

AIPS Short-Term Research Grant Final Report

Project Title: **A Study on Healing Through Writing: Adapting Narrative Exposure Therapy (NET) for Transgender People in Pakistan**

Author's Name: Aqib Ali

Dates for Project: April 2025

Location: Lahore, Pakistan

1. Significance to Pakistan Studies

This research makes a critical contribution to Pakistan Studies by interrogating the intersections of language, identity, and social marginalization through the lens of **trauma-informed pedagogy for transgender individuals**. English language teaching in Pakistan, particularly in elite academic contexts, often reproduces colonial hierarchies and marginalizes non-normative bodies and identities. By centering the lived experiences of transgender learners—historically excluded from formal education—the study sheds light on how language functions as both a site of exclusion and a potential space for empowerment.

Furthermore, this research foregrounds the **raciolinguistic** and **translingual** realities of Pakistan's multilingual landscape, offering a critique of monolingual, native-speaker-oriented English instruction that persists as a legacy of colonial education systems. It contributes to ongoing discussions in Pakistan Studies on **postcolonial identity formation, gender justice, and inclusive education** by proposing pedagogical frameworks that resist linguistic imperialism and support historically silenced voices.

By documenting and analyzing these narratives, the project enriches our understanding of how language education can be reimagined to reflect Pakistan's diverse linguistic, cultural, and gendered realities—making it both timely and vital to the broader field of Pakistan Studies.

2. Key Outcomes and Deliverables

Key Outcomes

- **Development of a Trauma-Informed Pedagogical Framework:** This research has led to the creation of an early-stage pedagogical model tailored to the emotional, linguistic, and cultural needs of transgender learners in Pakistan, with long-term applications in inclusive teacher training and curriculum design.
- **Expansion of Research Trajectory:** The study opened pathways for future research focused on language, trauma, and marginalization in postcolonial education systems. Plans are underway to develop a larger interdisciplinary project combining applied linguistics, gender studies, and education policy.

- **Strengthened Academic Collaborations:** Engagement with local community-based organizations and academic mentors in Pakistan has laid the groundwork for collaborative publications and possibly co-designed workshops on inclusive ELT practices.
- **Dissertation Advancement:** The research constitutes a core component of my doctoral dissertation, which will offer theoretical and practical insights into decolonizing English language teaching in Pakistan.

Deliverables

- **IRB Approval:** Successfully obtained ethical clearance for conducting research with a marginalized and vulnerable population.
- **Participant Recruitment and Interviews:** Completed initial recruitment and interviews with transgender individuals engaged in English language education, providing rich qualitative data.
- **Dissertation Writing:** Currently drafting the dissertation chapters that include data analysis, pedagogical framework development, and narrative reflections based on the fieldwork supported by AIPS.