

The Journal of Studies in Language, Culture, and Society (JSLCS)

**Special Issue: Technologizing Language Teaching:
Perspectives on AI, LSP, and EMI**

Editor in Chief

Prof. Nadia Idri, University of Bejaia, Algeria

Guest Editor

Dr. Radia Bouguebs, ENS of Conatantine, Algeria



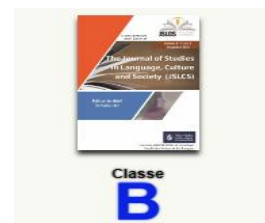
جامعة بجاية
Tasdawit n Bgayet
Université de Béjaïa

Université ABDERRAHMANE Mira-Bejaia
Faculté des Lettres et des Langues

Journal of Studies in Language, Culture; and Society (JSLCS)

<https://www.asjp.cerist.dz/en/PresentationRevue/681>

<https://univ-bejaia.dz/revue/jslcs>





Scope of JSLCS

Topics include but not limited to:

Linguistics and languages, civilisation and literature, sociology, psychology, translation, anthropology, education, pedagogy, ICT, communication, cultural/inter-cultural studies, philosophy, history, religion.

ISSN: 2716-9189 (Print)
E-ISSN: 2676-1750 (Online)

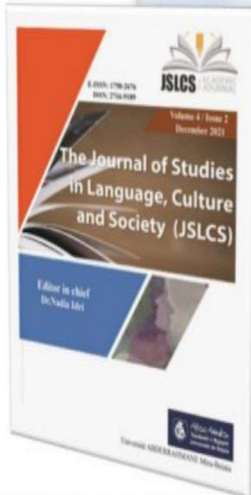
LEGAL DEPOSIT: décembre-2018

Journal of Studies in Language, Culture and Society (JSLCS)

<https://www.asjp.cerist.dz/en/PresentationRevue/681>

Journal of Studies in Language, Culture and Society (JSLCS) is an academic multidisciplinary open-access and double-blind peer-reviewed journal, edited by the University of Bejaia, Algeria. The journal is free of charge and publishes original research papers that turns around phenomena related to language, culture and society. JSLCS welcomes papers that reflect sound methodologies, updated theoretical analyses and original empirical and practical findings related to various interrelated disciplines.

The journal accepts original papers, reports, and reviews, and book reviews written in English.



Contact :

jlsbejaia@gmail.com

Editor-in-chief: Pr. Nadia Idri, Bejaia, Algeria

Journal of Studies in Language, Culture and Society (JSLCS) is an academic multidisciplinary open access and peer-reviewed journal that publishes original research that turns around phenomena related to language, culture and society. JSLCS welcomes papers that reflect sound methodologies, updated theoretical analyses and original empirical and practical findings related to various disciplines like linguistics and languages, civilisation and literature, sociology, psychology, translation, anthropology, education, pedagogy, ICT, communication, cultural/inter-cultural studies, philosophy, history, religion, and the like.

ISSN: <https://portal.issn.org/resource/ISSN/2676-1750>

Publisher

© Faculty of Arts and Languages, University of Bejaia, Algeria, jlsbejaia@gmail.com
revue.jslcs@univ-bejaia.dz

URL: <https://univ-bejaia.dz/revue/jslcs>



All open access articles published in JSLCS are distributed under the terms of the [Creative Commons Attribution- 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

Indexed in



© Faculty of Arts and Languages, University of Bejaia, Algeria, jicsbejaia@gmail.com
revue.jslcs@univ-bejaia.dz

Editor-in-Chief	Nadia Idri, Faculty of Arts and Languages, University of Bejaia, Algeria	
Associate Editors		
Abalova Nazgul	Faculty of Applied Communication Multimedia University Jalan Ayer Keroh Lama, Bukit Beruang Melaka, Malaysia.	
Abdesslem Habib	University of Manouba, Tunisia	
Abrar Abrar-ul-Hassan	Yorkville University, British Columbia Campus, New Westminster, BC, Canada.	
Ahmed Chaouki Hoadjli	University of Biskra, Algeria	
Amer Rabia Abd Erraouf Mohamed	King Khalid University, Saudi Arabia	
Andrew Charles Breeze	Navara University-Spain	
Anissa Daoudi	University of Birmingham, United Kingdom	
Anita Virga	University of the Witwatersrand, South Africa	
Atamna Elkhiair	Professor of Linguistics and Translation, Najran University, Saudi Arabia	
Aydin Sejma	The International University of Sarajevo, Bosnia	
Bava Harji Madhubala	Faculty of Applied Communication Multimedia University Jalan Ayer Keroh Lama, Bukit Beruang Melaka, Malaysia	
Bektache Mourad	Faculty of Arts and Languages, University of Bejaia, Algeria	
Hanane Sarnou	University of Mostaganem, Algeria	
Hazar Faith	Adnan Menderes University, Turkey	
Hind Amel Mostari	Université Djillali Liabès, Sidi Bel Abbès, Algeria	
Khajavi Yaser	Salman Farsi University of Kazerun, Iran	
Khalida Kissi	ENS Oran, Algeria	
Abdulameer Abbas Al-khamees	University of Babylon, Irak	
Michel Hogene	Hague University, Netherlands	
Fouzia Rouaghe	University of Setif 2, Algeria.	
Moufoutaou Adjera	Université d'Abomey-Calavi, Bénin	
Nacif Labed	"Freres Mentouri" University, Constantine-1-, Algeria	
Olfa Gandouz	Gabes Univeristy, Tunisia	
Radia Bouguebs	Ecole Normale Supérieure "Assia Djebbar", Constantine, Algeria	
Rehab Yousef	Beni-Suef University, Egypt	
Richard Coates	Faculty of Arts, Creative Industries and Education, England	
Sabri Koç	Baskent University, Ankara, Turkey	

Said M. Shiyab	Kent State University, Ohio, USA	
Serge Ramel	Haute école pédagogique du canton de Vaud (Lausanne), Switzerland	
Shirly Lawes	University College London, United Kingdom	
Suhair Al Alami	Al Ghurair University, United Arab of Emirates	
Todorovic Jelisaveta	University of Niš, Serbia	
Vlad Florian Andrei	Județ de Cluj, Roumania	
Secretary		
Idres Ourida	<u>jlsbejaia@gmail.com</u>	
Dr. Younes Saaïd		
Assia Sili		
APA Formatting		
Nadia Idri & Radia Bouguebs.		
OJS Managment		
Nadia Idri, Younes Saaïd, Assia Sili & Siha Boughani		

Special thanks go to the reviewers who made the evaluation smooth and of high quality

Preface

Nadia Idri & Radia Bouguebs

English for Specific Purposes (ESP) and the Labour Market.....i

1. Aida Haouchi & Nadia Idri

Language for Specific Purposes in Action: Bridging the Gap between University and the Socio-Economic Sector -El@n Project as a Model-..... p. 1

2. Manel Mizab & Belkis Ayad

The Role of Needs Analysis in Designing Lessons Dovetailing with Workplace Demands..... p.17

3. Houda Boumediene

Enhancing ESP Language Learning with Corpus Tools and Data-Driven Approaches..... p. 37

4. Rut Muñoz Calderon & Dorsaf Ben Malek

Empowering Tomorrow's Leaders: The Transformative Impact of English for Specific Purposes.....p. 49

5. Ikhlal Gherzouli, Sndousse Nasri & Nour El Houda Angal

Enhancing Medical Terminology Acquisition Through Coursera's English for Medical Purposes (EMP) Course..... p. 63

6. Alona Yurzhenko & Olena Kononova

The Impact of Labour Market on ESP Courses for Marine Engineers..... p. 86

7. Amine Chaami

How far is Technology integration in ELT by the Umbrella of AI Dependence and the Paradigm of Shifting from Dictionaries to Algorithms for FLT p. 97

8. Walida Haddadi

The Effectiveness of Media Students' Use of Artificial Intelligence Applications in Learning English at Algerian Universities: A Field Study at Sétif 2 University..... 109

9. Tahar Braknia , Ahlem Guerfa & Abdelwaheb Sakhri

The Role of Artificial Intelligence Technologies in Enhancing English Language Learning According to the Perspectives of a Sample of PhD Students.....p. 127

10. Fatima Zohra Semakdji & Amira Reghis

Technology Integration in ELT: Assessing ICTs Availability and Use at Constantine 1 University for Bolstering EFL Learners' Cultural Literacy..... p. 142

11. Khadidja Samira Zitouni

Boosting Speaking Proficiency with Duolingo: An Innovative Tool for EFL Learners.....p.159

12. Moufida Attia

Artificial Intelligence, Startups and English Language: What Potential Unintended Effects on Higher Education, Scientific Research and Labor Market?..... p. 169

13. Abdelhak Hammoudi & Maouahib Zerouati

English as a Medium of Instruction and Research in Algerian Higher Education: Investigating Francophone Teachers' Perspectives and Cognitive Language Processing.....p.181

14. Fouzia Rouaghe, Tarek Assassi & Mobina Rahnama

Glocalised Policy Analysis of English-Medium Instruction in Algerian Higher Education: Balancing Global Aspirations and Local Realities..... p. 198

15. Hocine Lemlikchi & Naimi Amara

The Potential Implementation of Content and Language Integrated Learning 'CLIL' in the Algerian Higher Education System: A Case study at the Department of Architecture at Mouloud Mammeri University, Tizi Ouzou.....p.212

16. Assia Sili & Fadhila Aliouchouche

Teaching English In Bejaia Primary Schools: Teachers' Job Satisfaction And Commitment Towards Their Profession..... p.224

17. Yassmine Boukhalkhal , Madjda Nour Elhouda Hamaidi & Nabil Aziz Hamadi

Benefits and Challenges of Algerian EFL Teachers' Enrollment in Didactics Master's Program.....p. 241

18. Roumaissa Nechad & Fatima-Zohra Belkhir

Exploring Algerian EFL Master Graduates' Perceptions towards Synchronous Writing Tutoring.....p.257

19. Enas Younis Mustafa

Reassessing the Role of Translation Strategies in Rendering Cultural References: A Critical Study within Contemporary English-Arabic Contexts..... p. 278

20. Nacif Labed

Scour for the Ethos, Pathos, and Logos found in the Rhetorical Magnificence in Kennedy's Berlin Speech as a Model: Perspectives of Composure and Clarity with Stress Patterns Case Study: Master One Students, University of Constantine1 p.293

21. Innocent Nasuk Dajang & Gaksu, Faith Danjuma

Challenges in Preposition Usage among Peri-Operative Nursing Students at Jos University Teaching Hospital (JUTH), Plateau State, Nigeria.....p.300

22. Abdelmalek Lahmar

Stories of Self and Other in Algerian Primary Education: Evaluating Cultural Senses and Representations in 'My Book of English 5PS'.....p.313

Preface

Journal of Studies in Languages, Culture, and Society (JSLCS)
Volume 8, Issue 3 – July 30, 2025

Technologizing Language Teaching: Perspectives on AI, LSP, and EMI

Nadia Idri & Radia Bouguebs (Eds.)

We are pleased to present the July 2025 Special Issue, titled "Technologizing Language Teaching: Perspectives on AI, LSP, and EMI." This volume appears at a critical juncture in global higher education, where pedagogical models are increasingly influenced by the convergence of technological innovation, internationalized curricula, and linguistic specialization. The contributions to this issue offer a range of theoretical, empirical, and practice-oriented studies that examine the complex interplay among Artificial Intelligence (AI), Language for Specific Purposes (LSP), and English as a Medium of Instruction (EMI). Collectively, these papers provide crucial insights into how these forces are reshaping the landscape of language teaching in both academic and professional domains.

This issue reflects our sustained dedication to supporting scholarship that is relevant, context-sensitive, and attentive to the needs of often overlooked academic communities. The articles respond to urgent concerns in language education, including the use of AI in teaching second and foreign languages, the integration of LSP courses with labour market requirements, and the realities of multilingual, postcolonial classrooms, such as those found in Algeria. Taken together, the contributions offer grounded reflections on the shifting landscape of language teaching in a world shaped by migration and digital transformation.

The articles in this collection can be broadly grouped into several key thematic strands.

The inaugural strand undertakes an in-depth investigation into the essential and foundational responsibility that falls to the field of (ESP) in successfully closing the significant gap that exists between the world of academic knowledge and the socio-economic needs and requirements of the immediate community in question (Idri & Haouchi, 2024). Early in this volume, Haouchi and Idri make the positive move to bring the EL@AN Project to the fore as a real model that proves invaluable in making successful contact between the world of study at the university and the realities of professional life, doing so in a way that is appropriate and topical. Following this initial showing, Mizab and Ayad then build on the significant discussion by highlighting the critical nature of undertaking a rigorous requirements analysis to serve as a basis for the creation of a

curriculum for ESP that closely aligns to the specific needs of employers in the field in question. Complementarily, Boumediene takes this discussion forward by examining the possibilities of technology in offering superior support to ESP learners. She skillfully illustrates the corpus toolset while, at the same time, revealing new data-centric learning approaches that harmoniously enhance the broader learning experience. Muñiz Calderon and Ben Malek then explore the numerous possibilities inherent in the field of ESP to enable individuals not only to emerge as leaders but also to develop the necessary global competencies required by today's fast-paced and interconnected world stage. The section then culminates in the inclusion of two quite different studies in the field that are of significant relevance to the profession as a whole: Gherzouli, Nasri, and Angal provide their research in this regard. The authors investigate the effectiveness of a course to be delivered remotely and exclusively centered on the field of Medical English, while Yurzhenko and Kononova explore the direct influence on the design and composition of ESP courses specifically for maritime engineers, providing thought-provoking research rigorously to explore this pivotal point between learning practice and the needs of the industry.

A second, critical area of investigation centers on the new and novel applications of technology in conjunction with artificial intelligence, which can be meaningfully integrated into the various processes of language learning and instruction. In this context, Chaami provides an elaborate theoretical examination that investigates the radical change we are going through, moving from the venerable classical dictionaries, which have been in use for generations, to the newly emerging algorithmic forms of mediation that are being proposed within the field of language learning today. This highly detailed theoretical system is complemented by fieldwork investigation: for example, Haddadi carries out a thorough field study in pursuit of understanding the daily application of various AI tools by media students in Algeria, revealing the valuable learning experience that the users have been able to obtain as an immediate consequence. At the same time, Braknia, Guerfa, and Sakhri carry out a study to find out the experiences of PhD students as they go about navigating and understanding the tremendous contributions that the artificial intelligence field has been making toward enriching the value added to the process of acquiring the English language. Besides this, Zitouni researches the mission of the language-learning system Duolingo in facilitating individuals to become more skilled and competent users of English. Additionally, Semakdji and Reghis evaluate the degree to which useful and accessible information and communication technologies can help improve the cultural literacy of learners. Finally, Attia widens the scope of the study by analyzing the broader and often unexpected consequences that the advent of the field of artificial intelligence and the startup culture can exert

over the field of higher education, the field of scientific research, and the changing dynamics of the labor market.

The third set of ideas examines the complex history and the fast burgeoning trajectory of EMI, as it is being promoted in tandem in the singular context of post-secondary school learning in Algeria. The particular environment for learning that we are targeting here is defined by its complex and multi-dimensional linguistic as well as policy dynamics that literally distinguish it from other learning contexts throughout the globe. With their rigorously academic research work, Hammoudi and Zerouati provide an in-depth analysis critically examining the cognitive processes as well as the identity beliefs that Francophone teachers who are actively involved in the practice of EMI entertain. Filling in the depth of this important work are the critical evaluations instigated by Rouaghe, Assassi and Rahnama, concerning the policy consequences that accrue due to this expansive change. The particular assessments highlight in particular the delicate equilibrium to be found between the international aspirations that motivates these efforts and the local norms, often starkly different from one learning environment to another. With this in-depth investigation, Lemlikchi and Amara provide an in-depth case study that examines the possible directions for the realization of the Content and Language Integrated Learning (CLIL). They are targeting in particular the field of technical specializations, being extremely precise concerning the field of architecture, the one explicitly highlighted in their research work. Additional contributions are essential since they help to offer micro-level evaluations that closely scrutinize the complex and multidimensional experiences of teachers, as well as the sophisticated processes of curriculum design. Here, Sili and Aliouchouche narrow their research to the salient factors of job satisfaction and the professional devotion exhibited by primary school teachers, providing a comprehensive and comprehensive analysis of their human and professional experiences. With a differing methodology, however, Boukhalkhal, Hamaidi, and Hamadi shift their attention towards exploring both the myriad benefits and the varied challenges experienced in a Master's programme in didactics tailored specifically for in-service EFL teachers, making it a pertinent and valuable research field. Further, Nechad and Belkhir conduct an objective evaluation of learner involvement by closely scrutinizing and exploring the views of graduates in relation to synchronous writing instruction, all for the purpose of establishing how such forms of teaching invariably affect and mold the overall learning experience.

Finally, the issue ends with interdisciplinary points of view that link language teaching to translation studies, rhetoric, and very specialised fields of work. Younis Mustafa reevaluates translation procedures for cultural allusions within English-Arabic contexts. Labed uses traditional

rhetoical theory to look at the speech and stress patterns of a well-known political speech. Innocent and Gaksu's work ends the collection. They talk about problems nursing students have with using prepositions and give useful tips for language help in professional training.

Methodologically, the researchers utilise a comprehensive blend of qualitative inquiry, case studies, discourse analysis, and field research, enhancing the discipline through vigorous cross-disciplinary collaboration (Nowotny et al., 2016).

We are very grateful to the writers for their intellectual passion and to the reviewers for their hard work and helpful comments. We also like to thank the editorial and technical team, whose hard work was essential to getting this volume published. We believe that this special issue will be a useful resource for teachers, scholars, policymakers, and technologists who work at the ever-changing crossroads of language, technology, and society. May it also encourage more language education innovations that take into account the needs of different groups and look to the future.

References

- Idri, N., & Haouchi, A. (2024, November 27–28). *Opening conference speech: Language for specific purposes in the digital era—Bridging academia and the socio-economic sector* [Conference presentation]. The First International Conference on *English for Specific Purposes in Action: Bridging the Gap between University and the Socio-economic Sector*, University of Bejaia, Algeria. PRFU Project: *Needs' analysis, course design and textbook preparation in English for medical purposes* (N°H02L01UN060120230001) & PRFU Project: *New trends in English language teaching* (N°H02L01UN060120230002).
- Nowotny, H., Downey, G. J., Feinstein, N. W., McBee, D., Leahey, E., Kleinman, D. L., ... & Reisch, H. (2016). *Investigating interdisciplinary collaboration: theory and practice across disciplines*. Rutgers University Press.

How to cite the Preface: Idri, N., & Bouguebs, R. (2025). Preface. Technologizing Language Teaching: Perspectives on AI, LSP, and EMI. *The Journal of Studies in Language, Culture, and Society (JSLCS)*. 8(3), i-iv.