Technology, he holds a multi-disciplinary academic background spanning Applied Linguistics and Political Science. An award-winning researcher and orator, he serves as a Board Member of **IATELS**. His scholarly work covers Critical Discourse Analysis, gender identity, and inclusive education, with seminal research on policewomen's language and media discourse. A seasoned keynote speaker

and visiting faculty member, Mr. Mahmood is a global leader in fostering linguistic innovation and socio-political discourse across international forums.

Abstract

Punjabi, spoken by approximately 150 million people worldwide, remains marginalized within digital and artificial intelligence (AI) domains despite its large speaker base (Punjabi language, 2025). The division between Shahmukhi (Pakistan) and Gurmukhi (India) scripts has resulted in fragmented digital resources, limited interoperability, and uneven institutional support. Although platforms such as Wikipedia and emerging open-source NLP initiatives have expanded Punjabi's online presence, the language continues to be categorized as low-resource in computational research (Minhas, 2025). UNESCO (2023) emphasizes that digital inclusion, language technologies, and AI integration are now central pillars of language sustainability and revitalization. Recent scholarship conceptualizes this as Digital Language Vitality, arguing that a language's survival increasingly depends on its representation in online corpora, platforms, and AI systems (DeLuca, Mühlhäusler, & Amery, 2022; Jones & Uribe-Jongbloed, 2021). This study adopts the Digital Language Vitality framework, which treats digital presence, corpus availability, and technological integration as core indicators of contemporary language strength.

This study examines how AI-integrated, text-centric language technologies can support the revival and normalization of Punjabi across Pakistani and Indian Punjab. A quantitative research design was adopted. Using purposive sampling, data were drawn from publicly available Punjabi digital corpora, Wikipedia datasets, open NLP repositories, and language technology platforms. Data collection involved a systematic audit of corpus size, script distribution, platform visibility, and resource standardization. Data analysis employed descriptive statistical techniques (frequency counts, proportional comparisons, and cross-script resource mapping) to identify structural inequalities and digital gaps (Creswell & Creswell, 2018). The findings indicate that script fragmentation and corpus scarcity, rather than speaker population, are the primary barriers to Punjabi's digital vitality. The study concludes that coordinated corpus development, open-access infrastructures, and cross-border academic collaboration are essential for sustainable AI-assisted revival of Punjabi.

Keywords: Punjabi, AI-assisted language revival, Shahmukhi, Gurmukhi, digital vitality, Pakistan, India

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The Changing Role of Language Teachers in the Age of AI

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Iryna Vasylenko holds the position of a senior lecturer at the Department of Foreign Languages, Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman. She has the eighteen years' experience of teaching English to university students majoring in economics. Her teaching specialization is English for Specific Purposes (ESP), with a focus on economics, particularly marketing and management. Her teaching focuses on developing learners' grammar and vocabulary in the field of economy through a communicative approach, using such coursebooks as *Market Leader*, *English for Business Studies*, *English for Human Resources. Express series*, *Cambridge English for Human Resources*,

Grammarway, *Practical English Usage* and authentic podcast materials. Her current research explores digital literacy and the impact of artificial intelligence on language teaching, with a particular focus on foreign language teaching methodology, key changes in pedagogical practices caused by the integration of AI technologies and the implications of these changes for professional training.

Abstract

The rapid advancement of artificial intelligence has fundamentally altered the landscape of language education, prompting a reconsideration of the professional roles of language teachers. This paper aims to provide a theoretical analysis of how AI technologies reshape traditional pedagogical paradigms, with particular attention to changes in professional responsibilities. The research seeks to conceptualize the evolving roles of language professionals within an AI-mediated environment and to identify the core competences required in this new context. The methodology is based on a critical review and synthesis of contemporary theoretical literature in applied linguistics and educational technology. Conceptual frameworks related to digital pedagogy, human-AI interaction, and post-humanist approaches to professional practice are employed to examine the implications of AI integration for language-related professions. The results of the analysis suggest a shift from knowledge transmission to facilitation, mediation, and critical evaluation of AI-generated content. Language teachers are increasingly positioned as designers of learning environments and developers of learners' critical AI literacy. The study argues that rather than diminishing human expertise, AI amplifies the need for higher-order cognitive, ethical, and intercultural skills, thereby redefining professional identity in the age of artificial intelligence.

Keywords: AI, language education, language teachers, digital pedagogy.

Using Artificial Intelligence Tools in Teaching English as a Foreign Language: A Blessing or a Curse

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Halima Benzoukh is a Full Professor at the University of Ouargla-Algeria. She has lectured on didactics, educational methodology, literature, stylistics and English basic skills, and supervised a number of dissertations and theses in applied linguistics, literature and history. Prof. Benzoukh has published a number of articles and has participated in many conferences. Her research interests include applied linguistics, stylistics, literature and TEFL.

Abstract

Using Artificial Intelligence (AI) tools in teaching English as a foreign language has become a necessity nowadays. This need is due to a number of factors that make AI tools a good strategy to involve students in the learning process. Therefore, many teachers of English as a foreign language have recourse to these tools to motivate their learners to participate in the classroom. These AI tools offer new ways for practicing language and assessing performance. The implementation of AI tools in the classroom is important to the development of productive learners. Thus, the value of new technologies in the EFL classroom is undeniable. However, issues related to strategies of using AI tools in TEFL remain controversial since teaching situations are different. It is therefore necessary to examine the dual nature of AI in the EFL classroom, evaluating it as both a blessing for productivity and a potential curse for traditional learning frameworks. Thus, the present paper comes to shed light on the key reasons behind integrating AI tools and the main strategies for how to use them effectively in teaching English as a foreign language.

Keywords: AI tools; TEFL; EFL classroom; teacher; learner.

Interactive Approach to Learning Foreign Languages

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Antonina Artemenko holds a PhD in Education and is a Senior Lecturer of the Department of Foreign Languages at the Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman. She has over 11 years of experience teaching English to university students majoring in marketing, economics, management, as well as two years of experience teaching Grammar to students of Kyiv National Linguistic University and six years of experience teaching English to students of National Technical University of Ukraine "Igor Sikorsky Kyiv Politechnic Institute". Her teaching focuses on developing learners' grammar, vocabulary, speaking skills through communicative approach. In the process of teaching the

modern communicative methods are used to develop the ability to speak English fluently. Didactic games, which are the most important methods in teaching, are widely used at lessons. Interactive approach to learning foreign languages is very important for students to be successful in English. Her research interests include linguistics, pragmatics, interactive methods of teaching.

Abstract

The purpose of the article is to analyze interactive approach to learning foreign languages and to show the importance of interactive methods. **Methodology.** In the process of research the following methods can be used, such as communicative methods, interactive methods and etc. Interactive methods focus on the active student participation through activities like role-playing, discussions, projects, brainstorming, web quests, case studies, multimedia tools and communicative environments. **Results.** The use of didactic games makes the learning process interesting, creates a cheerful creative mood and facilitates the assimilation of educational material. A variety of game actions, with the help of which one or another mental task is solved, support and improve interest in the educational subject. Interactive pedagogical interaction is characterized by a high degree of intensity of communication between its participants, their communication, exchange of activities, change and diversity of its types, forms and techniques, purposeful reflection of the participants of the activity and interaction that took place. Didactic game is the most generalizing type of interactive method. **Conclusions.** An interactive approach to learning foreign languages focuses on active participation, real-world communication, collaboration to develop fluency through activities like games, discussions, projects and technology (apps, online resources). The interactive method boosts motivation, builds communicative skills (speaking, listening, etc.) and fosters critical thinking by immersing students in foreign language use making the process more effective and engaging. The research is very relevant for improving the educational process and requires further analysis.

Keywords: interactive approach, language education, learning foreign languages.

Ethical Principles of Using Artificial Intelligence in Reading and Understanding School Textbooks

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Dr. Bahrom Norboyevich Umarov is a PhD in Pedagogical Sciences and Associate Professor with over 70 scientific works, including three monographs and five textbooks. A graduate of Samarkand State University, he has been recognized for his contributions to Uzbek education with the “Excellent Person in Public Education” award. Dr. Umarov serves on several prestigious international editorial boards, including the *European Journal of Humanities and Educational Advancements*, and is the Executive Secretary of *Science and Education News*. His global academic profile is bolstered by advanced certifications from the University of Washington, National University of Singapore, and Koç University. He is a specialist in persuasive communication

and pedagogical innovation, dedicated to elevating international research standards and educational methodology.

Abstract

The article aims to analyze the changes in the cognitive, motivational and social aspects of the behavior of schoolchildren resulting from the use of AI tools in the process of reading and learning. The analysis focuses on behavioral characteristics resulting from text personalization, automatic difficulty adjustment, gamification and algorithmic feedback. Comparative analysis reveals differences in behavioral characteristics between traditional and AI–modified textbooks. It is shown that the use of AI without targeted pedagogical support can not only increase the efficiency of information acquisition, but also lead to a violation of learning behavior. It is concluded that there is a need for systematic integration of behavioral monitoring and pedagogical reflection in the development and application of AI technologies for working with textbooks in a school environment.

Keywords: artificial intelligence, student behavior, textbook, digital pedagogy, cognitive activity, school education, adaptive learning, motivation.

A Corpus-Based Study of the Occupation Concept in English, French, and Ukrainian Languages

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Tetiana Tsuprun is an Assistant Lecturer at the Department of Foreign Languages of History and Philosophy Faculties, Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv. She graduated from the National Pedagogical Dragomanov University in 2010, where she obtained a Master's degree in Language and Literature (English and German) and qualifications as a lecturer of English, a teacher of German, and a teacher of World Literature.

Tetiana Tsuprun teaches ESP to undergraduate students majoring in History and Political Science (years 1-4). Her professional responsibilities include developing English language curricula, designing assessment tools, and preparing examination materials for the university students. She actively participates in international academic and scientific conferences.

Currently, she is a PhD student working on her dissertation entitled "Verbalization of the Concept OCCUPATION in English, French, and Ukrainian". Her research interests include conceptology, comparative linguistics, and discourse analysis.

Abstract

This study investigates how the OCCUPATION concept is verbalized and framed with the objective of identifying shared conceptual core features and language-specific evaluative patterns. The research is conducted in SketchEngine, where three language-specific corpora were compiled. For each language, a focus corpus (texts in which occupation is thematically salient) is contrasted with a reference corpus to extract keywords and key multiword expressions (Kilgariff et al., 2014). Candidate verbalizers are then examined through collocation profiles, concordance analysis, and recurrent semantic frames (Gillings & Mautner, 2024; Heritage & Taylor, 2024).

The study also situates the trends that integrate advanced analytical functionalities for discourse exploration (Moreno-Ortiz, 2025). The findings indicate a cross-linguistic core frame centered on territorial control, authority, and constraint, while the discursive realization differs across languages. Ukrainian data foreground illegality, coercion, and resistance, with intensified evaluative marking and explicit victim/agent roles. English shows a stronger tendency toward institutional framing. French displays a pronounced humanitarian orientation, frequently highlighting the protection concerns. Overall, the corpus evidence demonstrates that OCCUPATION is both a stable conceptual category and a discourse-sensitive construct with the evaluative load that varies across languages.

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Urdu Teaching in the AI Era: Opportunities and Risks in Turkiye

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Dr. Elif Ocalmis is a Lecturer in the Department of Eastern Languages and Literatures (Department of Urdu Language and Literatures) at Ankara University. She completed her PhD with a thesis on word frequency in Urdu foreign language textbooks. Her research focuses on South Asian Studies, Pakistan-India regional studies, and foreign language teaching.

Between 2011 and 2021, she worked as a Lecturer at the Yunus Emre Institute, teaching Turkish to foreigners. In 2022, she served as a Project Manager for the same institute, managing a cultural and language project between Turkiye and Pakistan. Her experience also includes a visiting lectureship at Government College University in Pakistan in 2023. Her interests include teaching Urdu as a foreign language, technology-based Urdu language teaching, and the importance of cultural elements in language education. Dr. Ocalmis has advanced proficiency in Urdu and has conducted research on Pakistani political history and South Asian literature as well.

Abstract

Urdu language education in Turkiye dates back to 1915, with dedicated departments currently active at Ankara, Istanbul, and Selçuk Universities. Turkish learners of Urdu frequently encounter difficulties due to distinct grammatical features, which increase cognitive load and can diminish motivation over time. Structural disparities between the native and target languages often pose challenges for second language acquisition.

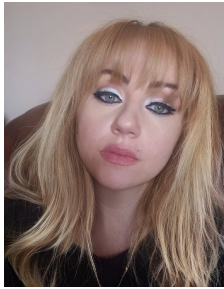
In recent years, AI-based language tools have emerged as a means to alleviate these challenges. These applications enhance motivation by providing instant feedback, clarifying complex structures through contextual examples, and offering personalized learning pathways. Particularly for languages with limited native-language instructional materials, AI can serve as a vital supplementary resource. However, the uncritical adoption of AI entails risks; learners may internalize incorrect grammatical rules if they accept AI-generated content without verification or provide imprecise prompts.

This study explores the theoretical framework of Urdu instruction in Turkiye, analyzing the opportunities and risks of AI-assisted learning. While highlighting AI's potential to boost engagement, the research emphasizes the necessity of pedagogical oversight and digital literacy. In conclusion, AI integration in Urdu education is most effective when guided by teacher expertise and the correct application of technology by students.

Keywords: Urdu language, Turkiye, AI-based language tools, language instruction.

Beyond Technological Determinism: Towards Human - Centred AI Integration in Educational Practice

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Vanessa Leonardi, MSc, PhD, is Associate Professor of English and Translation at Sapienza University of Rome (Italy). She teaches academic English writing, sociolinguistics, and Translation Studies. Her research and publications include monographs and research articles on Translation Studies, Gender Studies, English for Academic Purposes (EAP), English for Specific Purposes (ESP), corpus linguistics, and the applications and implications of artificial intelligence in language, translation, and academic communication.

Abstract

Generative artificial intelligence (GenAI) technologies are fundamentally reshaping educational paradigms, necessitating a rigorous re-evaluation of the interplay between pedagogy and technology. Unlike earlier tools, such as calculators or digital networks, which have primarily facilitated knowledge access, GenAI offers distinctive capabilities: real-time adaptive personalised learning pathways; immediate feedback via adaptive assessments; and inclusive content tailored to diverse learner profiles, including disabilities, cognitive differences, and multilingual competencies. Embedded within robust theoretical frameworks, these tools can enhance creativity through collaborative brainstorming, foster critical thinking via evidence-based prompts, and strengthen learner agency as a complement to—rather than a substitute for—traditional teaching practices. Nevertheless, uncritical deployment risks technological dependency; erosion of essential cognitive skills, such as deep reading and problem-solving; perpetuation of algorithmic biases that exacerbate inequalities; generation of epistemic errors from misleading outputs; and widening socio-economic disparities. Concerns over the dehumanisation of education further highlight the educators' indispensable role in cultivating empathy, social understanding, and metacognitive skills. This study calls for theoretically informed, ethically responsible AI integration, grounded in clearly defined learning objectives. Educators must develop advanced digital and critical literacies to enable equitable, reflective learner–AI interactions, thereby enhancing pedagogical effectiveness while safeguarding the humanistic principles of education.

Keywords: AI, technologies, human-centered technologies, cognitive skills, education.

Bridging the Skills Gap: Reclaiming Human-Centric Pedagogy in ESL Professional Development for the AI Era

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Prof. Dr. Iryna Sekret is the Chairperson of the International Association for Technology, Education and Language Studies (**IATELS**) and founder of **STARTINFORUM**. With a PhD in Educational Psychology and a background in English Language Teaching, she is a leading academic specialized in digital pedagogy and AI-driven educational methodologies. An author of over 100 publications, she coordinates global research initiatives, focusing on preserving the human dimension in technology-enhanced learning. Her work bridges international academic collaboration across Europe and Asia.

Abstract

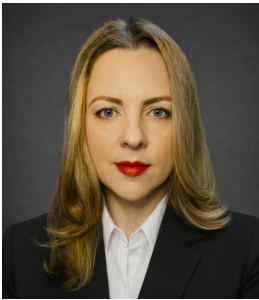
The presentation outlines the strategic pedagogical shift required in English as a Second Language (ESL) professional development as we navigate the complexities of the AI era. The speech addresses a critical "skills gap": the increasing technical proficiency of AI tools versus the diminishing focus on the socio-emotional and critical nuances of human communication. The core argument posits that while AI can manage linguistic structure and translation, it cannot replicate the "human-centric" elements of pedagogy—empathy, cultural intelligence, and ethical judgment. The proposed framework for 2026–2030 emphasizes a hybrid professional development model. This model encourages ESL educators to transcend traditional instruction by becoming "pedagogical architects" who use AI to handle routine tasks, thereby reclaiming time for high-impact, human-to-human interaction. The study identifies three strategic priorities: first, the development of Linguistic Ethics, ensuring that AI-generated content remains inclusive and free of bias; second, the cultivation of Critical Digital Literacy, enabling teachers to audit AI outputs for nuance and accuracy; and third, the integration of Project-Based Learning that utilizes AI as a collaborative partner rather than a replacement. By centering the "human touch" within technological frameworks, IATELS aims to bridge the current skills gap, ensuring that ESL professionals remain the essential guides in a global, technology-driven workforce. Ultimately, the session the presentation serves as a roadmap for maintaining the human soul of language in an increasingly automated world.

Keywords: human-centric pedagogy, AI integration, skills gap, professional development, linguistic ethics.

From Passive Learning to Reflective Intelligence: AI-Enabled English Language Instruction for Economics Students

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Olha Herasimova holds a PhD in Pedagogical Sciences and is an Associate Professor at the Department of Foreign Languages, Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman (Ukraine). Her academic work lies at the intersection of applied linguistics, pedagogy, and English for Specific Purposes in economics-oriented higher education. Her research focuses on the development of reflective skills and metacognitive awareness in university students through English language learning. Drawing on extensive experience in teaching undergraduate students of economics and marketing, her recent research addresses the

pedagogical integration of artificial intelligence in EFL and ESP instruction. Particular attention is given to learner autonomy, reflective practices, and professional identity formation through language use. She is actively involved in the design of AI-supported learning environments and reflective instructional tools for higher education. Her current research explores AI-enhanced pedagogical models that support a shift from passive language learning to reflective, learner-centered educational practices.

Abstract

The growing presence of artificial intelligence in higher education has altered not only instructional tools but also the logic of language learning itself. In economics-oriented universities, where English increasingly serves as a professional medium rather than an academic subject, this shift necessitates a reevaluation of how learning processes are organized and assessed. The present study addresses the transformation from passive language learning to reflective intelligence in undergraduate students of economics, marketing, and business through AI-enabled English language instruction. The research is grounded in a reflective learning framework shaped by long-term pedagogical practice in EFL and ESP contexts within economic higher education. Within this framework, artificial intelligence is treated as a pedagogical space that supports reflection, self-regulation, and professional meaning-making, rather than as an automated source of answers. Particular attention is given to the development of self-assessment skills, learning autonomy, critical reflection on language use, and professional identity formation. The study follows a qualitative, practice-based approach and examines AI-supported reflective practices embedded into ESP tasks. These include guided reflective prompts, cyclical self-evaluation procedures, and AI-mediated formative feedback that require learners to articulate, reassess, and justify their linguistic choices in professional scenarios. The analysis reveals a gradual shift in students' engagement with English, marked by increased awareness of language as a professional resource and by more autonomous learning behavior. The findings suggest that reflective intelligence is a viable educational outcome in AI-enhanced language instruction for economics students.

Keywords: learning, AI, AI-enabled English learning, Economics students, ESP.

The Impact of Social Media on Body Image and Self-Esteem

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Zill-E-Maryam is a graduate student at the University of Management and Technology (UMT) in Lahore, Pakistan, where she is building a robust foundation in literary and cultural studies. Driven by a keen interest in critical analysis, she focuses on character development, psychological dimensions, and the intricate relationship between literature and society. Her academic curiosity leads her toward interdisciplinary research exploring the intersections of identity, psychology, and contemporary social issues. Dedicated to sharpening her analytical and scholarly writing skills, she aspires to pursue higher studies and contribute meaningful research to the field. Her long-term goals involve investigating human behavior, self-perception, and representation

within both classical texts and modern digital media. She remains committed to continuous intellectual growth and active engagement in the global scholarly community.

Abstract

The research investigates the effects of social media on body image and self-esteem among young adults using Self-Discrepancy Theory put forward by E. Tory Higgins. Social media that are image-based, like Instagram, TikTok, or Snapchat, often use idealized and digitally enhanced images of beauty that propagate slender standards of appearance. Constant exposure to such material promotes comparison with others and the internalization of unrealistic beauty standards, and this could cause psychological distress. Self-Discrepancy Theory holds that emotional discomfort occurs when people view the differences between their real self and their ideal or ought self. This paper adopts a qualitative phenomenological methodology by examining the experiences and emotional reactions of young adults to appearance-related self-discrepancies that are influenced by the use of social media. The data is collected through questionnaires from 50 active social media users aged 18–30. Respondents provide an account of their lived experiences of how digital content has affected their perception of body image, feelings of inadequacy, and self-worth. The thematic analysis is carried out in order to determine the common patterns of body dissatisfaction, internalization of beauty ideals, and coping. The evidence shows that common exposure to idealized social media images increases actual-ideal and actual-ought self-discrepancies, which cause increased body dissatisfaction, declines in self-esteem, and emotional susceptibility. This research adds to the knowledge of the psychological mechanisms of using social media and its influence on identity and self-assessment. The results have meaningful implications for health professionals in the mental

health field, educators, and policymakers who want to encourage healthier digital involvement and lessen body image-related distress.

Keywords: Body image, Self-esteem, Self-discrepancy, Social media, Internalization.

The Role of AI in Developing Learner's Autonomy in Language Education: Positive and Negative Aspects

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Larisa Chervinska occupies the position of the Senior Teacher of English of the Department of Foreign Languages, the Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman. She has over 31 years of teaching experience. She has been teaching to high school and university students since 1984 after graduating from Taras Shevchenko National University of Kyiv, the Faculty of Romano-German Philology. She has been teaching to students majoring in economics, marketing, management as well as journalism and HR management at KNEU since 2003. She has also the experience teaching Business and Professional English to corporate clients.

She focuses on developing learners motivation to master writing and speaking skills using different course books, video and audio materials.

Her research interests include foreign language teaching methodology and the integration of AI tools in language education enhancing academic integrity.

Abstract

The advent of AI in the language education has significantly changed both teaching and learning processes and practices as it helps to increase learners autonomy and their ability to control their language educational goals, monitor their success and failures as well as choose the most appropriate practice of the foreign language mastering. Positive aspects of fostering learners autonomy in language education include the availability of different tutoring systems and learning platforms, chatbots, immediate feedback as well as quick self evaluation. However, it is difficult to claim whether these factors really motivate responsible learning or increase the reliance on AI. Definitely, the dependence on automated tools decreases critical thinking and decision making skills. Moreover, the reduced teacher guidance and authority has already raised some ethical and pedagogical concerns. Among those we can distinguish reduced academic integrity, increased plagiarism, unequal access to sophisticated technologies and gadgets that may result in unfair academic competition. In conclusion, we can say that the use of AI in language education and developing learners autonomy has positive and negative sides. This, in turn, reveals the need of the balanced control of AI integration in educational practices in order to avoid the replacement of human instruction by neural networks.

Keywords: AI, language education, learner autonomy.

Women's Psychological Health In *My Feudal Lord*: A Gynocritical Study

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Assist. Prof. Dr. Rahat Bashir

University of Management and Technology, Pakistan



Dr. Rahat Bashir holds a PhD in English, with her major area of research being semiotics and visual marginalization through the discourse of fear. She strongly believes in conducting interdisciplinary research that integrates English Language Teaching (ELT), psychology, and linguistics alongside literary studies. With over seventeen years of teaching experience, she has taught at both graduate and postgraduate levels and has also worked extensively as a teacher trainer, contributing to professional development in higher education. In recent years, Dr. Bashir has developed a keen interest in science fiction as a literary genre, as well as in exploring the role of humour in classroom pedagogy to enhance

student engagement and learning outcomes. Her academic interests reflect a dynamic blend of theory and practice, focusing on innovative teaching methodologies and critical discourse analysis. Currently, she is serving as an Assistant Professor at the University of Management and Technology, where she continues to teach, research, and mentor students.



Mah-e-Nao is an accomplished academic, writer, and renowned Urdu poetess from Pakistan, currently serving as a Lecturer in the Department of English and Literary Studies at the University of Management and Technology, Lahore. A Gold Medalist in both BS (Hons) and MPhil in English Literature, she combines academic excellence with a deep commitment to literature, pedagogy, and creative practice. Her academic and creative interests include feminist literary studies, creative writing, language pedagogy, and contemporary literary discourse. She actively conducts writing workshops and teacher-training programs, focusing on developing critical thinking and expressive skills among students and

educators. Mah-e-Nao has four peer-reviewed research publications in reputable national journals, engaging with themes such as feminism, language learning, trauma studies, and academic writing.

Abstract

The study aims to explore the downtrodden condition of women in Tehmina Durrani's autobiographical novel *My Feudal Lord*. By employing the psychological and cultural model of Elaine Showalter's gynocriticism, the study not only highlights the author's submissive role in a patriarchal society but also reflects the dual standards of society, where men are allowed to opt for polygamy if unhappy, but women are not even allowed to think of remarrying or claiming their autonomy because it is considered a sin. The novel illustrates how gendered hierarchy is deliberately and systematically fueled in a society where men are placed at the center and women at the margins. They are deliberately kept away from the social, political, and decision-making spheres by defining their roles within the four walls of the house. Durrani's autobiographical narrative not

only explores the hypocrisy of society but also shows the psychological exploitation of women. By situating Durrani's narrative in contemporary feminist discourse, the paper, through close textual analysis, also highlights the consequences of an unhappy marriage on the mental health of women, where they are not allowed to be themselves. The study also contributes to gynocritical scholarship by highlighting marginalized, suppressed voices and registering the experiences of these women in patriarchal societies.

Keywords: Gynocriticism, confined roles, feudalism, unhappy married life, exploitation.

Gender Issues in Teaching Foreign Languages

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Dr. Yuliia Nevynna is an Associate Professor at the Taras Shevchenko National University of Kyiv and a Doctor of Philology from the University of Granada, Spain. A specialist in the Department of Foreign Languages for the Historical and Philosophical Faculties, she also serves as a certified DELE examiner. Her diverse research portfolio includes spoken discourse, neurolinguistics, demolinguistics, and comparative linguistics. As the founder of the innovative “360” teaching methodology, she has authored approximately 40 publications and is a prominent educational media expert. Dr. Nevynna

remains an active international conference participant, dedicated to advancing modern methods of foreign language instruction.

Abstract

The study investigates the multifaceted role of gender dynamics within the foreign language classroom, particularly focusing on how linguistic structures and pedagogical interactions reflect and reinforce social identities. It draws upon extensive research in spoken discourse and demolinguistics to examine the subtle ways gender influences learner engagement and teacher expectations. The core of the presentation explores the concept of "gendered language acquisition," where the speaker's identity intersects with the grammatical and socio-cultural norms of the target language. The author analyzes how traditional course materials and classroom discourse can inadvertently perpetuate gender stereotypes, potentially limiting the communicative autonomy of students. By integrating insights from the author's "360" teaching methodology, the study proposes a more inclusive framework that prioritizes gender-neutral pedagogy and encourages learners to critically deconstruct the linguistic markers of gender. Furthermore, the discussion addresses the impact of gender on neurolinguistic processing and language learning strategies. It highlights the necessity of diversifying teaching methods to accommodate different cognitive and social styles, ensuring that the classroom becomes a space of equitable opportunity. The abstract concludes by advocating for a curriculum that not only teaches linguistic proficiency but also fosters an awareness of the power dynamics inherent in communication.

Keywords: gender issues, teaching foreign languages, methodology, foreign language classroom.

A Lexico-Grammatical Evaluation of Grade V English Textbook under Pakistan's Single National Curriculum

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Lahore College for Women University, Pakistan



Hajra Malik is an MS TESOL graduate from Lahore College for Women University and an independent researcher in the field of English language education. Her academic interests include curriculum studies, language policy, discourse analysis, and the integration of global development frameworks into national education systems. Her recent research focuses on the implementation of Sustainable Development Goal 4 (Quality Education) in the Grade 5 English textbook, examining how concepts of inclusive, equitable, and lifelong learning are embedded within language content and pedagogical practices. Through qualitative textbook analysis, her work evaluates the alignment between educational policy objectives and classroom-

oriented materials under the Single National Curriculum. Hajra is particularly interested in evidence-based curriculum reform and the role of English language education in promoting social responsibility and sustainable development. She aims to contribute to policy-relevant research that supports quality education and meaningful curriculum development in developing contexts.

Abstract

This study presents a qualitative lexico-grammatical evaluation of the Grade V English textbook prescribed by the Punjab Textbook Board in Pakistan, with specific reference to the Formal and Lexical Competency standards of the Single National Curriculum (SNC). The purpose of the research is to examine the extent to which grammar and vocabulary content in the textbook aligns with SNC Student Learning Outcomes and whether these elements are presented in a contextualized and functional manner. Using a qualitative descriptive research design, the textbook was analyzed through an SNC-based evaluation checklist focusing on grammatical progression, contextual use, vocabulary range, recycling, and functional application. The findings reveal that while the textbook adequately covers the prescribed grammatical structures and thematically relevant vocabulary at the content level, instruction remains largely rule-based, decontextualized, and accuracy-oriented. Grammar activities are predominantly mechanical, with limited integration into meaningful discourse, and vocabulary instruction is mostly receptive, lacking systematic recycling and productive use. The textbook only partially fulfills the competency-based philosophy of the SNC. The study highlights a significant gap between curriculum policy and textbook implementation and underscores the need for more context-driven, communicative, and cumulative approaches to lexico-grammatical instruction at the primary level.

Keywords: Grade V English textbook; grammar and vocabulary teaching; lexico-grammatical competence; Single National Curriculum (SNC); textbook evaluation

Artificial Intelligence in Teaching Business English for the Students of Economics: Opportunities, Challenges and Pedagogical Outlook

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Nataliia Zavidonova holds a Senior Lecturer position at the Department of Foreign Languages, Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman. She has 47 years of experience teaching English to university students majoring in marketing, economics, and management, as well as 15 years of experience teaching Business and General English to corporate clients at the Postgraduate and MBA department.

Her teaching focuses on a functional approach to developing her students' language competence through grammar, vocabulary, and speaking skills. She combines multiple modern IT tools, including Zoom, Quizlet, Grammarly, Moodle, ChatGPT, Canva for Education, Google Classroom, YouTube EDU, Newsela, and Coursebooks such as Intelligent Business, Market Leader, English for Business Studies,

Business English Grammar, and many others.

The areas of her scientific research include Innovative methods of teaching foreign languages, the Integration of AI into the educational process, and a Functional approach to teaching foreign languages.

Abstract

Under modern conditions of education, digitalisation, and globalisation of the business environment, there is a growing need for effective learning practices in professional foreign languages, particularly Business English. Such demand arises from the fact that economics students should not only gain basic linguistic competencies, but also be able to communicate in professional, cross-cultural, and digital contexts. In such cases, AI is one of the most essential tools for achieving the goals. Generative AI models, such as ChatGPT, Grammarly, and DeepI, offer students a new opportunity for personalised learning, training in business communication, simulation of business scenarios, and the development of critical thinking skills. Unfortunately, new challenges also emerge, such as issues of academic integrity, excessive automation of the thinking process, and digital inequality among students. From the pedagogical perspective, the instructor serves as a facilitator and mediator of critical thinking. It is his task to ensure that AI-generated models remain aligned with the goals of Business English training. Thoughtful integration of AI assistance can strengthen the effectiveness and relevance of Business English instruction while maintaining academic standards. To investigate the pedagogical effectiveness of AI instructions in teaching and learning Business English, the following methods were employed: some groups received AI-guided instructions that incorporated automatic feedback, AI-driven simulations of business situations, and adaptive learning techniques, while control groups followed traditional communicative ESP practices. The results confirmed that AI-based learning is the most effective when combined with pedagogical control guided by the instructor.

Keywords: Artificial Intelligence, Business English, students of Economics, pedagogy.

Representation of Emotions in English Media Discourse in a New Era of AI

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Iryna Shakhnovska holds the position of an Associate Professor, Department of Foreign Languages, Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman. She is a PhD in Linguistics with over 20 years of experience in teaching English to university students majoring in philology, translation, and economics. Her teaching portfolio includes lecture courses in Modern English Lexicology and Contrastive Lexicology of English and Ukrainian, as well as practical classes in English Grammar and Translation Studies. She has also taught Business English to students specializing in Economics, focusing on professional communication and applied language use.

Her current scope of research interests includes pragmatics and communicative linguistics, with a particular emphasis on media discourse. She is actively engaged in continuous professional development and regularly participates in international training courses in language teaching. Her methodological interests focus on modern learner-centered approaches to foreign language teaching and the integration of artificial intelligence tools in contemporary educational practices.

Abstract

Emotivity is one of the fundamental categories of media discourse. By verbally expressing their internal states, the author of a media text thereby stimulates the emergence of certain emotions in the addressee, who is represented by a broad audience that is heterogeneous in terms of social, gender, and other characteristics. The aim of our research is to identify and analyze the means of implementing the strategy of emotivization mass media discourse in the era of AI. In the process of analyzing the empirical material, we used a set of general scientific as well as specifically linguistic methods, in particular discourse, definitional, and contextual analyses. Study of the contemporary English media discourse shows that representation of emotions in it is done both verbally (through lexico-grammatical resources such as emotive vocabulary, grammar, and stylistic devices (metaphor, simile and epithets) and non-verbally (font size, large text in headings, use of colour, images, etc.), recognizing thus the importance of multimodality in this type of discourse in the computer era. Multimodal expression of emotive meaning enables mass media to create more complicated and nuanced emotional stimuli that are more impactful than any single mode of expression. The multimodal nature of contemporary media further intensifies the tendency to widely use hate speech, especially in political discourse. This shifts the barriers of politeness thus normalizing discriminatory attitudes in the society and making the aggressive behaviour appropriate.

Keywords: emotions, English media discourse, AI, linguistic method.

A Psychosemiotic Analysis of “Prejudice” in Simon Langton’s Television Adaptation of Jane Austen’s *Pride and Prejudice* (1995)

MA Graduate in English Language and Literature, Iran



Fatemeh (Ava) Khorram is an experienced English educator and researcher specializing in English Literature, qualitative analysis, and literary studies. She holds an M.A. in English Literature, where her thesis focused on a psychosemiotic exploration of Jane Austen’s 1995 adaptations. Her diverse research interests encompass discourse analysis, visual semiotics, and cultural studies, leading to numerous conference presentations and a recent publication on semiotic adaptations.

With over a decade of experience in language instruction and curriculum development, Ms. Khorram effectively bridges pedagogical practice with academic inquiry. Currently preparing for doctoral studies in Germany, she aims to further investigate interdisciplinary qualitative methodologies. Her work remains dedicated to exploring the intersection of literature, psychology, and contemporary media discourse.

Abstract

This paper presents a psychosemiotic analysis of *Prejudice* in the 1995 television adaptation of Jane Austen’s *Pride and Prejudice* (dir. Simon Langton). Prejudice is understood as a persistent negative evaluation of persons based on group membership and social categorization, shaping perception, interaction, and judgment. Drawing on Kress and van Leeuwen’s *Reading Images: The Grammar of Visual Design* (1996), selected frames are analyzed through three dimensions of meaning: representational, interactive, and compositional. The study demonstrates how gaze relations, shot distance, angle, framing, information value, salience, and modality render prejudice visible as a psychological and social construct. The findings indicate that the adaptation visualizes prejudice through recurrent patterns of exclusionary “offer looks,” measured medium shots, and balanced yet asymmetrical compositions that encode hierarchy, distance, and moral evaluation.

Keywords: psychosemiotic analysis, *Pride and Prejudice*, television adaptation.

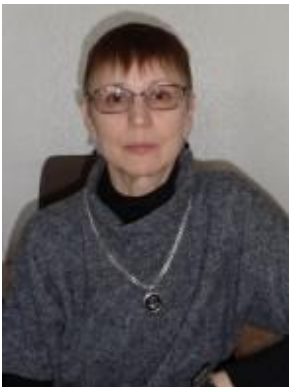
The Use of Chatbots in Foreign Language Teaching: Controversial Issues

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Iryna Bocharova is a Candidate of Philological Sciences who defended her PhD thesis on the topic "Lexical-semantic and grammatical parameters of religious holiday appellations in the contemporary Ukrainian language." She is an Associate Professor and Deputy Head of the Department of Foreign Languages at the Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman. Iryna has over 45 years of experience teaching English to university students majoring in marketing, economics, and management.

Her teaching focuses on developing learners' grammar, vocabulary, and speaking skills through a communicative approach. She utilizes modern ICT tools and course books such as the Career Path series and Market

Leader, alongside authentic video and podcast materials.

Her research interests include English for Specific Purposes (ESP), foreign language teaching methodology, the integration of digital and AI-based tools in language education, and the typology of concepts as indispensable elements in the analysis of linguocognitive and linguocultural dimensions.



Liubov Letiucha – PhD in Philology, Associate Professor, and Deputy Head of the Department of Foreign Philology, Translation, and Teaching Methodology at the Faculty of Ukrainian and Foreign Philology of Hryhorii Skovoroda University in Pereiaslav. With over 37 years of experience, she teaches linguistic components to students majoring in Philology and Secondary Education.

L. Letiucha's teaching activities focus on introducing students to the fundamentals of language theory as a social, systemic, and structural entity, as well as the system of linguistic concepts and terminology. She prepares students for the conscious mastery of native and foreign languages by developing their skills in analyzing specific linguistic

phenomena and presenting them conceptually in both oral and written forms. In her work, she actively integrates the latest innovative technologies.

Research interests: text linguistics, cognitive linguistics, and linguoculturology; the integration of digital tools and AI-based technologies into language education.

Abstract

The informatization of education has facilitated the integration of new innovative technologies into the teaching of various subjects, including foreign languages. Based on natural language processing and machine learning technologies, chatbot programs have been developed that can be utilized in foreign language instruction. Various definitions of the term "chatbot" can be found in scientific literature. Within the scope of this study regarding foreign language teaching methodology, a chatbot is understood as a computer program that interacts with the user through auditory or textual methods. Despite research in which scientists have demonstrated the effectiveness of using chatbots in developing students' foreign language speaking skills, many of them express a general unreadiness to replace the teacher with artificial intelligence. **The aim of the study** is to highlight the controversial issues regarding the use of chatbots in foreign language teaching. The results of our study have shown that chatbots are one of the modern tools that can be used in training students' oral and written foreign language speech activities. At the same time, the objective advantages of using chatbots raise controversial issues regarding their application among both students and teachers. The arguments "against" include: **level constraints:** the orientation of most conversational chatbots that operate exclusively on voice input toward students with an A2-B1 proficiency level, who may make too many phonetic errors or speak with a heavy accent; **lack of authenticity:** the formulaic nature and limited set of phrases used by chatbots, resulting in a lack of live interpersonal communication characterized by spontaneity, argumentation, and emotional nuance; **teacher role:** the unreadiness of students to replace the teacher in the traditional sense. Therefore, in our view, chatbots—while possessing linguodidactic potential for organizing foreign language communication—should primarily be used for extracurricular learning.

Keywords: chatbots, foreign language teaching, proficiency level, extracurricular learning.

Dialogue Journal Writing as a Catalyst for Improved EFL Writing Performance in Higher Education

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Abebe Tilahun Mogesse is an Assistant Professor of English Language Teaching at the Department of English Language and Literature, Hawassa University, Ethiopia. He is Vice President of the Smart Edge English Language Professionals Association. Abebe has held leadership roles including Former Dean of the Freshman Program, Associate Dean for Academic Affairs at Hawassa University, and Head of the English Department at Dilla University. He coordinated monitoring and evaluation for two British Council English Connects grants (2024–25 completed, 2025–26 ongoing) and the 2025–26 Hornby Trust project supporting teacher associations in Sub-Saharan Africa. Recently, he was appointed

English and School Education Regional Consultant for Sub-Saharan Africa by the British Council. Abebe develops training manuals and delivers face-to-face and virtual training, including bi-weekly Telegram discussions and bimonthly SEELPA webinars. His research interests include ELT, curriculum development, teacher training, educational leadership, and dialogue journal writing to improve student writing and reduce anxiety.

Abstract

The declining English writing proficiency of university entrants in Ethiopia remains a persistent challenge for effective teaching and learning in higher education. Dialogue journal writing has emerged as a promising instructional strategy capable of strengthening learner engagement, reflective practice, and continuous skill development. This quasi-experimental study examined the effect of dialogue journal writing on first-year EFL students' writing performance in a higher education institution. Two intact classes participated and were assigned to experimental and comparison groups after establishing pre-test comparability. The experimental group received instruction through dialogue journal writing, whereas the comparison group was taught using conventional methods over a period of 13 weeks. Pre- and post-tests of writing were administered, and data were analyzed using one-way MANOVA and paired samples t-test. The findings revealed significant improvements in the experimental group's writing performance in content, organization, vocabulary, and language use, although gains in mechanics were not statistically significant. The study concludes that dialogue journal writing is a practical, skills-oriented pedagogical approach that can enhance students' writing performance in EFL context.

Keywords: dialogue journal, writing, EFL, higher education, Ethiopia.

Lingual Expression of Gender Bias in Mass Media

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Olga Nazarenko is a Senior Teacher at the Educational and Scientific Institute of Philology, Taras Shevchenko National University of Kyiv. Based within the Foreign Languages Department for the Philosophy and History faculties, she possesses extensive expertise in tailoring linguistic instruction for diverse academic disciplines. Her primary research interests include lexicology, stylistics, and the methodology of teaching English for Specific Purposes (ESP). With a focus on the intersection of language structure and professional communication, Ms. Nazarenko is dedicated to developing advanced pedagogical strategies that empower students to navigate complex academic discourses and master specialized terminology in their respective fields.



Oksana Nesterenko is a Teacher at the Educational and Scientific Institute of Philology, Taras Shevchenko National University of Kyiv. Serving within the Foreign Languages Department for the Psychology and Sociology faculties, she specializes in developing linguodidactic materials tailored to the behavioral and social sciences. Her primary research interests include lexicology, stylistics, and the methodology of teaching English for Specific Purposes (ESP). Ms. Nesterenko focuses on enhancing students' academic discourse by bridging the gap between general linguistic proficiency and the specialized terminology required for professional psychological and sociological inquiry.

Abstract

This study examines the lingual expression of gender bias in mass media discourse, focusing on how linguistic choices contribute to the construction and reinforcement of gender stereotypes. The primary objective of the research is to identify recurrent lexical, grammatical, and discursive patterns that reflect implicit or explicit gender bias in contemporary media texts.

The study is based on a qualitative and quantitative analysis of a corpus comprising news articles, opinion pieces, and advertising materials published in leading English-language media outlets. Methodologically, the research employs critical discourse analysis, corpus linguistics tools, and comparative analysis to examine gendered nominations, evaluative language, metaphorical framing, and asymmetrical representation of male and female subjects.

The findings reveal a systematic tendency to associate women with emotionality, appearance, and private life, while men are more frequently represented through professional competence, authority, and agency. Additionally, gender bias manifests through marked language, role stereotyping, and differential visibility in media narratives. The results indicate that even ostensibly neutral media

texts often reproduce subtle forms of gender inequality through linguistic means. The study underscores the significant role of language in shaping public perceptions of gender and highlights the need for greater awareness of gender-sensitive language practices in mass media communication.

Keywords: lingual expression, gender bias, mass media, discourse, role stereotyping.

Preview of the Book: Mastering English on the Go: The Ultimate Guide to Mobile Apps for Language Instruction

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Dr. Shirin Shafiei Ebrahimi is a Professor of Education and a dynamic public speaker known for inspiring enlightenment and empowerment through her teaching, research, and community engagement. With extensive international experience in higher education, she specializes in educational technology, language instruction, and technology-enhanced learning, with a particular focus on mobile-assisted language learning and AI-supported pedagogies.

Her interdisciplinary research explores how mobile applications and artificial intelligence can be meaningfully integrated into English language teaching and learning to enhance learner engagement, autonomy, and skill

development. Drawing on both theoretical frameworks and empirical evidence, her work emphasizes innovative, ethical, and student-centered approaches to instruction in diverse educational contexts.

As a passionate educator and researcher, Dr. Shafiei Ebrahimi is committed to advancing academic communities dedicated to excellence in teaching, transformative research, and student success, while contributing to broader conversations on the future of education in a rapidly evolving digital and AI-driven world.

Abstract

This presentation reports on a recent scholarly monograph that investigates the pedagogically principled integration of mobile applications in English language teaching and learning. Situated within the theoretical and empirical traditions of computer-assisted language learning (CALL), mobile-assisted language learning (MALL), and educational technology, the book critically examines a range of contemporary mobile applications selected on the basis of pedagogical relevance, instructional affordances, and empirical support. Rather than adopting a tool-centered perspective, the work employs a skills-based and learner-centered framework to demonstrate how mobile applications can be systematically aligned with the development of listening, speaking, reading, writing, vocabulary, and pronunciation. Each chapter synthesizes relevant theory, research findings, and classroom-oriented practices, offering concrete pedagogical models for both instructional and autonomous learning contexts. The presentation highlights the book's analytical framework, key pedagogical insights, and implications for English language teachers, teacher educators, and researchers seeking evidence-informed, scalable, and technology-enhanced approaches to language instruction, including emerging intersections with AI-supported learning environments.

Key words: Mobile-Assisted Language Learning (MALL), Computer-Assisted Language Learning (CALL), Educational Technology in Language Education, English Language Teaching (ELT).

AI And The Need For Students' Metacognitive Skills And Awareness

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University of Twente, The Netherlands



Prof Dr Piet Kommers started his career as chairman and project initiator for UNESCO and NATO. His specialties are Educational Technology and A.I. for Cognitive Achievement. In 1991, his scientific evidence of learning styles during Hypertext browsing caught the attention of Deep Learning theorists. It led to massive research projects for the European Commission, UNESCO and the World Bank. His leadership in large-scale research programs is appreciated worldwide.

Abstract

The speech explores the fundamental shift in educational focus required as artificial intelligence becomes an ubiquitous cognitive partner. **It** argues that the proliferation of generative AI does not merely necessitate new technical skills, but rather a profound re-prioritization of **metacognitive awareness** among students. As AI takes over the "first-order" tasks of information retrieval and content generation, the learner's role must evolve toward "second-order" monitoring, critical evaluation, and strategic mental modeling. The core of the discussion addresses the risk of cognitive passivity; when students rely on automated outputs, the internal processes of self-regulation and reflection often remain dormant. The study proposes a pedagogical framework where AI is utilized as a "conceptual mirror." By interacting with AI, students are encouraged to externalize their thought processes, enabling them to observe, audit, and refine their own mental structures. This approach transforms the learning experience from the passive consumption of answers into an active exercise in **metacognitive orchestration**. Furthermore, the author highlights the necessity of developing student awareness regarding the limits of algorithmic logic. Without a high degree of metacognitive skepticism, learners are vulnerable to the biases and "hallucinations" of automated systems.

Keywords: metacognitive skills. AI in education, cognitive agency, self-regulated learning.

The Role of Scientific Translation in the Modern World: A Translation Studies Perspective

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An English language instructor for the students of the Educational Program “American and European Studies” with advanced foreign language learning, (History Department) Lecturer in Theory and Practice of translation courses for Master’s philology students Foreign Language Teaching Methodology – modern efficient language-teaching techniques, translation as a means of foreign language teaching

Scientific Research Interests – Development of the conceptual foundations of the theory of scientific translation as a subfield of Translation Studies, with its own criteria, research principles and approaches, specific methodological principles; translator’s competence in scientific translation; translation methods, strategies and techniques

Abstract

Scientific translation as one of the most demanded translation services of today has been growing into a promising research area of Translation Studies, though its own methodology – criteria, founding principles, research methods and approaches – are still to be developed. Currently, scientific translation, which is no longer paired with technical translation, occupies a distinct position due to its functionality in the changing world. The growing importance of scientific communication in the modern world has given rise to a reassessment of scientific translation as a theoretically relevant and socially significant field of study. Our research analyses the role of scientific translation from a Translation Studies perspective, focusing on the important notions of norms, rules and conventions, translation equivalence, translator competence what is more. This paper also examines the influence of technological tools and artificial intelligence on contemporary scientific translation practices, stating that despite the high efficiency of automated systems in translating standardized scientific texts, they give in to the human translator due to the lack of interpretive and evaluative abilities necessary for achieving a pragmatically successful translation. Thus, technology complements rather than replaces the human translator in various aspects. Our study explores the role of scientific translation within contemporary Translation Studies, emphasizing its high theoretical, methodological, and practical potential.

Keywords: translation studies, scientific communication, scientific translation, technology.

Hyperreal Control of the Psyche and Intermedial Simulation of Subjectivities in Cosmopolis (2003/2012): A Text–Screen Relational Analysis

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Ms. Sobia Sikandar is a Lecturer in the Department of Literary Studies at the School of Liberal Arts, University of Management and Technology (UMT), Lahore. She is currently pursuing her PhD as a Research Scholar in the Department of English at Fatima Jinnah Women University, Rawalpindi, Pakistan, with a research focus on literary texts and their adaptations in the postmodern context. Her academic interests include literary theory, adaptation studies, postmodernism, cultural studies, and contemporary literary discourse. As a teacher, she engages students through critical reading, theoretical analysis, and interdisciplinary approaches to literature, while emphasizing academic writing and interpretive skills. She

actively participates in curriculum development, research activities, and undergraduate mentoring. Ms. Sikandar is committed to integrating research-driven perspectives into her pedagogy to foster critical thinking and intellectual engagement.

Abstract

This research paper aims to explore the intricate yet dynamic relationship between the literary text *Cosmopolis* (2003) and its film adaptation (2012). The focus of this research is to analyze the role of verbal and visual signs, symbols, and images in representing a hyperrealist environment of control. This study also highlights the intermedial role of a literary text and its film adaptation in the representation of simulated individual subjectivities. This study further investigates the nature of film adaptation as an intertextual entity and its contribution to the manifestation of human perception in addition to its literary source. The study of both *Cosmopolis* (2003) and its film adaptation (2012) of the same title is quite significant, as it strengthens the immense contribution of signs, symbols, and images in mediating human consciousness, which is governed by the logic of consumption through media and technology. The study is qualitative in nature, and it highlights the latent and manifest structures of psychological power and control through the theoretical insights of Linda Hutcheon (2006) and Jean Baudrillard (1968–81). The study is also helpful in providing quality education and inclusive learning, which is SDG #4, by promoting critical thinking that helps individuals form a better understanding of society.

Keywords: hyperrealist control, consumption, simulation.

AI Embedded Quizzes in ESP/EAP for Business and Tourism: Engagement, Integrity, and Design Insights Using Vevox

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Dr. Halyna Miasoid is a Lecturer in Business and Tourism at Global Banking School in partnership with Canterbury Christ Church University (UK), where she teaches on the BSc (Hons) Business & Tourism Management programme. She holds a PhD in Teaching Theory and Methodology, Master's in English Language, Ukrainian Language and Literature, and a Master's in Higher Education Pedagogy and Master's in Tourism. This unique combination of expertise enables her to understand and meet the needs of culturally diverse cohorts, integrating language support into professional education for students with English as an L2.

With over 17 years of experience in ESP/EAP, academic writing, and intercultural communication, Dr Miasoid has led curriculum design, assessment innovation, and international virtual mobility projects. A certified Cambridge DELTA Module One holder, she is passionate about inclusive English-medium instruction and ethical assessment practices, currently researching AI-assisted formative assessment to enhance engagement and integrity in higher education.

Abstract

Recent research on AI-driven formative assessment highlights several recurring issues. First, AI's ability to personalise learning by adjusting question difficulty and feedback to individual profiles can enhance engagement and retention (Idika, 2025). Second, gamification elements integrated into AI-enhanced quizzes have been shown to encourage active participation and reduce learner anxiety (Idika, 2025). Third, concerns around academic integrity persist, particularly regarding over-reliance on AI, authenticity of student work, and the need for transparent guidelines on acceptable use (Cardoso et al., 2025). Finally, the ethical and pedagogical challenge of maintaining efficiency without compromising language development or critical thinking are emphasised (Young et al., 2025).

While these studies provide valuable insights, a significant gap remains: there is no empirical research on AI-assisted quizzes for learning EAP and ESP in a fully immersive undergraduate programme for culturally diverse cohorts, utilising an AI-supported platform such as Vevox. Existing work on Vevox (Greenwood, 2023) demonstrates its potential to increase engagement and inclusivity in large cohorts, but does not address AI integration for language learning contexts.

This study analyses classroom experiences with AI-embedded quizzes delivered via Vevox, exploring strategies to boost engagement, student feedback, and limitations such as dependency on AI and challenges in maintaining authentic language practice. Findings aim to inform a design blueprint for AI-supported formative assessment that enhances interaction while safeguarding ESP/EAP learning outcomes.

Keywords: AI-assisted quiz, Vevox, ESP/EAP, immersive learning, CLIL-ised EMI.

Foreign Language Learning and Artificial Intelligence: A Theoretical Perspective

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Iryna Hryshchuk occupies the position of a senior lecturer of the Department of Foreign Languages, the Faculty of Marketing, Kyiv National Economic University named after Vadym Hetman. She is an English language educator with experience in teaching English to adult learners in higher education and professional contexts. Academic and professional interests focus on language pedagogy, academic communication, and the practical use of digital technologies in language education, including the application of AI-enhanced tools to support language learning, improve student engagement, and assist teachers in planning and assessment.

Practice-oriented approach to teaching, with attention to learner needs, motivation, and ethical considerations in technology use. Exploring the role of AI as a pedagogical assistant that complements traditional teaching methods rather than replacing human interaction in the classroom. Current interests include English language teaching methodology, technology-mediated learning, and the evolving relationship between language education, translation, and artificial intelligence in modern academic environments.

Abstract

The integration of artificial intelligence (AI) into education has significantly influenced contemporary approaches to foreign language learning. This paper presents a theoretical overview of recent research on AI-assisted language learning, with a particular focus on pedagogical opportunities and emerging challenges. The aim of the study is to analyze how AI technologies are conceptualized in academic literature and how they affect teaching and learning processes in the field of foreign language education. The methodology is based on a review and synthesis of scholarly publications by European and Anglo-American researchers published between 2020 and 2024. The analysis focuses on intelligent tutoring systems, automated feedback tools, and generative AI applications that support personalized learning, adaptive instruction, and learner autonomy (Zawacki-Richter et al., 2019; Holmes et al., 2022; Kohnke & Moorhouse, 2023). The reviewed literature suggests that AI technologies have the potential to enhance learner motivation, provide immediate and individualized feedback, and facilitate adaptive learning environments that respond to learners' needs and proficiency levels (Luckin & Cukurova, 2020). At the same time, the literature highlights a range of challenges related to ethical considerations, data protection, transparency, and the evolving role of teachers in AI-supported educational contexts (UNESCO, 2021; European Commission, 2022). The paper concludes that the effective integration of AI into foreign language education requires a balanced, pedagogically grounded approach that combines technological innovation with human-centered teaching practices.

Keywords: AI, language learning, learner autonomy, AI-supported educational contexts, foreign language education.

How Children Interpret Hidden Messages in Wordless Picture Books

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Khadija Iftikhar is an MPhil student of English Literature at the University of Management and Technology (UMT), Lahore. She gained a solid foundation in literary theory and critical analysis at Government College University, Faisalabad (GCUF), where she earned her bachelor's degree in English Literature. Science fiction and feminist studies are her main areas of academic interest. She is particularly interested in dystopian stories, interpersonal connections, and the examination of socio-political structures in literary works. Her study looks at how current concerns about power, identity, gender, and resistance are reflected in dystopian and speculative fiction. Her dedication to scholarly study and academic

contribution is demonstrated by the research article she recently published in her academic area. She continues to take part in scholarly and social initiatives that connect literature with important cultural and political issues, and she is actively interested in research, academic writing, and intellectual discourse.



Eisha Moueed is an MPhil student of English Literature at the University of Management and Technology (UMT). Her academic background in literary studies is strong, and she has developed an interest in creative and critical writing. In addition to her formal education, she has worked with several platforms and projects as a freelance creative writer over the last six years. The practice of her writing shows a strong interest in the world of imagination, experimentation with narrative, and contemporary issues in literature. Her main research areas encompass children's literature and cyborg research, with a special interest in the imaginative and theoretical intersectionalities of technology, identity, and narrative. Of particular

interest to her is how speculative fiction rewrites childhood, humanity, and the posthuman condition. She seeks to approach literary theory and creative writing in ways that connect theory with novel writing.

Abstract

This study aims to investigate the potential of wordless picture books in children's literature in terms of story, emotion, and ideology. To examine these objectives, this research looks into how children between the ages of 7 and 10 interpret symbolic meanings and hidden messages in picture books. Two contemporary picture books are studied in this research: Jon Agee's *The Wall in the Middle of the Book* and Davina Bell's *Tomorrow Is a Brand New Day*. The purpose of the study is to analyze the meaning-making processes of children. The analysis is based on the sociocultural

theory of Vygotsky, which looks at how children use social frameworks to decode complex themes, and on Reader-Response theory, which focuses on the personal interaction between the child and the image. The study shows that children turn to visual literacy to identify the gaps in narration and emotional shifts that are not made clear in the text. The researchers adopted a qualitative approach by organizing think-aloud sessions and sharing reading observations with a group of children in a school setting. By illustrating how young readers negotiate symbols without textual guidance, the paper contributes to the study of children's literature by explaining the cognitive and social processes that underlie visual interpretation. Future implications include helping teachers lead insightful conversations about wordless literature and increasing study across various age groups to learn how visual interpretation changes during childhood.

Keywords: picture books, children, symbols, personal interaction, cognitive processes.

Modern Trends of Teaching English in Universities

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Research interests: integrating artificial intelligence and digital literacy into university-level English language teaching; methodology and innovative tendencies and approaches in teaching ESP in university; psychological aspects of teaching, the ways of motivating students to engrow in profession through mastering English.



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Research interests: artificial intelligence and digital literacy; methodology and innovative tendencies and approaches in teaching university-level English and ESP; psychological aspects of teaching, the ways of motivating students to engrow in profession through mastering English.

Abstract

The research has been based on the analysis of the most recent trends of teaching English in Ukrainian universities. These trends are caused by the reorientation of Ukraine's vector of foreign policy and by the latest European and world concepts.

After analyzing the latest theoretical, methodological, legal and psychological sources, we completed a summary of modern trends and argued the expediency of abolishing outdated approaches and systematic implementation of new approaches to teaching English.

The basic frame character approaches are: European experience of learning English; transformation of educational sense; avoidance of post-Soviet stereotyped language didactic approaches; introduction of universal standards of acquired English language competences; considering recommendations of the Council of Europe and other reputable organizations relevant to the social sphere of society.

According to the research, the following tendencies are innovative approaches to studying English at universities: discursiveness, online communication, interactivity, multimedia, motion from general to partial (deduction), partnership of the teacher and the student, competency approach, stimulation of holistic (in-class and out-of-class) use of English.

In conclusion we may emphasize the perspectives of further research. Accumulated tendencies have to be a theoretical basis for the implementation of a new student-centric and practically

centric English learning as the universal tool for offline and online interaction at the everyday, practical and diplomatic level. The research is not completed and requires the experimental verification by partial or complete implementation of the principles into the educational process.

Keywords: teaching English, Ukrainian universities, modern trends, European experience.

Ideological Incursions in Disney's Narrative: A Postmodern Critique of *Frozen II*

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Muhammad Numan holds a PhD in English Literature with a specialization in (Post)memory Studies and South Asian Poetry from the National University of Modern Languages, Islamabad. As an Assistant Professor, he teaches Postcolonial and Postmodern Literature at the Department of English and Literary Studies (DELS), School of Liberal Arts, University of Management and Technology, Lahore. Additionally, he is the Associate Editor of *Linguistics and Literature Review* (an HEC-recognized Y-category research journal) and the Managing Editor of *The Literary Fulcrum* (a literary departmental magazine). He was a Visiting

PhD Research Fellow at the Department of Asian and Middle East Studies, College of Liberal Arts, University of Minnesota (Twin Cities), Minneapolis, USA, in 2022. He is also the author of *لسانیات: ایک جامع تعارف* (Linguistics: A Detailed Introduction), published by Oxford University Press, Karachi, in 2022.



Siddiqua Iftikhar Ahmed is a graduate of English Literature, a passion she holds close as both a purpose and a lifelong pursuit. Her academic journey has been marked by a deep love for language, storytelling, and the power of expression. She has previously been published in *The Literary Forum* (TLF) and featured in various news blogs. Known for her insightful perspective and emotional depth, Siddiqua writes to uncover truth, give voice to the unseen, and leave a mark on the literary landscape. For her, literature is more than a study; it is work for the soul. She strongly believes that she can bring unheard and unseen perspectives into the world and leave a mark on the world of literature. If anyone has a story they want to give voice to, they can contact her.

Abstract

It is hitherto believed that Disney is a corporation that appears to transcend the “political pale.” On the contrary, recent Disney films have knocked down “Disney's claim to political neutrality” and have exposed “ideological incursions,” rather than being a trifling seller of “innocent entertainment.” Now, Eleanor Byrne and Martin McQuillan's *Deconstructing Disney* demonstrates its worth by welcoming, engendering, conjuring, racing, queering, and impeaching Disney. Dismantling Disney's narrative, which ranges from the representation of “overdetermined cultural values” to the “self-knowing yawn of ‘postmodern’ criticism,” contemporary debates in film studies seek the opening of a portal in academia where one could see how Disney is unearthing the entire

history of the West under “ideological contests.” This study contributes to understanding the ways Disney reimagines postmodern America by supplying the framework of Byrne and McQuillan to explore the visuo-textual and contextual parameters of Frozen II. The research also focuses on Olaf’s characterization in ways that introduce the progressive enforcement that the younger generation cherishes to fathom the thematic concerns of the film throughout the plot.

Keywords: Disney films, Frozen II, ideological incursions, deconstructing.

Platform Orphaned lives: Corporate Collapse, Digital Vulnerability, and the Ethics of Abandoned Artificial Beings in *The Lifecycle of Software Objects* by Ted Chiang

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Amna Ahsan is an MPhil scholar in English Literature at the University of Management and Technology (UMT), Lahore. Detail-oriented and deeply analytical, she approaches literature through a multidisciplinary lens that bridges narrative, culture, and critical theory. Her academic interests encompass posthumanism, digital humanities, ethics, and the evolving relationship between technology and the human experience.

Beyond her scholarly pursuits, Amna is passionate about the arts, drawing inspiration from history, astronomy, and visual creativity. She finds fulfillment in sketching, writing, and exploring the intersections of artistic expression and literary imagination. With a steadfast commitment to research and creative inquiry, she aims to contribute original perspectives to contemporary literary discourse while continuing her growth as both a

researcher and an artist. An avid explorer of new places, she also enjoys staying active through her love for badminton.

Abstract

This research examines the phenomenon of “platform-orphaned” artificial beings in Ted Chiang’s *The Lifecycle of Software Objects*, establishing the narrative within the broader contexts of digital humanities, post-human ethics, and science fiction studies. This research focuses on the artificial beings whose existence is dependent upon platforms like Data Earth and Real Space that govern them. This research employs Nick Srnicek’s theory of platform capitalism and Donna Haraway’s cyborg and post-human ethics. Srnicek’s idea of platform capitalism shows how capitalist platform infrastructures prioritize scalability, profit, and data extraction and abandon digital beings once they cease to generate value. Alongside this, Haraway’s cyborg and post-human ethics question the blurred boundaries between digital beings and humans, highlighting co-constitution, relational responsibility, and ethical accountability within human and digital beings’ gatherings. Through qualitative textual analysis, the study demonstrates how Chiang reimagines digital beings not as autonomous but as objects contingent upon the capitalist platforms governing them. The study highlights the socio-technical conditions that create digital neglect by placing the fictional issues of AI beings alongside real-world analogues such as the abandonment of AI pets and their vulnerability. Ultimately, this research paper argues that Chiang’s narrative offers a critique that rethinks ethical responsibilities and agency in human-AI networks, underscoring the mandate for responsible oversight in an advanced technologized future.

Keywords: Abandonment, ethical responsibility, digital vulnerability, artificial intelligence.

Pedagogy: What Remains Teaches

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Ayesha Afzal is an undergraduate student in her fifth semester at the University of Management and Technology. She possesses a strong interest in unconventional learning processes and the subtle ways in which environments shape knowledge beyond formal instruction. Her academic curiosity focuses on unplanned and accidental forms of learning, particularly how physical spaces influence understanding, behavior, and memory over time.

Ayesha is especially drawn to exploring how abandoned or outdated educational environments continue to transmit values, discipline, and authority through their material presence. Her research interests intersect with pedagogy, spatial theory, and the concept of the hidden curriculum, allowing her to examine learning as an ongoing process embedded in space and material traces. She aims to engage in critical inquiry that challenges traditional notions of teaching and learning by highlighting the pedagogical significance of what remains after institutions cease to function. Through her studies, she seeks to expand perspectives on education and contribute thoughtful research to contemporary educational discourse.

Abstract

Educational research firmly runs on the belief that the lineage of learning continues deliberately through human involvement. This abstract proposes a neglected phenomenon and suggests that unintentional learning continues to emerge from outdated educational institutions even when their formal use ends. This paper explores how deserted educational spaces such as classrooms, libraries, and laboratories continue to teach lessons and influence learning through their abandoned structures, physical arrangements, and once-lived order, affecting learning habits and the gaining of knowledge even without direct instruction.

This study is supported by hidden curriculum, materiality, and spatial learning theories, which provide a framework for analyzing the observations and data in this research. Data for this study is collected through systematic visual observation and documentation of abandoned educational spaces, including spatial layouts, material traces, and signs of use or decay. The study examines details such as seating arrangements, timetables, and collections of handwritten notes with signs of wear as continuous sources of learning about mistakes, discipline, and authority. These elements are examined as teaching materials rather than neglected objects.

This paper shows that learning continues through environments even in the absence of institutions by observing ruins closely as a source of knowledge. It expands educational theory beyond only active teaching and measurable results and questions reform efforts that focus solely on innovation by emphasizing that what is left still teaches as strongly as what was once created.

Keywords: accidental pedagogy, learning spaces, silent curriculum, material traces, knowledge residue.

Closing Remarks

ICLTE 2026: Concluding a Landmark Event in Global Academic Synergy

It has been an extraordinary honor to conclude the **6th International Conference on Language Studies, Translation, and Education (ICLTE 2026)**. This year, we successfully unified a global community through our high-intensity "interactive platform," welcoming participants both in person in **Bursa (Turkiye)** and through our advanced digital hubs in **Lahore (Pakistan)** and beyond. We are proud to have hosted a diverse assembly of scholars from **Ukraine, Pakistan, UK, Uzbekistan, Italy**, and many other nations.

A Tribute to Our Partners and Leaders

Our deepest gratitude goes to the visionary organizations that made this synergy possible: **STARTINFORUM (Turkiye)**, the **University of Management and Technology (Lahore, Pakistan)**, **KNEU (Ukraine)** and **English IATELS**.

We extend special recognition to our dedicated committee members, session chairs, and keynote speakers whose expertise defined the conference's high academic standard:

- **Prof. Dr. Iryna Sekret** (Turkiye)
- **Prof. Dr. Piet Kommers** (The Netherlands)
- **Prof. Dr. Nadia Anwar** (Pakistan)
- **Prof. Dr. Asghar Zaidi** (Pakistan)
- **Dr. Tetiana Fursenko** (Ukraine)
- **Khalid Mahmood, Tamgha-i-Imtiaz** (Pakistan)

All the conference session chairs, speakers and participants.

The Road Ahead: Publications and Strategic Projects

Building on the rigorous discussions regarding **Human-Centered AI** and **Professional Resilience**, the ICLTE 2026 Committee is pleased to announce the following post-conference milestones:

- **Springer Monograph Series:** Thematic working groups have been established to develop specialized monograph projects focusing on AI-supported pedagogy.
- **Collaborative Incubator:** We are moving forward with the joint research programs and institutional partnerships initiated during our interactive feedback sessions.

Stay Connected

The full outcomes, research highlights, and photo galleries of **ICLTE 2026** will be disseminated across the international networks of **IATELS**.

For updates on our publishing progress and the launch of the **ICLTE 2027** call for papers, please visit: IATELS Conference Site: <https://iatelsconference.org>

We thank every participant for their high professionalism and contribution to the international team of ICLTE 2026.

We look forward to seeing our partners and colleagues at our next gathering!

The ICLTE Organizing Committee



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ICLTE 2027, 7th International Conference on Language Studies, Education and Translation

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ICLTE 2027 - 7th International Conference on Language Studies, Translation and Education

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We are pleased to invite you to **ICLTE 2027**, our **7th International Conference on Language Studies, Translation, and Education**, taking place from **January 28–30, 2027**.



This year's conference centers on "**Language as a Bridge in Cultivating Global Cohesion and Intercultural Harmony**." In response to global transformational shifts, we focus on innovative case studies and best practices emerging from the integration of **Artificial Intelligence** in education and society.



A significant milestone for 2027 is the inclusion of **ICLTE** within the framework of the international project **HUMAN-AI (HORIZON-MSCA-2025-SE)**. This prestigious European initiative under the Marie Skłodowska-Curie Actions (MSCA) empowers our conference as a primary platform for international staff exchanges and interdisciplinary research.



Our main aim is to unite researchers and practitioners in a dynamic global forum to:

- Share cutting-edge ideas and experimental data.
- Explore new opportunities for inter-sectoral collaboration.
- Develop joint international research and educational projects.



Join us at ICLTE 2026 to shape the future of language studies and human-centric technology.



The ICLTE 2027 Organizing Committee



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