

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

**Special Issue: AI in Education / (Dis)embodied  
interActions**

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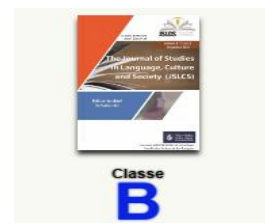
جامعة بجاية  
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Université ABDERRAHMANE Mira-Bejaia  
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***Journal of Studies in Language, Culture; and Society (JSLCS)***

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

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

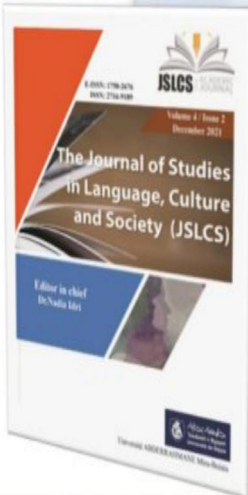
**LEGAL DEPOSIT: décembre-2018**

***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.

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

**Publisher**

© Faculty of Arts and Languages, University of Bejaia, Algeria, [jlsbejaia@gmail.com](mailto:jlsbejaia@gmail.com)  
[revue.jslcs@univ-bejaia.dz](mailto:revue.jslcs@univ-bejaia.dz)

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



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## **Preface**

### **Special Issue: AI in Education / (Dis)embodied interActIons**

We are delighted to present this very special edition of the highly respected Journal of Studies in Language, Culture, and Society (JSLCS), which proudly features the intriguing subtitle AI in Education / (Dis)embodied interActIons. This carefully curated journal offers a special issue that covers an intensive and critical investigation of the vital and indispensable place that the deployment of the technology of artificial intelligence (AI) occupies in the dynamic landscape of language education (Idri, 2023; Kujundziski & Bojadjev, 2025; Swargiary, 2024 ; Wang et al., 2024). This theme was previously tackled in the journal in a special issue dedicated to technology focused on the transformative impact of digital technologies and AI in a constantly changing world (c.f. Vol 7, issue 2 2024). This first issue of Volume 8 also explores the diverse pedagogical approaches and institutional policies that influence AI use. This special issue has been carefully and systematically divided into three main themes: 1) AI & Language Teaching, 2) AI & Language Learning, and 3) AI, Institutions & Policies. Each of these themes addresses some of the most pressing and salient issues related to education in this rapidly evolving digital age.

Contributions in this special issue explore AI's integration into language instruction. Slimani & Saim analyze AI's role in English for Specific Purposes, while Kahlerras & Bennacer investigate AI-enhanced oral proficiency in MOOCs. Johnson examines AI's impact on L2 writing, and Mezzadri & Paita assess prompting strategies for critical thinking. Finally, Angelini, Muñiz, and Diamanti propose AI-driven simulation-based assessments.

These articles are in line with current research on AI-supported learning, as discussed by researchers like Luckin in 2018 and Zawacki-Richter et al. in 2019. They prove the viability of adaptive systems in improving the quality and provision of individualized teaching, a practice further supported by Hwang et al. (2020).

Evidence suggests that artificial intelligence is important in reducing anxiety related to languages while at the same time fostering a sense of autonomy among students (Kohnke et al., 2025). This observation highlights the value of AI as an empowering tool, emphasizing its potential to assist individuals instead of merely being a tool for automation. Against this backdrop, the second theme highlights AI's cognitive and affective impact on learners. Pop & Marc discuss AI literacy in teacher training, while Wang and Boukhelkhal reveal student perceptions of generative AI. Leon-Henri explores AI's role in multilingual creativity, and Berrarbi and Amrane emphasize human interaction in critical thinking development. These analyses add to the growing discussion on students' interactions with AI in educational contexts.



The final theme focuses on institutional challenges. Cotelli Kureth & Summers analyze machine translation policies, while Hanane & Chelghoum survey AI's ethical dilemmas. Ould Si Bouziane and Adnani discuss academic integrity, and Fatiha and Hamza examine ChatGPT's dual role in revision. Finally, Dekhakhena advocates for adaptive learning systems, while Makinina and Carra-Salsberg highlight the role of AI literacy in multilingual contexts.

These timely contributions underline and call attention to the urgency of policies that are not just equitable but also transparent in nature (Selwyn, 2021; Williamson et al., 2023) as a way of effectively working through the multifaceted ethical and pedagogical ramifications that come with AI use. This issue offers a timely exploration of AI's embeddedness in education, urging continued critical engagement. As AI evolves, these contributions help inspire us to prioritize inclusive, ethically grounded pedagogies.

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**How to cite the Preface:** Idri, N., Sarnou, H. & Schug, D. (2025). AI in Education / (Dis)embodied interActions. *The Journal of Studies in Language, Culture, and Society (JSLCS)*. 8(1), Preface.