

PREFACE: INTERDISCIPLINARY DIALOGUES: AI, EDUCATION, AND CULTURAL NARRATIVES IN A GLOBAL CONTEXT

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This issue of the Journal of Studies in Language, Culture and Society (JSLCS) arrives at a polar moment. As the global academic community becomes increasingly interconnected yet thoughtfully specialized, the need for rigorous, interdisciplinary dialogue has never been greater. This issue is our dedicated response to that need. It features a carefully chosen selection of research that actively engages with the most pressing questions at the intersection of humanistic inquiry and technological change. It also marks a deliberate step in JSLCS's ongoing journey to solidify its identity as a journal of international resonance and scholarly rigor.

The papers gathered here are united not by a singular thematic focus but by a shared commitment to intellectual inquiry at the intersection of three converging frontiers. First is the **digital and algorithmic transformation** of our core disciplines. Contributors critically interrogate the multifaceted impact of artificial intelligence (AI), from the pragmatics of AI-assisted translation and the sociolinguistic consequences of digital hegemony to the pedagogical integration of AI tools, examining how these technologies are reshaping the production, dissemination, and epistemological foundations of linguistic and cultural knowledge. This line of inquiry reflects a proactive scholarly stance: one that moves beyond descriptive accounts to offer critical analysis and actionable pedagogical frameworks for navigating technological change.

Second, this issue goes deeply into the **evolution of pedagogy and learner agency**. Across diverse educational contexts ranging from Algerian EFL classrooms to Saudi translator training programs, our authors investigate paradigm shifts. These include the transition from teacher-centered to learner-centered instructional models, the cultivation of historical thinking as a critical academic skill, and the dynamics of motivation in challenging environments. These studies go beyond local specifics by connecting to universal reflections of educational innovation, collaborative learning, and the psychological foundations of academic achievement. They provide insights that can be used in many different situations and have broad applicability.

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Third, we present elaborated explorations of **cultural narratives, identity, and memory**. Through literary analysis, discourse studies, and sociolinguistic investigation, contributors interrogate how identities are constructed, contested, and performed across diverse cultural texts and practices. Analyses range from post-pandemic literature and decolonial representations of memory in visual art to the portrayal of masculinity in children's media and the lexical encoding of cultural taboos. Collectively, these contributions emphasize the enduring power of narrative and symbolic representation in shaping and reflecting cultural and social realities.

What makes this collection particularly significant is the **deliberate interplay between these themes**. A study on AI in teacher education comes across with an analysis of online communities of practice; an investigation into the cognitive effects of bilingualism intersects with broader questions of identity raised in literary contributions. This multidisciplinary dialogue is the cornerstone of JSLCS's mission. We reject being a "journal of everything" in favour of being a **forum for focused conversation where diverse disciplines shed light on the complex phenomena of language, culture, and society**.

We are especially enthusiastic about the **geographical diversity of our contributors** in this issue, featuring scholars from Algeria, Nigeria, Saudi Arabia, Turkey, Oman, Iraq, and Egypt. This range is not incidental; it is a direct reflection of our editorial commitment to broadening the journal's scholarly community and amplifying voices that contribute to a truly global discourse. Each article has gone through a strict double-blind peer-review process to make sure of its methodological soundness and original contribution, which form the bedrock of academic excellence.

As editors, we perceive this issue as both a juncture and a commitment. It demonstrates our progressive track to improve the journal's international profile by caring about quality, research relevance, with clear abstracts and strong engagement with global literature. We extend our deepest gratitude to the authors for trusting their valuable work to JSLCS and to the reviewers for their indispensable critical diligence, hard work and useful feedback.

We also like to thank the editorial, secretary, and technical teams, whose hard work was essential to getting this volume published. We believe that this issue will be a useful resource for teachers, scholars, policymakers, and technologists. May it also encourage more language education innovations that take into account the needs of different groups and look to the future. We encourage you, the reader, to explore these merging frontiers. We hope that the ideas contained herein will not only inform your own scholarship but also inspire further research that continues to challenge boundaries and deepen our collective understanding of an ever-evolving world.

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