

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

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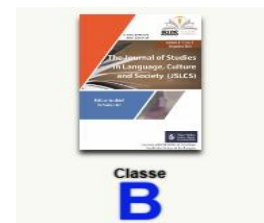
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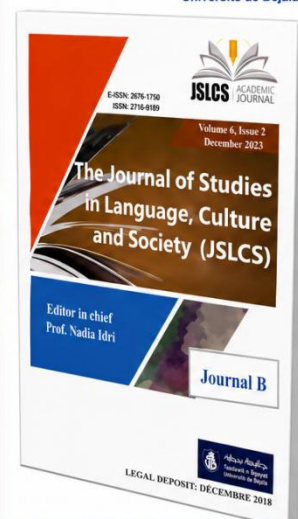
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Journal of Studies in Language, Culture and Society (JSLCS) is an academic multidisciplinary open-access and double-blind peer-reviewed journal, edited by the University of Bejaia, Algeria. The journal is free of charge and publishes original research 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.



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Journal of Studies in Language, Culture and Society (JSLCS) is a peer-reviewed, open-access academic journal dedicated to interdisciplinary research at the intersection of language, discourse, culture, and society. The journal publishes original analytical, and empirical studies that examine how language and cultural practices shape social identities, representations, communication, and contemporary human experience across diverse contexts.

JSLCS welcomes contributions grounded in rigorous methodologies and innovative theoretical perspectives in fields related to sociolinguistics, discourse analysis, cultural studies, literary and media studies, translation studies, communication studies, digital culture, educational linguistics, intercultural communication, and language pedagogy. The journal particularly encourages research that explores the relationships between language, ideology, identity, power, representation, media, globalization, and social transformation.

JSLCS aims to provide an international platform for critical scholarly dialogue on contemporary issues affecting language, culture, communication, and society in global contexts.

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Language Dynamics in a Digital Age: Pedagogical and Cultural Perspectives

Vol 9, Issue 2, 30 June 2026

Editors: Nadia Idri & Atheena Johnson

Nadia Idri & Atheena Johnson: Preface: Language Dynamics in a Digital Age: Pedagogical and Cultural Perspectives i

1. Atheena Johnson & Nadia Idri: Introductory Paper: Language Dynamics in a Digital Age: Pedagogical and Cultural Perspectives..... 1

I. Innovative Approaches in Didactics

2. Nabila Heguehag: Using Digital Games to Mitigate EFL Speaking Anxiety: Evidence from Algerian Undergraduates 9

3. Ghaskil Abir Soundous: Teaching Gen Z: What Teachers Need to Know 30

4. Walid Allioua & Ahmed Chaouki Hoadjli: Exploring the Perceived Motivational Potential of Mobile-Assisted Dynamic Assessment Features in EFL Reading Comprehension 44

5. Nor El Houda Khiari: The Unseen Cultural Ideologies in English-Language Picture Books for Children: Insights from Algeria.....71

II. English as a Medium of Instruction, AI Integration

6. Amani Bouzaa & Fatiha Sahli : Integrating AI in English-Medium Instruction: An Exploratory Study of Teacher Perceptions And Challenges In Algerian Higher Education 88

7. Messaouda Bendahmane : Exploring Teachers' Perceptions of EMI at the Tertiary Level: Pathways to Effective Implementation in Algeria..... 102

8. Bahia Zemni : Assessing Neural Machine Translation Errors and Post-Editing Practices on Literary Traits of Exhortation Texts 125

9. Aida Haouchi: Ontology of Machine Translation in the Context of Computational Linguistics 146

10. Hocine Nouani, Sihem Karboua & Lamis Benchabane: The Impact of Artificial Intelligence Techniques on the Development of Spatial Prepositions (Hüruf al-Ma'āni) in Deaf Children with Cochlear Implants 160

11. Ugoala Bibian: Selected AI-Powered Chatbots' Patterns of Identity Construction of Three Major Ethnic Groups in Nigeria 176

III. Analytical Dimensions in Discourse Accross Disciplines

12. Asmaa Kallal: The Persuasive Influence of the Metalinguistic Marker ‘Mais’ in Commercial Discourse: Study of the Sales Page: Copywriting Genius : les Méthodes D’Experts pour Transformer les Mots en Euros	188
13. Bouchra Sadouni: When machines Create Art: A Reading of 1 The Road	206
14. Merahia Bouazza: Dialogism and the Crisis of the “Self” in Le Horla: Figures of the Fragmented “I” from Rimbaud to Maupassant	218
15. Perpetual Usenbo & Celestina Predia Kekai: A Morphopragmatic Analysis of Diminution in the Edo Language	233
16. Pascal Kpodo, Cynthia Mallet & Hope Dekorn: Ethnolinguistic Study of Gender Identity Construction and Communication in Ewe Personal Names	247
17. Asmaa Kaddour-Trea: Representing the English Language in Algerian Education: A Critical Analysis of El Khabar Newspaper Coverage	265
18. Raed Farhan: Gender, Authority, and Communal Bonds in Anna North's Outlawed: A Literary-Sociological Reading	284

PREFACE

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

Volume 9, Issue 2 — 30 June 2026

Language Dynamics in a Digital Age: Pedagogical and Cultural Perspectives

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The present issue of the *Journal of Studies in Language, Culture, and Society (JSLCS)* convenes a diverse and intellectually rigorous collection of scholarly papers that examines the manifold ways in which language practices, pedagogical paradigms, and cultural formations are being reshaped amid accelerating digital transformation. Amassed under the thematic rubric *Language Dynamics in a Digital Age: Pedagogical and Cultural Perspectives*, the contributions span multiple disciplines, from applied linguistics and computational linguistics to sociolinguistics, literary criticism, cognitive science, and special education, offering a detailed exploration of contemporary linguistic landscapes across the African continent, the MENA region, and beyond.

The digital revolution has reshaped language teaching, learning, translation, and mediation, not uniformly, but through locally specific institutional and political configurations. In this respect, the contributions assembled in this issue demonstrate that the digital age does not merely present technological challenges to language practices; rather, it also reconfigures the epistemological frameworks through which cognition, identity, and communicative agency are understood.

More specifically, this issue regroups three thematic sections, beginning with innovative approaches in didactics, followed by English as a Medium of Instruction and AI integration, and concluding with analytical dimensions in discourse across disciplines.

Innovative Approaches in Didactics

To begin with, the first section brings together studies addressing contemporary developments in language pedagogy and learner-centred approaches. First, Heguehag examines whether digital games can reduce EFL speaking anxiety among Algerian undergraduates. Conducted at the University of Guelma with 186 undergraduate students, the study shows a significant reduction in anxiety from moderate to low levels following the gamified intervention. Furthermore, qualitative findings indicate that digital games foster a less stressful learning environment, encourage classroom participation, and enhance oral performance.

Subsequently, Allioua and Hoadjli investigate the effect of mobile-assisted dynamic assessment, grounded in Vygotsky's Zone of Proximal Development, on reading comprehension and metacognitive awareness. In particular, their analysis highlights four central themes: psychological safety, scaffolded agency, accessibility, and adaptive support.

Along the same lines, Ghaskil Abir Soundous presents a pedagogical reflection on the challenges of teaching Generation Z, whose reading and attention habits have been shaped by sustained exposure to digital stimulation. In this context, the study highlights the incongruity between students' expectations of technology-enhanced learning and traditional pedagogical approaches.

Finally, Khiari examines the cultural tensions surrounding representations of gender roles and familial relationships in children's literature. Drawing on parent surveys, interviews, and content analysis of twenty popular illustrated storybooks, the study underscores the important role of parents as cultural mediators in early childhood literacy development.

English as a Medium of Instruction and AI Integration

Turning now to the second section, the focus shifts to the changing terrain of English-Medium Instruction, language technology, and artificial intelligence, particularly within Algerian higher education. More broadly, the studies in this section examine the relationship between technological adoption, institutional policy, pedagogical practice, translation, and AI-mediated language production.

To begin with, Bouzaa and Sahli examine Algerian EMI teachers' adaptation of AI tools for lesson planning and materials development through the Technology Acceptance Model and the Technological Pedagogical Content Knowledge framework. Their findings reveal, however, that although more than half of the respondents use AI, considerable uncertainty remains regarding tool reliability, prompt engineering, and AI plagiarism detection, thereby highlighting a disconnect between technology adoption and institutional guidance.

Similarly, Bendahmane investigates the systemic transition to English in Algerian higher education through semi-structured interviews with 17 teachers from STEM and humanities disciplines at the University of Biskra. On the one hand, instructors recognise the potential of EMI to enhance global competitiveness and academic alignment; on the other hand, they face substantial language barriers and insufficient institutional support. Accordingly, the study concludes with recommendations for policymakers, including continuous professional development and targeted language training.

In parallel, Zemni provides a critical and statistical analysis of the post-editing of Arabic-to-English Neural Machine Translation output by 27 Master's students. Using a motivational text containing literary, religious, and cultural nuances, the study identifies four distinct types of student corrections. Consequently, it underscores the need for targeted post-editing training in translation curricula to prepare students for the realities of contemporary Neural Machine Translation integration.

Alongside this concern with language technology, Haouchi explores the representation of natural-language expressions and the relationship between linguistic and computational knowledge in computational linguistics. In particular, the study examines linguistic construction through tree structures, inclusion relations, and rule-based architectures, while considering the technical and cognitive implications of machine translation through automated models such as Google Translate, Golden El Wafi, Google Gemini, and ChatGPT.

Shifting the focus to special education, Karboua, Nouani and Benchabane examine the use of artificial intelligence techniques in supporting the acquisition of spatial prepositions among deaf children with cochlear implants. Significantly, 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, within this section, Bibian investigates patterns of ethnic identity construction in the responses generated by AI-powered chatbots concerning the names, food, and dances of three major ethnic groups in Nigeria. Drawing on Social Identity Theory and Cognitive Load Theory, the study identifies a lack of cultural fluidity, factual inaccuracies, and a tendency to flatten localised identity traits into homogenised and stereotypical representations.

Analytical Dimensions in Discourse

Having examined the influence of digital technologies on teaching practices, institutional language policies, translation, and AI-mediated communication, the final section turns to analytical dimensions in discourse. It explores the ways in which textual structures negotiate identity, power, persuasion, and cultural meaning across diverse genres, including digital marketing, literary fiction, indigenous linguistic practices, and media representation. Taken together, these studies demonstrate the continuing relevance of discourse analysis for understanding how language both reflects and reconfigures social structures in an age of accelerated technological mediation.

To begin this section, Kallal focuses on the pragmatic dimension of digital marketing through a micro-level case study of a French sales page authored by copywriter Blanchemaison. More specifically, by isolating and analysing the metalinguistic marker *mais* (“but”) in a 1,950-word corpus, the study examines how the connective structures argumentative progression, establishes contrast, and sustains consumer engagement.

Next, Sadouni examines the conceptual boundaries of machine-produced art through a literary analysis of *I The Road*, a novel written entirely by artificial intelligence. In particular, the study considers how machine-authored texts challenge classical conceptions of artistic creation, originality, and authorship, while offering a philosophical reflection on the future of literary production in the digital era.

Similarly, Bouazza employs Bakhtinian dialogism through a literary lens to investigate the dissolution of subjectivity in Guy de Maupassant’s *Le Horla*. Through a comparative reading of Rimbaud and Maupassant and a discursive analysis of the narrator’s diary, the study offers a new interpretation of the fragmented self and demonstrates how literary texts can function as sites of dialogic conflict.

In the field of indigenous linguistics, Usenbo and Predia Kekai examine the morphopragmatic dimensions of diminution in the Èdo language. Their analysis demonstrates that diminutive constructions, marked morphologically through affixation and compounding as well as syntactically, perform important interpersonal functions, allowing speakers to express warmth and fondness or pejorative disapproval without overt offence.

Meanwhile, Ige, Olaiya, Aina-Adebayo and Adebayo investigate language use and language endangerment in the Àjowá Àkókó community in Ondo State, Nigeria. Drawing on 400 structured questionnaires, observations, and recordings, the study reveals a significant generational divide: while elders maintain indigenous codes, younger speakers are shifting towards Standard Yorùbá. As a result, the findings highlight the serious endangerment of the Akpes and Úrò codes while also questioning conventional assumptions about domain-specific language allocation.

In a related vein, Kpodo, Mallet, Agbemehia and Dekorn examine the ethnolinguistic meanings of Ewe personal names among the Ewe people of Klikor, Ghana. Their qualitative analysis focuses on the systematic derivation of female names from male roots through gender markers, reflecting dimensions of the patriarchal structure of Ewe society. At the same time, the existence of independent female names points to emerging spaces of female individuality within a shared cultural matrix.

Turning subsequently to media discourse and educational policy, Kaddour-Trea examines 23 online *El Khabar* articles published between 2019 and 2025. Drawing on media framing theory, the study demonstrates how the newspaper represented the English-language policy in primary schools as balancing public authority with institutional credibility.

To conclude, Farhan examines Anna North's *Outlawed* through a feminist lens, focusing on the ways in which the novel deconstructs patriarchal authority and reconstructs identity in an alternative Western setting. More specifically, the study explores how *Outlawed* disrupts patriarchal power structures and fosters new identities through outlaw solidarity. Ultimately, the analysis presents the novel as a critique of patriarchal preoccupation with fertility while identifying solidarity, inclusiveness, and care as sources of identity, with pedagogical applications emerging from the study.

Taken together, these contributions instantiate the journal's commitment to interdisciplinary dialogue and methodological pluralism. Moreover, they attest to the vitality of linguistic and cultural scholarship across the African continent and beyond, while responding to the exigencies of an era defined by technological mediation, pedagogical innovation, and cultural change. Ultimately, it is our hope that this issue will serve not merely as a repository of empirical findings and theoretical formulations, but also as a generative space for continued scholarly engagement with the dynamic and evolving relationship between language, technology, and culture.

Nadia Idri & Atheena Johnson

Editors

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