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منتدى الأستاذ

دورية أكاديمية دولية مُحَكَّمَة تُعنى بمجالات
التعليميةّ واللّغات والعلوم الإنسانية
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مُـنـتـدى الأسـتـاذ

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تُعنى بالدراسات في مجالات التعليمية واللغات والعلوم الإنسانية

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شروط وقواعد النشر بالمجلة

تنشر مجلّة «منتدى الأستاذ» الأبحاث والدّراسات والمقالات الّتي تلتزم بالموضوعيّة والمنهجيّة، وتتوافر فيها الأصالة العلميّة والدّقة، والّتي تتوافق وشروط وقواعد النّشر الآتية:

1. يُقبل للنّشر في المجلة المقالات الأصيلة ذات الصّلة بمجالات التّعليمية والعلوم الإنسانيّة، وما يتّصل بها من تخصصات وميادين.

2. تحتوي الصّفحة الأولى معلومات صاحب المقال كما يأتي: (لقب الباحث واسمه، اسم الجامعة، البريد الإلكتروني، مخبر الانتساب).

3. تُقبل المقالات بإحدى اللّغات الثلاث: العربية، الإنجليزية، الفرنسيّة.

- إذا كان المقال باللغة العربية أو الفرنسية، يُحرّر الملخّص بلغة المقال، ويُترجم إلى اللّغة الإنجليزية، كما يترجم العنوان إلى اللغة الإنجليزية.
- إذا كان المقال باللّغة الإنجليزية، يُحرّر الملخّص باللّغة الإنجليزيّة.

4. ضرورة تنزيل قالب المجلة الموصى به والموجود ضمن ملفات تعليمات للمؤلفين، وصبّ المقال فيه، مع احترام جميع الشروط التقنية.

5. يُنصح باستخدام طريقة *APA* أو *MLA* في التّوثيق، تُدرج قائمة المراجع في آخر المقال بطريقة آلية.

6. يجب التّدقيق الجيّد للمقال من الناحية اللّغوية.

7. ضرورة الالتزام التام بالأمانة العلميّة وأخلاقيات النّشر.

8. أن لا يقل عدد صفحات المقال عن *12* صفحة، وألاّ يتجاوز *15* صفحة، مع ضرورة الالتزام بما يأتي:

- إذا كان المقال باللّغة العربية يجب أن يُكتب بخط: Traditional Arabic، حجم *16*، ما بين الأسطر *1* سم.
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9. في حالة احتواء المقال على ملاحق يجب إدراجها قبل المراجع المعتمدة.

10. يجب التّقيّد بجميع قواعد النّشر الموصى بها في ملفات المجلة.

11. يخضع المقال إلى التّقييم من طرف خبراء، وهيئة التّحرير الّذين بعد موافقتهم، سيتم نشره.

12. يتمّ تبليغ صاحب المقال بالقبول، أو التّعديل، أو الرّفض بعد اطّلاع اللّجنة على المقال.

14. الأعمال المقدّمة لا تُردّ إلى أصحابها سواء قُبلت أم لم تُقبل.

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PREFACE

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Revisiting EFL Writing Instruction in the Digital Era: Realities, Challenges, and Perspectives amid Algeria's EFL Transformation

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This special issue of Forum de l'Enseignant brings together ten papers that examine how EFL writing instruction is reshaped by rapid digital transformation and by major educational reforms in Algeria. Grouped under the theme Revisiting EFL Writing Instruction in the Digital Era: Realities, Challenges, and Perspectives amid Algeria's EFL Transformation, the contributions use a wide range of methods. These include systematic and critical reviews, quasi-experimental research, surveys, interviews and conceptual framework building. The participants range from middle school pupils to Master's students, researchers and university teachers.

In Algeria, writing holds a distinctive cultural and linguistic status, shaped by a multilingual context (the coexistence of Arabic, Tamazight, French) and the growing role of English in education. Writing in English therefore requires more than the acquisition of a foreign-language skill: it entails reconfiguring linguistic repertoires, educational traditions, and issues of voice and identity. At the same time, writing remains one of the most demanding skills to teach, requiring learners to develop and communicate ideas while handling the conventions of academic and

disciplinary discourse. These demands are being reshaped by two concurrent developments. On the one hand, the introduction of English in primary schools and the adoption of English as a Medium of Instruction in universities are widening the range of learners who must write in English and raising the demands placed on them. On the other hand, generative artificial intelligence, automated feedback systems and online platforms have entered classrooms faster than curricula, assessment practices and institutional policies have been able to adapt. The contributions in this issue show that these technologies do not simply add new tools to writing instruction. They also change long-standing ideas of authorship, feedback, assessment and learner identity.

This issue is organised into three thematic sections. The first examines the realities of digital writing practices. The second addresses the challenges these practices raise. The third offers perspectives for future pedagogy.

I. Realities of Digital Writing Practices

The first section brings together studies that document how digital tools are currently used in EFL writing and how learners experience them, both inside and outside the classroom.

To establish the broader research landscape, Kaci Mahammed and Choubane present a systematic review of EFL university students' attitudes towards corrective feedback in digital writing environments. Following the PRISMA 2020 guidelines, they synthesise 38 empirical studies published between 2020 and 2025. These studies cover automated writing evaluation, AI tools, computer-mediated peer feedback and digital teacher feedback. The review examines how students' attitudes vary with feedback modality, feedback type, proficiency level and affective variables, and how students perceive AI-based feedback compared with feedback from teachers and peers.

Moving from this broader synthesis to a specific educational context, Boumaza turns to middle school, a level often overlooked in research on technology-enhanced writing. Her quasi-experimental study compared an

experimental group and a control group of second-year middle school pupils in online and hybrid classrooms. Data were collected through pre-tests and post-tests, classroom observations and questionnaires. Pupils who used digital feedback tools showed noticeable improvement in writing accuracy, organisation and vocabulary use, as well as greater motivation towards writing. The study thus highlights the role of technology in making writing instruction more interactive and learner-centred.

While the first two studies focus essentially on feedback and writing development in educational contexts, Bencheikh and Bougherira look beyond the classroom at how digital writing relates to cultural identity. Their study is based on a questionnaire completed by 74 first-year students at the Department of English, 20 Août 1955 University of Skikda. The results show that students frequently combine English with Arabic, Darija and French online, and that most feel connected to global communities through English. Many respondents also see digital spaces as offering greater freedom of self-expression. At the same time, participants voiced concerns about dependence on digital tools and AI, and about the influence of global digital culture on local languages and values. The authors call for critical digital literacy and identity-aware teaching in EFL education.

II. Challenges: Authorship, Integrity, and Learning Conditions

In the second section, the focus shifts to the ethical, institutional and material challenges raised by technology-supported writing. These include authorship, academic integrity, fairness and the classroom conditions in which writing is taught and assessed.

To begin with, Mouat and Mouat examine the adoption of ChatGPT in scientific writing and its implications for research integrity. Drawing on an online questionnaire completed by 78 participants, the study finds that ChatGPT does not replace research itself. Instead, participants use it to evaluate the quality of their writing, summarise articles, edit grammar and structure, and work more efficiently on literature reviews. The authors relate their findings to current efforts to regulate generative AI so that human intellectual work remains central in academic research.

Extending this discussion to the broader ethical implications of technology-supported writing, Fadel offers a narrative literature review of the ethics of technology-supported writing in higher education and EFL contexts. She places the current debate within the longer history of writing technologies and plagiarism research. Her central argument is that transparency and disclosure, rather than prohibition or detection, should guide the ethical use of AI in writing. In particular, she draws attention to the documented bias of AI-detection tools against non-native English writers, which places EFL learners at particular risk of being falsely accused. The paper concludes with practical principles for students, educators and institutions.

While these contributions address the ethical issue and its broader implications, Chergui and Sia bring students' own voices into the debate. Using a qualitative, descriptive design based on semi-structured interviews with Algerian EFL Master's students, they trace a gradual shift from using AI as a linguistic support tool to depending on AI-generated content. Participants describe a weakened sense of voice and agency, and uncertainty about authorship. They also report difficulty knowing what counts as acceptable use, because clear institutional guidelines are absent. The authors call for a reconceptualisation of academic integrity that recognises AI as a legitimate but critically mediated participant in writing.

Finally, Building on these concerns about agency, authorship, and dependence, Selmen examines how student agency, control, and authorship are negotiated in AI-mediated English as a Foreign Language (EFL) academic writing at the University of Constantine 1. Using a mixed-methods design combining questionnaires for teachers and Master's students with text analyses of AI-assisted writing samples, the study reveal that while AI tools significantly enhance linguistic accuracy, idea generation, and student confidence, they also raise pressing concerns regarding over-dependence, plagiarism, and a weakened personal voice. The findings suggest that student agency is neither entirely lost nor preserved, but rather dynamically shaped by how critically students engage with and revise AI outputs.

The study consequently highlights the crucial need for process-oriented writing instruction and critical AI literacy in higher education.

III. Perspectives for EFL Writing Pedagogy

Having examined the realities and challenges of digital writing instruction, the final section turns to the future of AI-supported pedagogy. It considers how teachers' competencies and pedagogical frameworks might be rethought so that AI responds to local educational priorities while preserving the human, linguistic, and cultural dimensions of writing.

A first step in this reconsideration is to examine the competencies teachers deem essential in an increasingly AI-mediated educational environment. Sakraoui investigates EFL teachers' perceptions of artificial intelligence in relation to critical thinking and self-awareness. Based on a study of 30 EFL teachers at Badji Mokhtar University, Annaba, the findings stress the need to balance AI-driven innovation with distinctly human competencies. In particular, teachers see critical thinking and self-awareness as essential complements to technology rather than skills that technology can replace.

Taken together, these contributions reflect the journal's commitment to research that responds to the needs of learners, teachers and institutions. Across the different contexts and perspectives examined, three convictions emerge:

Feedback and assessment are among the elements where technology's promise is most visible and its limits most consequential.

Academic integrity is better protected through transparency and well-designed assessment than through surveillance.

Algerian learners write across several languages and identities, and digital pedagogy should build on this rather than erase it.

These shared concerns also point towards questions that remain open and areas that call for future research. These include the writing demands created by English-Medium Instruction, ESP and CLIL, the effects of language policy on the writing classroom, and the long-term development of learners who write with AI.

We extend our sincere thanks to the authors for their contributions, to the reviewers for their careful and constructive evaluations, and to the editorial board of Forum de l'Enseignant and the Higher Education College for Teachers Assia Djebbar, Constantine, for supporting this special issue. It is our hope that this issue will serve not only as a record of current research and practice, but also as a starting point for continued work on EFL writing instruction in Algeria's changing educational landscape.

Mohamed KAOUANE & Amina HADDAD

Forum de l'Enseignant

Higher Education College for Teachers Assia Djebbar, Constantine, Algeria