



Al Àdab wa Llughat

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Foreword

The articles of this issue belong to the fields of literature and didactics. The first article entitled, 'The Concept of John Keats's Negative Capability in Robert Frost's Poem, "Acquainted with the Night": A Case of Influence' examines the Romantic poet John Keats's concept of Negative Capability and centres its attention on the influence he had on the American poet Robert Frost. Both Keats and Frost are regarded as major influential poets in the literary canon. Hence, it became important to shed light on the two poets and put them under the same umbrella of poetic genius. So, by going through Robert Frost's "Acquainted with the Night", this paper strives to bring out his Negative Capability, explain his sense of uncertainty, and then uncover the annihilation of the self. This literary investigation, through formal analysis and close reading of some of Keats's letters, establishes a foundation for understanding his poetic criticism and links those views to Frost's poem. Other Keatsian terms such as "Disinterestedness" and "the chameleon poet" will be explained as well as highlighted throughout the analysis. I. Moussous and S. Denidni's 'Beyond Monstrosity: A Psychoanalytic and Feminist Reassessment of Cathy Ames in John Steinbeck's East of Eden' investigates the role of the character Cathy Ames, the female villain in John Steinbeck's novel East of Eden (1992). In the novel, Cathy represents the indubitable figure of the villainess, but more so, she is a cold blooded murderess who mainly exercises abuse on men, a characteristic exclusive to the femme fatale archetype. A Freudian psychoanalytic analysis shall be conducted in this research in order to understand Cathy's disturbed behavioural patterns. Furthermore, Cathy's representation of the modern femme fatale shall be discussed from a feminist and gender studies perspective in order to inspect her role as a woman in society. A. Djemai's 'The Capitalist Vision of a Self-reliant Man in The Great Gatsby' attempts to demonstrate that Jay Gatsby's self-reliance, though different from the one defined by Emerson, is in fact a mere product of his time. Louis Althusser's Neo-Marxist concepts of Ideology, Interpellation, and State Apparatus will help decoding the motives that led to Gatsby's "modernized" version of self-reliance. As a matter of fact, modern man is interpellated implicitly (ideologically) or explicitly (repressively) into a dominant ideology imposed by the state in order to secure the maintenance of its position socially and economically. Thus, acting as a subject to the dominant Laissez-faire ideology, Gatsby becomes convinced that the pursuit of wealth and social status constitutes the ultimate means of recognition within a modern American society. The chosen approach demonstrates the role

of ideology as an interpellative force in molding the values of Gatsby who manages to find a sense of belonging in a “modern” world. Therefore, relying on a Neo-Marxist reading, the present article showcases the immense incompatibility between the qualities of a self-reliant individual set by Emerson during the nineteenth-century and the realities of The United States during the twenties. The fourth article, ‘Understanding the Impact of Translanguaging on EFL Learners’ Classroom Immersion from Teachers’ Perspectives: A Critical Review of Three Empirical Studies’ by L.Aoudar, I.M.Oufai and Dr.M.Souadkia investigates the issue of translanguaging in supporting classroom immersion for (EFL) learners by conducting a critical review of three empirical studies, each of which explores teachers’ perspectives on translanguaging and its perceived effects on learners’ immersion and engagement in EFL classrooms. The review reveals that when implemented strategically, translanguaging functions as a scaffold that enhances comprehension, lowers learner anxiety, and affirms students’ linguistic identities. The results of these studies provide evidence that some teachers were generally supportive of pedagogical translanguaging, recognising its benefits in increasing participation and clarity, while others were uncertain about translanguaging’s role and expressed a preference for English-only instruction. The last article by A.Gomra and Dr.R.Sadek , ‘Artificial Intelligence and Natural Language Processing in EFL Writing Assessment: Opportunities and Constraints’ examines the role of Artificial Intelligence (AI) and Natural Language Processing (NLP) in the assessment of English as a Foreign Language (EFL) writing. As AI-driven tools increasingly shape educational practices, traditional approaches to writing assessment face new methodological and ethical challenges. This study adopts a qualitative secondary research design, critically analysing three empirical studies that explore the integration of NLP-based systems in EFL contexts. The analysis focuses on key dimensions, including reliability, feedback quality, learner engagement, and issues of academic integrity. The findings indicate that while AI-powered tools enhance efficiency and provide immediate, scalable feedback, they also raise concerns regarding fairness, transparency, and over-reliance on automated evaluation. Moreover, the pedagogical value of such tools remains contingent on their alignment with learner-centred approaches and genre-sensitive writing instruction. The article argues that AI should be positioned as a complementary, rather than substitutive, component of writing assessment.

Dr.Fatima Azzoug