



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

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Preface

Journal of Studies in Languages, Culture, and Society (JSLCS)
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The Journal of Studies in Languages, Culture, and Society (JSLCS) is pleased to present the second issue of its eighth volume, published on June 30, 2025. This issue emerges from an expansive intellectual terrain marked by the ongoing convergence of critical theory, applied linguistics, literary analysis, media studies, and sociocultural inquiry. It reflects our editorial commitment to curating and disseminating scholarly research that interrogates and illuminates the intricate relationships between language practices, cultural identity, educational paradigms, and social structures.

The present collection comprises a robust body of research representing a spectrum of academic traditions and disciplinary orientations. The studies featured herein are notable for their methodological rigor, theoretical innovation, and sustained engagement with both historical and contemporary concerns. Taken together, these articles reaffirm the journal's role as a forum for rigorous and reflective scholarship, particularly in contexts that are underrepresented in dominant academic discourses yet deeply consequential in shaping global conversations.

The first thematic segment of this issue comprises a series of literary and cultural studies that engage with foundational questions of spirituality, marginality, and symbolic representation. Opening the volume is Souad Sara Hedroug's contribution, which explores the interwoven motifs of spiritual blindness and existential deadness in D.H. Lawrence's *The Blind Man* and James Joyce's *The Dead*. Through a rigorous intertextual and symbolic reading, the article elucidates the ontological and metaphysical tensions embedded within the two narratives. This is followed by Bayan Mahmoud Hejazi's psychoanalytic comparison of Poe's *The Oval Portrait* and Hawthorne's *The Birthmark*, wherein the author deftly interrogates the unconscious impulses toward aesthetic idealization and moral absolution, illuminating the underlying anxieties of artistic perfection.

Rachid Mehdi's essay on Barbary captivity narratives situates Puritan theological discourse within a trans-Mediterranean framework, illustrating how religious ideology and colonial identity construction were mutually constitutive. Continuing this cultural-critical orientation, Boutora Akrem and Radouane Belkhiri present a comparative discourse analysis of Al Jazeera and Al Hadath television channels in their coverage of the boycott against entities supporting the Zionist regime. Employing frame theory and agenda-setting as analytical lenses, the study demonstrates how linguistic and textual strategies reflect divergent ideological and geopolitical

positions, thereby shaping public consciousness in markedly different ways.

Tarek Mokhnane's historical study offers a compelling re-examination of the Aurès region during 1935–1936 through the anthropological lens of Thérèse Rivière. His article highlights the interplay between ethnographic documentation and colonial epistemologies, contributing meaningfully to the critical literature on memory, identity, and historical representation. The theme of cultural contestation continues in the work of Mohammed Amin Medjabra and Abdelhak Elaggoune, who analyze how Arab American identities are negotiated and portrayed in Hollywood cinema, challenging monolithic representations and unveiling the politics of stereotyping.

Mohamed Badir and Ahmed Benazza, through their study on Sufi aesthetics in modern European art, provide a cross-civilizational perspective that invites the reader to reconsider the spiritual and symbolic functions of artistic expression beyond traditional cultural boundaries. This section concludes with Nadira Chahboub and Ali Belaidi's investigation into the phenomenon of Anglicism within Algerian linguistic practices. Their article critically assesses how the transition from jargonized to popularized English reshapes public discourse and reflects broader socio-linguistic shifts in Algerian society.

The second thematic arc of this issue is centered on the notions of displacement, spatial identity, and the politics of home. Moufida Zaidi and Raghad Salama's article on *The Beekeeper of Aleppo* interrogates the transformation of spatial identity among refugees and the reconfiguration of 'home' in the wake of forced migration. Their work is a poignant illustration of the affective and epistemological dimensions of displacement, framed within literary and geopolitical contexts.

This leads into a third major thematic focus, namely language education, pedagogical transformation, and linguistic policy, explored through both empirical and theoretical lenses. Nadira Chahboub and Ali Belaidi's aforementioned contribution on Anglicism marks a transition toward issues in language use, which are further developed in the works that follow. Several articles in this issue critically engage with English Language Teaching (ELT) and English as a Medium of Instruction (EMI) in various national contexts. Sid Ali Selama examines pre-service teacher perceptions of intercultural preparedness at ENSB, offering important insights into curriculum adequacy and the challenges of globalized language education.

Abdelbasset Dou's study on Education 4.0 and University 4.0 in Algeria positions technological transformation within the broader institutional and epistemic frameworks of higher education reform. Radia Bouguebs articulates a vision for EMI in Algeria that transcends linguistic competence, advocating for a pedagogical paradigm shift that centers on

transformative learning. Similarly, Ouafa Ouarniki and Mirela Alhasani analyze how silence and presence function within EMI classrooms, enriching our understanding of classroom discourse and student engagement.

Furthering the discussion, Fatima Zohra Malki, Amina Kimouche, and Amina Ayadi compare non-English major scientific teachers' expectations and the linguistic challenges faced by learners in EMI contexts, while Mahamadou Karamoko Kahiraba Koita offers an account of digital tool integration in Mali's competency-based ELT programs, identifying both institutional opportunities and structural limitations.

This pedagogical focus is extended by Djemai Mahmoud Boulaares, who argues for the role of outdoor education in Arabic language acquisition, particularly in programs targeting non-native speakers. The final contributions in this cluster explore innovative strategies for digital engagement and language acquisition through diverse modalities, including animation, chatbots, online pronunciation tutors, and digital authorship. These studies collectively provide a valuable snapshot of the evolving landscape of language education in the digital age.

In sum, this issue of JSLCS not only displays a broad array of scholarly interventions across literary, cultural, linguistic, and educational domains, but also reaffirms the journal's commitment to interdisciplinary inquiry, methodological pluralism, and the critical engagement of under-examined regional and epistemic perspectives. We express our profound gratitude to the contributing authors, peer reviewers, the secretary board, and the wider editorial community whose collective efforts continue to uphold the journal's standards of academic excellence.

It is our hope that this issue will inspire renewed scholarly engagement across borders and disciplines and that it will serve as a valuable resource for researchers, educators, practitioners, and stakeholders interested in the ever-evolving dialogues between language, culture, and society.

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