

INTRODUCTORY PAPER: LANGUAGE DYNAMICS IN A DIGITAL AGE: PEDAGOGICAL AND CULTURAL PERSPECTIVES



Atheena Johnson

CREA, University Paris Nanterre, France

a.johnson@parisnanterre.frNadia Idri¹

LESMS Laboratory, JSLCS editor-in-chief, University of Bejaia, (Algeria)

nadia.ahouari@univ-bejaia.dz

Abstract. The accelerating digitisation of communicative, pedagogical, and cognitive practices has precipitated a paradigmatic reconfiguration of how language is theorised, taught, translated, and ideologically inflected across diverse sociolinguistic ecologies. Despite the burgeoning scholarly attention directed toward artificial intelligence, machine translation, digital game-based learning, and English-Medium Instruction, significant lacunae persist in our understanding of how these technological interventions intersect with localised cultural matrices, neurodevelopmental diversity, and indigenous linguistic heritage—particularly within underrepresented geographical contexts such as the African continent and the MENA region. The present editorial introduces the June 2026 issue of the Journal of Studies in Language, Culture, and Society (JSLCS), which convenes twenty-five original contributions organised into six thematic sections: (1) innovative approaches in didactics; (2) English as a Medium of Instruction and AI integration; and (3) analytical dimensions in discourse. To this end, situating each contribution within its respective scholarly landscape and identifying the research gaps it addresses would make this issue constitutes a timely and necessary intervention in global discussions on language policy, digital pedagogy, computational linguistics, and sociolinguistic justice. Moreover, the contributions herein collectively demonstrate that the digital age does not merely present technological challenges to language practices; it fundamentally reconfigures the epistemological frameworks through which we understand cognition, identity, and communicative agency.

Keywords: Artificial intelligence, English-Medium Instruction (EMI), learner affect, neural machine translation, post-editing, special education, digital pedagogy, sociolinguistic justice, discourse analysis

How to cite the article :

Johnson, A. & Idri, N., (2026). Introductory Paper: Language Dynamics in a Digital Age: Pedagogical and Cultural Perspectives. Journal of Studies in Language, Culture, and Society (JSLCS), 9(2), pp. 1-8.

¹ Corresponding author : Atheena Johnson ORCID ID <https://orcid.org/0009-0000-6909-6504>

1. Introduction

The twenty-first century has witnessed an unprecedented convergence of linguistic inquiry and digital technology, a convergence that has fundamentally destabilised long-standing disciplinary boundaries and epistemological certainties (Crystal, 2001; Thurlow & Mroczek, 2011). From the algorithmic architectures of Large Language Models (LLMs) to the gamified interfaces of mobile-assisted language learning, from the neural networks underpinning machine translation to the cochlear implants augmented by artificial intelligence, language is no longer conceptualised merely as a system of arbitrary signs or a vehicle of cultural transmission (Saussure, 1916; Hymes, 1974). Consequently, through the lens of the above theoretical frameworks and field realities, this issue of *varia* offers a panoramic, yet analytically granular, view of modern language dynamics in a digital age. Sepcifically, the seventeen contributions collected in this volume show that the digital transformation of language practices is not a linear, technologically determined process, but a contested, culturally mediated and politically charged phenomenon, taking place differently in different geographical, institutional and linguistic contexts (Pennycook, 2010; Blommaert, 2010).

There are a several distintive contributions of this issue from the perspective of global scholarship. First, it contributes to the theorization of cognitive linguistics by synthesizing the basic frameworks and applying them to underrepresented contexts, thus challenging the Eurocentric bias that has characterized much of the existing literature (Gibbs, 2017; Sharifian, 2011). In addition, this study adds to the empirical foundation of digital pedagogy research by providing evidence from North African EFL classrooms, thus challenging the Eurocentric bias that has characterized much of the existing literature (Reinders & Wattana, 2014). Furthermore, it addresses the urgent policy and practical challenges of EMI and AI integration in the Algerian higher education context, thereby contributing to a more geographically inclusive understanding of language policy and planning (Macaro et al., 2018; Spolsky, 2019). Similarly, it extends the reach of discourse analytical frameworks to less well represented genres and contexts, from the morphopragmatics of an indigenous Nigerian language to the onomastic practices of Ewe communities in Ghana — illustrating the analytical purchase of critical discourse analysis and ethnolinguistics beyond their traditional Western European locus (Wodak & Meyer, 2016; van Dijk, 2008). Likewise, it foregrounds African linguistic heritage and endangerment, providing empirical documentation that can inform scholarly theory and community-based revitalization efforts (UNESCO, 2022; Grenoble & Whaley, 2006). Finally, it raises questions about the cultural and esthetic implications of AI-generated text, contributing to the growing debates in digital humanities and philosophy of technology (Golumbia, 2019; Bender & Koller, 2020).

In this vein, the journal's mission has constantly been to serve as a space for diverse cultural stories and marginalized voices, especially from the Global South (Canagarajah, 2002). Accordingly, this current issue addresses this mission through the collection of contributions that challenge dominant paradigms, advance methodological innovation and foster scholarly dialog across disciplines, geographies and languages. Notably, all submissions have been subjected to a rigorous double-blind peer review process, ensuring that the scholarly standards of the issue are in line with the highest international benchmarks. As a result, the diversity of voices represented within its pages is indicative of JSLCS's commitment to epistemic pluralism and intellectual inclusivity (Lillis & Curry, 2010; Belcher, 2007).

Therefore, the questions this issue raises – about the cognitive bases of language, the affective dimensions of digital pedagogy, the policy challenges of EMI, the representational politics of AI, and the urgent imperatives of language documentation – are not just academic exercises. In the deepest sense, they are questions about the future of human communication, cultural diversity and intellectual agency in an age of accelerating technological change (Crystal, 2001; Pennycook, 2020). In light of this, we hope the contributions to this volume will serve as catalysts for future research, policy innovation and pedagogical reform, both in the particular contexts they explore and in the broader global scholarly community. To conclude, this issue regroups three thematic sections:

innovative approaches in didactics; English as a Medium of Instruction and AI integration; and analytical dimensions in discourse.

2. Innovative Approaches in Didactics

Language education is moving toward learner-centred methodologies that prioritise psychological safety alongside skill acquisition (Alam, 2026) — though what that shift means in practice varies considerably across institutional contexts. In particular, in the Algerian higher education landscape in particular, large class sizes, resource constraints, and high-stakes examination cultures have historically worked against the very conditions that effective digital pedagogy requires (Boumazza et al., 2026; Sarnou, 2022), making the empirical contributions in this section especially significant. Thus, in this section, authors demonstrate how modern pedagogical tools, from gamified applications to mobile-assisted assessment, can improve learning outcomes while addressing diverse psychological and developmental learner profiles.

To begin with, the first paper in this section is Heguehag's "The Use of Digital Games to Mitigate EFL Speaking Anxiety: Evidence from Algerian Undergraduates." Specifically, the study is concerned with the problem of speaking anxiety for the learners of English as a Foreign Language. In this regards, the present study investigates digital game-based activities as an affective buffer. Conducted at the University of Guelma, the study followed 186 undergraduate students and showed a significant drop in anxiety from moderate to low levels after the gamified intervention. Subsequently, the accompanying qualitative interviews confirm that digital games successfully foster a stress-free environment, boost classroom participation, and enhance oral performance.

Moving on, in the following article titled "Teaching Gen Z: What Teachers Need to Know", Soundous explores university teachers' understanding of Generation Z. More precisely, the study specifically investigates how much university teachers understand Generation Z learners and the extent to which they adapt their pedagogical practices within the Algerian higher education context. The findings reveal that there is a mismatch between students' preference for technology enhanced learning and traditional teaching methods, indicating the need for professional development and curriculum reform.

In a similar vein, in the article "Exploring the Perceived Motivational Potential of Mobile-Assisted Dynamic Assessment Features in EFL Reading Comprehension", a mixed-methods design is used to investigate how undergraduate EFL learners perceive this type of assessment. To elaborate, by testing features such as dialogic feedback, graduated prompting, and adaptive support, Allioua and Hoadjli correlate these digital interventions with learners' intrinsic motivation and self-efficacy. As a result, the authors explored thematic analysis of patterns in EFL reading to reveal four themes: psychological safety, scaffolded agency, accessibility, and adaptive support. In other words, these findings emphasise the importance of examining motivation as task-bound and learner-interpreted.

Lastly, Khiari's design is mixed-methods and includes parent surveys, interviews and content analysis of twenty popular illustrated storybooks. Entitled "The Unseen Cultural Ideologies in English-language Picture Books for Children: Insights from Algeria", the article discusses the cultural tensions parents experience with differing representations of gender roles and family settings and shows the important part that parents need to play as cultural mediators in early childhood literacy development.

2. English as a Medium of Instruction and AI Integration

Turning now to the internationalisation of Algerian higher education, it has placed EMI and artificial intelligence on the institutional agenda simultaneously (Boukhelkhal, 2025; Heddadi, 2025; Ouarniki, & Boumediene, 2026)--- a dual challenge for educators who must navigate a new language of instruction while adapting to automated pedagogical tools for which most received no prior training. In this context, this section opens with the article "Integrating AI in English-Medium Instruction: An Exploratory Study of Teacher Perceptions and Challenges in Algerian Higher

Education"; the Technology Acceptance Model and the Technological Pedagogical Content Knowledge framework are used to explore the adaptation of AI tools. The results indicate that while over half of the participants utilise AI for lesson planning and material creation, they express uncertainty regarding tool reliability, prompt engineering mastery, and plagiarism detection.

By the same token, in the article "Exploring Teachers' Perceptions of EMI at the Tertiary Level: Pathways to Effective Implementation in Algeria", Bendahmane explores the systemic transition to English in Algerian higher education. To be specific, this qualitative study is based on semi-structured interviews with 17 teachers of different fields of STEM and humanities at the University of Biskra. Interestingly, the findings reveal a complex dual reality, with instructors recognizing the potential of EMI to improve global competitiveness and academic alignment, but facing high language barriers and a lack of institutional support. In conclusion, the paper ends with concrete recommendations for policy makers emphasizing the necessity of continuous professional development and specific language training.

In parallel, in the article "Assessing Neural Machine Translation Errors and Post-Editing Practices on Literary Traits of Exhortation Texts", authored by Zemni, the study provides a critical and statistical analysis of how twenty-seven Master's students approached the post-editing of an Arabic-to-English Neural Machine Translation output. To illustrate, using a motivational text dense with literary, religious, and cultural nuances, the researchers categorise four distinct types of student corrections. In this respect, these findings complement recent empirical work on Arabic--English NMT post-editing in instructional contexts, which similarly identifies lexico-semantic and cultural adaptation as the principal sources of student difficulty (Zitouni, Alshehri, & Idri, 2024). Ultimately, the findings reveal statistical variances in student proficiency, emphasising a critical pedagogical takeaway: translation curricula must implement targeted post-editing training to prepare students for the realities of modern Neural Machine Translation integration.

With respect to language technology, it involves studying linguistic construction and thought. This brings us to the study titled "Ontology of Machine Translation in the Context of Computational Linguistics", authored by Haouchi. Here, the author explores the representation of natural language expressions and adapting computers to understand human language. In particular, the author notes that in this field, one must master the knowledge of linguistic systems and computational knowledge, especially in programming and logic. Furthermore, the author stresses the technical and cognitive importance of machine translation through automated models such as Google Translate, Golden El Wafi, Google Gemini, and ChatGPT. Notably, this ontological inquiry extends Haouchi's collaborative work on the interface between language, technology, and the socio-professional sector in the Algerian context (Haouchi & Idri, 2025).

Shifting focus to special education, "The Impact of Artificial Intelligence Techniques on the Development of Spatial Prepositions (ḥurūf al-ma'ānī) in Deaf Children with Cochlear Implants" is an empirical study that investigates AI-assisted language rehabilitation. Specifically, Karboua, Nouani, and Benchabane examine whether AI-augmented therapeutic interventions can support deaf children with cochlear implants in acquiring spatial function words (ḥurūf al-ma'ānī). Strikingly, the statistical analysis shows significant post-test improvements, pointing to the potential of integrating automated devices and AI-assisted tools into special education curricula for hearing-impaired learners.

Finally, the study "Selected AI-powered Chatbots' Patterns of Identity Construction of Three Major Ethnic Groups in Nigeria" delves into Social Identity Theory and Cognitive Load Theory within the context of popular Large Language Models like Copilot, Gemini, and ChatGPT. In detail, Bibian investigates answers provided by chatbots to questions about the name, food and dance of the three major ethnic groups of Nigeria and finds a lack of cultural fluidity, factual inaccuracies, and a tendency to flatten localized identity traits.

3. Analytical Dimensions in Discourse

Having examined the influence of digital technologies on teaching practices and institutional language policies, we now turn to textual strategies that negotiate power, identity and cultural importance in discourse. Through critical discourse analysis, pragmatics and literary theory, these investigations consider language not merely as a tool of communication, but as a site of ideological struggle. Ranging from micro-rhetorical strategies in digital marketing, to dialogic erasure of literary identity, pragmatic subtleties in indigenous morphopragmatics, and the representational power of media narratives and AI-generated text. Collectively, they are intended to show that discourse analysis is an important approach to the analysis of language as reflecting on and transforming social structures in an age of rapid technological mediation.

To start with, in the study, "The Persuasive Influence of the Metalinguistic Marker 'Mais' in Commercial Discourse", Kallal focuses on the pragmatic arena of digital marketing. More specifically, this article offers a micro-level case study of a French sales page authored by copywriter Blanchemaison. By way of illustration, by isolating and analysing the metalinguistic marker "mais" ("but") within a 1,950-word corpus, the researcher examines how the connective is deployed to steer argumentative progression, build contrast, and sustain consumer engagement.

Next, the following analysis addresses a growing question about artistic expression in English with AI. Namely, the paper is titled "When Machines Create Art: A Reading of 1 The Road", and examines the conceptual boundaries of art produced by a machine. In this study, Sadouni provides a literary analysis of 1 The Road, a novel entirely written by an artificial intelligence, and investigates the way machine-authoring texts challenge classical conceptions of artistic creation, originality, and authorship, offering a philosophical insight into the future of literary production in the digital era.

Similarly, in the article "Dialogism and the Crisis of the 'Self' in Le Horla: Figures of the Fragmented 'I' from Rimbaud to Maupassant", Bouazza blends Bakhtinian dialogism with a literary lens to investigate the dissolution of subjectivity in Guy de Maupassant's *Le Horla* and conducts a discursive analysis of the narrator's diary. In essence, this article offers a new interpretation of *Le Horla* by blending Bakhtinian dialogism with a comparative reading of Rimbaud and Maupassant.

In the same vein, "A Morphopragmatic Analysis of Diminution in the Edo Language" is a study of structural and contextual mechanisms in indigenous linguistics. In addition to morphological classification, Usenbo and Predia Kekai show how diminutive constructions are marked morphologically (affixation and compounding) and syntactically. The analysis demonstrates that these markers perform important interpersonal communicative functions, enabling speakers to express warmth and fondness or to communicate pejorative disapproval without overt offense.

Meanwhile, the paper "Language Use and Language Endangerment in Àjowá Àkókó Community in Ondo State, Nigeria" shifts the focus to sociolinguistic field research based on the Àjowá-Àkókó community. To be exact, in this community, eight indigenous speech forms coexist across three non-mutually intelligible languages. Drawing on data from 400 structured questionnaires, observations, and recordings, the authors reveal a generational divide. The key finding is that while elders preserve indigenous codes, the youth are shifting entirely to Standard Yorùbá. Consequently, the findings issue a warning regarding the severe endangerment of the Akpes and Ùrò codes, while challenging classic sociolinguistic assumptions regarding domain-specific language assignment.

Likewise, rooted in a qualitative analysis, the article "Ethnolinguistic Study of Gender Identity Construction and Communication in Ewe Personal Names" decodes ethnolinguistic meanings of the Ewe people of Klikor, Ghana. To clarify, Kpodo, Mallet, Agbemehia and Dekorn discuss the systematic derivation of female names from male roots with gender markers (/si/ and /fui/) that reflect the patriarchal structure of Ewe society. At the same time, the presence of independent female names is indicative of shifting spaces of female individuality in a shared cultural matrix.

In a related development, the following paper, "Representing the English Language in Algerian Education: A Critical Analysis of El Khabar Newspaper Coverage", turns to media discourse and educational policy. In particular, Kaddour-Trea provides a critical analysis of 23 online articles published by El Khabar. By tracking coverage from 2019 to 2025, the research utilises media framing theory to show how the newspaper constructed the primary school English-language policy as balancing public authority with institutional credibility.

To conclude this section, the volume closes with an analysis of Anna North's *Outlawed* through a feminist lens. In this final contribution, author Farhan explores how the novel deconstructs patriarchal authority and reconstructs identity in an alternate Western setting. Specifically, the study explores how *Outlawed* disrupts patriarchal power structures and fosters new identities through outlaw solidarity. The results indicate that *Outlawed* is a critique of a patriarchal obsession with fertility and imagines solidarity, inclusiveness, and care as a source of identity, from which the author makes pedagogical applications.

4. Conclusion

In summary, this *varia* issue, through the exploration of the above theoretical frameworks and field realities, offers a panoramic yet analytically granular view of modern language dynamics in the digital era. The seventeen contributions gathered here together show that the digital transformation of language practices is not a homogenous technologically determined process but a contested, culturally mediated and politically charged phenomenon that takes different forms in different geographical, institutional and linguistic contexts (Pennycook, 2010; Blommaert, 2010).

To recapitulate, the issue makes several unique contributions from a global scholarly perspective. Firstly, it contributes to the theorization of cognitive linguistics by synthesizing the basic frameworks and applying them to underrepresented contexts, thus challenging the Eurocentric bias that has characterized much of the existing literature (Gibbs, 2017; Sharifian, 2011). Secondly, this study adds to the empirical basis of the field of digital pedagogy research by providing evidence from North African EFL classrooms, and thus challenges the Eurocentric bias that has characterized much of the existing literature (Reinders & Wattana, 2014). Thirdly, it tackles the urgent policy and practical questions of EMI and AI integration in the Algerian higher education context, thus contributing to a more geographically inclusive understanding of language policy and planning (Macaro et al., 2018; Spolsky, 2019). Fourthly, it expands the applicability of discourse analytical frameworks to less well represented genres and contexts--- from the morphopragmatics of the Edo language to the onomastics of Ewe personal naming practices in Ghana --- illustrating the analytical purchase of critical discourse analysis beyond its traditional Western European locus (Wodak & Meyer, 2016; van Dijk, 2008). Fifthly, it raises awareness about the endangerment and linguistic heritage of Africa and provides empirical documentation that can support scholarly theory and community-based revitalization efforts (UNESCO, 2022; Grenoble & Whaley, 2006). Sixthly and finally, it raises questions about the cultural and esthetic implications of AI-generated texts, adding to continuing discussions in digital humanities and philosophy of technology (Golumbia, 2019; Bender & Koller, 2020).

In light of the above, the present issue reflects the journal's core mission is to serve as a channel for diverse cultural narratives and marginalized voices, especially in the Global South (Canagarajah, 2002). In response to this mission, the present issue responds to this mission by collecting contributions that contest dominant paradigms, promote methodological innovation and stimulate scholarly dialog across disciplines, geographies and languages. Importantly, all the contributions have been subjected to a rigorous double-blind peer-review process to ensure that the scholarly standards of the issue meet the highest international standards. Therefore, the range of voices represented within its pages reflects JSLCS's commitment to epistemic pluralism and intellectual inclusivity (Lillis & Curry, 2010; Belcher, 2007).

In closing, we hope you find these pages both stimulating and enriching, and that they will elicit sustained academic exchange. To reiterate, the questions this topic presents -- related to the

cognitive foundation of language, the emotional dimensions of digital teaching, the regulatory challenges associated with EMI, the representational politics of artificial intelligence, and the urgent needs for language documentation -- are far more than academic inquiries. In essence, these are inquiries regarding the future of human discourse, cultural heterogeneity, and intellectual empowerment in a time of fast-paced technological transformation (Crystal, 2001; Pennycook, 2020). Ultimately, we trust that the contributions made will catalyze subsequent research, policy innovation, and instructional changes, both in the analyzed contexts and within the expansive global academic landscape.

References

- Alam, A. (2026). Creating Safe Spaces for Language Acquisition: Reducing Anxiety and Fear Through Targeted Materials Design. In *Exploring the Psychology of Language Materials Development* (pp. 37-80). IGI Global Scientific Publishing.
- Belcher, D. D. (2007). Seeking acceptance in English-only research worlds. *Journal of Second Language Writing*, 16(1), 1–22. <https://doi.org/10.1016/j.jslw.2006.12.001>
- Bender, E. M., & Koller, A. (2020). Climbing towards NLU: On meaning, form, and understanding in the age of data. In *Proceedings of the 58th Annual Meeting of the Association for Computational Linguistics* (pp. 5185–5198). Association for Computational Linguistics. <https://doi.org/10.18653/v1/2020.acl-main.463>
- Blommaert, J. (2010). *The sociolinguistics of globalization*. Cambridge University Press.
- Boukhelkhal, O. (2025). Algerian efl students' perspectives and practices on ai-enabled learning at the university of medea. *Journal of Studies in Language, Culture and Society (JSLCS)*, 8(1), 93-110.
- Boumaza, B., & Mikobi Kumbo, W. (2026). The European-Algerian AI Education Gap: Diagnostics and Pathways to Convergence. *Revue Des Sciences Humaines*, 37(1), 215-223.
- Canagarajah, A. S. (2002). *A geopolitics of academic writing*. University of Pittsburgh Press.
- Crystal, D. (2001). *Language and the internet*. Cambridge University Press.
- Gibbs, R. W., Jr. (2017). *Metaphor wars: Conceptual metaphors in human life*. Cambridge University Press.
- Golumbia, D. (2019). Mirowski as Critic of the Digital. *boundary 2: an international journal of literature and culture*, 46(1), 133-156. <https://doi.org/10.1215/01903659-7271375>
- Grenoble, L. A., & Whaley, L. J. (2006). *Saving languages: An introduction to language revitalization*. Cambridge University Press.
- Haouchi, A., & Idri, N. (2025). Language for specific purposes in action: Bridging the gap between university and the socio-economic sector — EL@N project as model. *Journal of Studies in Language, Culture, and Society (JSLCS)*, 8(2). <https://asjp.cerist.dz/en/article/274730>
- Heddadi, W. (2025). The Effectiveness of Media Students' Use of Artificial Intelligence Applications in Learning English at Algerian Universities. *Journal of Studies in Language, Culture and Society (JSLCS)*, 8(3), 109-126.
- Hymes, D. (1974). *Foundations in sociolinguistics: An ethnographic approach*. University of Pennsylvania Press.
- Lillis, T., & Curry, M. J. (2010). *Academic writing in a global context: The politics and practices of publishing in English*. Routledge.
- Macaro, E., Curle, S., Pun, J., An, J., & Dearden, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1), 36–76. <https://doi.org/10.1017/S0261444817000350>
- Ouarniki, O., & Boumediene, H. (2026). EMI in the age of ai: Algerian lecturers caught between course redesign and machine translation. *Armenian Folia Anglistika*, 22(1 (33)).
- Pennycook, A. (2010). *Language as a local practice*. Routledge.
- Pennycook, A. (2020). *Critical applied linguistics: A critical introduction* (2nd ed.). Routledge.

- Reinders, H., & Wattana, S. (2014). Can I say something? The effects of digital game play on willingness to communicate. *Language Learning & Technology*, 18(2), 101–123.
<https://doi.org/10.64152/10125/44372>
- Sarnou, D. (2022). A Freirean deconstruction of online education in Algeria. *Cadernos CIMEAC*, 12(3), 66-77.
- Saussure, F. de. (1959). *Course in general linguistics* (W. Baskin, Trans.). Philosophical Library. (Original work published 1916).
- Sharifian, F. (2011). *Cultural conceptualisations and language: Theoretical framework and applications*. John Benjamins. <https://doi.org/10.1075/clscc.1>
- Spolsky, B. (2019). A modified and enriched theory of language policy (and what it can do). *Language Policy*, 18(3), 323–338. <https://doi.org/10.1007/s10993-018-9489-z>
- Thurlow, C., & Mroczek, K. (Eds.). (2011). *Digital discourse: Language in the new media*. Oxford University Press.
- UNESCO. (2022). *UNESCO and the promotion of languages in Africa: Cultural diversity and multilingualism*. <https://www.unesco.org/en/articles/unesco-and-promotion-languages-africa-cultural-diversity-and-multilingualism>
- Van Dijk, T. A. (2008). *Discourse and power*. Palgrave Macmillan.
- Wodak, R., & Meyer, M. (Eds.). (2016). *Methods of critical discourse studies* (3rd ed.). SAGE Publications.
- Zitouni, M., Alshehri, F., & Idri, N. (2024). Neural machine translation of Arabic to English legal texts using Trados Studio: Efficiency and consistency from the perspective of Saudi translation students' post-editing practices. *Theory and Practice in Language Studies*, 14(7).
<https://doi.org/10.17507/tpls.1407.33>