

- **Abstract 01**

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Enhancing Motivation and Attitudes in Learning ESP: Applying Feedback and Response for Effective Communication

Engineering students are increasingly interested in English for Specific Purposes (ESP) for international communication in various fields of science and technology. Hence, oral and written communication skills constitute the fundamental features in learning English as a foreign language. Therefore, one should assume that corrective feedback device is necessary when teachers should be able to guide their teaching, use communicative ways, and encourage learners to respond effectively and appropriately. ESP learners' responses expand beyond structural and linguistic correctness in order to better understand social and contextual features like starting or ending a conversation. Thus, collaborative learning implies consideration of feedback and response to handle problem-solving situation, complete an assignment, and communicate fluently. This increases learners' motivation and promotes positive attitudes, reduces linguistic inhibition and enhances self-confidence. Classroom-practice can foster successful communication involving role-play, group discussion and oral project-presentation. ESP teachers are expected to be talkative and facilitators rather than authoritarian in order to provide participants with enough talk time. For instance, project-presentation can help learners to practice possible academic or work environment language. Role-play strategy can also highlight the main curriculum focus involved in a variety of topics. Group discussion technique might be encouraging for the ESP learners to improve English speaking skills in their classrooms. However, error identification must not be performed by the teacher only, instead learners should be vividly invested in this process mainly, as some students are less talkative than others and may not feel self-reliant and self-confident. Students' autonomous ESP learning can influence supportive external oral feedback if it is elicited; corrective feedback does not only imply current mistakes, but it draws students' attention to the topic as this arises unconsciously during lessons focusing on content and form or communicative competence.

- **Abstract 02:**

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Digital Code-Switching: Language Mixing Patterns among Algerian Master 2 Students in Virtual Academic Spaces

This study examines digital code-switching patterns among Master 2 Literature and Civilization students at Badji Mokhtar-Annaba University, investigating how English interweaves with Arabic and French in their academic digital communication. Through analysis of academic-related social media posts and online academic discussions from a cohort of 45 Master's students over one semester, this research explores how advanced literature students journey through multilingual academic spaces. The study focuses specifically on three academic contexts: online literature discussions, academic writing preparation, and literary/cultural theory debates. Preliminary findings reveal distinct patterns where students employ different languages strategically across various academic tasks: maintaining French/Arabic for literary analysis while switching to English for contemporary critical theory terminology and global academic discourse participation. The research identifies significant trends in language choice, particularly in how students incorporate English in their academic digital communication when discussing postcolonial literature and modern critical approaches, while maintaining French/Arabic dominance in classical literature discussions. These patterns suggest that

English serves as both an academic lingua franca and a marker of contemporary theoretical literacy among advanced literature students. The findings contribute to understanding how English language dominance in academic virtual spaces influences the development of multilingual academic identity among Algerian graduate students, while also highlighting their adaptive strategies in maintaining cultural and linguistic authenticity in academic discourse.

Keywords: Academic Code-switching, Digital Communication, Higher Education, Algeria, Literature Studies, Multilingual Academic Identity, Virtual Academic Spaces

- **Abstract 03:**

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Exploring the Role of English in Virtual Spaces among Algerian EFL Students

With the rise of digital platforms, virtual spaces have become critical environments for language acquisition and cultural exchange causing the modification of the (socio) linguistic landscape of many countries around the world. In Algeria, a multilingual society, where Arabic, Berber varieties and French are predominant languages of social communication, English is increasingly gaining prominence, particularly in virtual spaces. The recent changes in the country's linguistic policy relating to the adoption of the English language as the language of instruction in Higher Education institutions also contributes to this increasing prominence. Therefore, this paper which is part of an ongoing research, examines the role of English in the digital environments for Algerian students, exploring how it facilitates learning, global connectivity, and cultural engagement. Using a mixed items questionnaire addressed to Algerian Degree and Masters students, this study aims at identifying patterns of English use, perceived benefits, and challenges faced by the students as they navigate English-language content online both for academic and social communication purposes. Preliminary findings of this field investigation indicate that virtual spaces play a significant role in enhancing students' language skills and provide insights for integrating English into educational frameworks hence reinforcing the presence and importance of English within the Algerian linguistic (virtual) landscape and influencing social interactions in real life.

Keywords: Digital platforms, Linguistic landscape, Virtual Spaces

- **Abstract 04:**

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Screens, Streams, and Scripts: The Impact of Digital English Dominance on Algerian Youth Identity

This study examines the impact of English language dominance in digital spaces on Algerian youth's cultural identity and professional development. In Algeria's multilingual context, where Arabic, Tamazight, and French coexist, the research investigates how young Algerians navigate between their native languages and English in online environments. Through a mixed-methods approach combining social media content analysis, surveys of university students, and interviews with young professionals, the study explores the tensions between global digital participation and local cultural preservation. The research particularly focuses on code-switching patterns, professional opportunity access, and artistic expression strategies in English-dominated platforms. This investigation aims to contribute to the

understanding of digital linguistic challenges in multilingual societies and inform culturally sensitive digital literacy policies. The findings will provide insights into how linguistic diversity can be maintained while enabling effective participation in global digital discourse.

Keywords: digital linguistics, cultural identity, Algeria, English hegemony, multilingualism, social media, youth development.

- **Abstract 05**

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Ambivalent Identity and English Use in Online Communication: Algerian EFL Master Students at UMMTO

In the digital age, the dominance of English in online communication creates unique identity challenges for non-native speakers, particularly for EFL (English as a Foreign Language) students. This study explores the ambivalent identity experiences of Algerian EFL Master's students at the University of Mouloud Mammeri Tizi-Ouzou (UMMTO) as they navigate English-dominated virtual spaces. As English increasingly becomes the lingua franca of the internet, these students find themselves balancing their cultural identity with the global presence of English across digital platforms. This research investigates the ways in which they experience belonging, connection, and potential alienation within these spaces.

To gather comprehensive data on students' experiences, an online questionnaire comprising both close-ended and open-ended questions was administered. Responses to close-ended items were analysed using statistical methods, while open-ended responses were examined using qualitative content analysis to gain deeper insights into students' reflections on identity and belonging. The findings reveal that while English facilitates students' integration into global networks and provides access to a wider range of resources, it also introduces a sense of ambivalence, as students struggle to maintain their cultural roots within an English-speaking digital landscape.

This duality highlights both the empowering and challenging aspects of English in virtual spaces, where students may feel both connected to and distanced from their cultural identity. Therefore, the study offers valuable insights into how EFL students in Algeria perceive and manage their identity in online communication, underlining the need for educational approaches that support students in embracing both local and global identities while acknowledging the complex realities of language dominance.

- **Abstract 06:**

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English: the third way out to speak up gender

Despite the fact that academic settings are areas wherein controversial concepts and taboos can be brought to debate and analysis, resistance towards these topics can be observed. It is true that speaking about gender in Algerian contexts is a challenging task; the academic context is not an exception as it is

a reflection of the state of society. We addressed the question of whether the linguistic barrier of the use of mother tongues was at the origin of the issue and, therefore, the use of the English language has any effect on the issue. To investigate the research question, in-class debates were generated around the concept of gender among Arabic and French departments in three Algerian universities with more than 100 participants. The data gathered was constantly compared and qualitatively analysed following a constructivist grounded theory methodology. The results reveal clear divergences in terms of the nature of the subjects, related to gender, debated upon; how far the participants had been in their contributions; and in their motivation to share their point of views. On the whole, the use of English seems to be linguistically safeguarding them when expressing their diversified points of view related to the concept of gender.

Keywords: Gender, English use, debating gender, linguistically safeguarded

- **Abstract 07:**

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Linguistic Imperialism and Identity crisis in Earl Lovelace's the Wine of Astonishment.

Colonialism was not only a matter of physical subjugation, but also a matter of cultural subjugation. Through colonial language, the colonizer could exercise its linguistic and cultural dominance on the colonized. This phenomenon is reflected through postcolonial narratives that sought to decolonize their cultural identity from any colonial influence. Earl Lovelace is among those writers who took the burden of spotting light on the colonial dominance on their cultural identity. Accordingly, the present study explores in what way does Earl Lovelace's the Wine of Astonishment reflect the linguistic dominance on the colonized cultural identity? Is it a mere language influence or a serious threat to colonized cultural identity?

Key words: Linguistic imperialism, cultural identity, colonized, postcolonial theory, colonial culture, *the Wine of Astonishment*.

- **Abstract 08:**

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Cultural Transfer and Expressive Styles: Adjective Use in Algerian Students' Digital Communication

This study investigates the pragmatic effects of cultural transfer on the use of English adjectives by Algerian students in computer-mediated communication, with a focus on how digital platforms shape adjective use and expressive styles. The analysis, based on a corpus of online interactions of EFL students in Annaba University, reveals a notable preference among students for attributive adjectives over predicative forms, reflecting a communicative style where adjectives are predominantly used to modify nouns and thus create a more direct association between descriptors and the nouns they describe. Such usage allows students to structure their messages around central themes or objects, giving prominence to specific concepts within the discourse. This aligns with Halliday's (1985) concept of

thematic structuring, where elements like adjectives foreground certain ideas, establishing thematic focus points in communication. A distinctive feature of this adjective use is the frequency of combinatory adjectives—paired or sequenced descriptors that either reinforce each other or imply additional layers of cultural meaning. This strategy serves a dual purpose: it enhances the descriptive quality of the message while allowing students to convey complex sentiments indirectly, aligning with norms of indirect communication often observed in digital culture (Crystal, 2006). Moreover, emojis are frequently integrated as complementary elements to adjectives, functioning as adverbial intensifiers or as visual representations of sentiments like enthusiasm or approval. For example, a smiley emoji added to a comment on "group work" can imply approval without explicitly stating it, while capitalized nouns or symbolic markers like "1000 likes" substitute for or reinforce traditional adjectives like "amazing" or "great." This mode-mixing reflects Kress's (2003) concept of multimodal discourse, in which multiple semiotic forms combine to create layered meanings.

The findings suggest that cultural transfer significantly influences Algerian students' linguistic choices in digital contexts. Adjectives, combined with digital symbols, enable students to express evaluative meaning creatively, integrating visual and textual cues in ways suited to digital communication norms. This blending of modes not only enriches their English use but also reflects a culturally informed approach to online expression, where language is adapted to meet the affordances of digital media.

Keywords: cultural transfer, pragmatic, English, digital communication, adjectives

- **Abstract 09:**

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Contradictory forms of Linguistic Imperialism within Algeria: critically exploring young people's identity struggle between education and culture

Within official Algerian government circles, the policy of English Medium Instruction (EMI) reflects the wider notion of a movement towards replacing French with English in Higher and national education. Our paper explores this language change within a framework of linguistic imperialism and cultural hegemony within the context of Algeria being part of the Global South. Having almost little historical background relating Algeria to the English language, this shift in EMI makes it a challenge especially in that most Algerians do neither speak nor understand English at the time where the majority do the opposite with the French language. We identify an opposition between Higher education and Popular culture related to the change in the second language in terms of popular music production and youth cultural consumption by young adults which may have an impact on their identity construction as online users. How can the politics of the Global South understand the division between Higher education tending towards English and popular culture tending towards French.

Keywords: English, Cultural Hegemony, Education, Global South, Linguistic Imperialism, Youth Culture.

- **Abstract 10:**

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Master's Students Identity Performance in Virtual Learning Environments: A Study of Visual and Linguistic Practices

The type of learning culture surrounding Algerian learners has always been tied to face-to-face interaction. It is not until 2022, and with the goal of keeping up with the new technological advents, that Algerian universities have transitioned to remote learning. The implications are that students have to develop online identity traits that are different from those that they previously had in their traditional classroom environments. The aim of the present research is to investigate how Google Meet affordances impact masters' students' online identities. The second objective is to gain a clear understanding of the way students perform their identities when attending and participating in online Google Meet lessons. To these ends, Davis (2020) six categories—request, demand, encourage, discourage, refuse, and allow—are used as the analytical framework to evaluate the Google Meet platform affordances. Additionally, a focus group interview is conducted with 10 master's students to understand their choices of online appearances, participations, and languages used in the virtual classroom. The results reveal that, unlike social media platforms, the possibility for students to create their online identity on Google Meet is limited. Moreover, students tend to favor privacy and anonymity online. In terms of their linguistic performances, most students support English as the only medium of instruction and participation in the virtual learning environment.

Key words: Google Meet, Identity, master's students, virtual classroom

- **Abstract 11:**

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English in Algerian Hip-Hop Music: Globalisation and Cross-Cultural Communication in Digital Spaces

Music is universally acknowledged as a powerful medium of expression. It transcends linguistic and cultural barriers, often unifying people from diverse backgrounds through its unique and harmonious mixture of melodies and lyrics. The Algerian music landscape, in particular, has experienced significant transformations over the decades, with one of its most influential forces being the English language. This qualitative study employs a mixed-methods approach, combining corpus analysis of song lyrics and videos from artists such as Raja Meziane, Soolking, and L'Algérino, with audience analysis of viewer interactions on YouTube. This study investigates the strategic use of English in Algerian hip-hop music, examining how it is exploited in three main ways: subtitles and lyrics translation, codeswitching lyrics, and participatory YouTube interactions, creating a unique appeal that resonates with a global audience. Results show that English subtitles on YouTube play an important role in connecting linguistic differences, providing international audiences with access to the socio-political commentary incorporated in Algerian hip-hop. For instance, in Meziane's *Allo le Système!*, English subtitles make her thoughts on Algerian issues accessible to non-Arabic speakers, expanding awareness. Rappers such as Soolking and L'Algérino embody English words, particularly Hip Hop Language Nation (HHLN), in Berber, Arabic and French lyrics, blending local and global hip-hop identities, expanding their fan base beyond regional boundaries. Comments and reactions on YouTube reveal that English frequently functions as a lingua franca, allowing fans from all over the world to connect with Algerian hip-hop.

Thus, the intersection of music and social media is likely to remain a major driver of Algerian multilingual hip-hop music trends. Sharing on English dominant streaming platforms allows them to break into global playlists and music charts. Finally, this study highlights the power of multilingualism in digital platforms, promoting English as both a unifying language and a bridge for Algerian rappers to increase their voices globally.

Key words: Algerian hip-hop music, globalisation, English in code switching song lyrics, cross-cultural communication on You Tube, Subtitles and lyrics translation

- **Abstract 12**

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Accounting for Students with Disabilities in Online Learning: Equitable Access and Inclusive Design

Students with disabilities face unique challenges in the transition to online learning environments. Our proposition is a theoretical examination of the critical need for equitable access and inclusive design to support the diverse learning needs of this student population. Key areas explored include the role of assistive technologies, the importance of Universal Design for Learning principles, and strategies for promoting digital equity. The paper will highlight the intersections of accessibility, pedagogy, and educational technology, emphasizing the imperative for holistic, student-centered approaches. The outcomes of our research underscore the necessity of proactive, collaborative efforts to dismantle barriers and empower students with disabilities to adapt to online settings. Ultimately, our proposition argues that inclusive online learning is not only a legal and moral obligation, but a crucial step toward fostering an educational landscape that truly embraces diversity and ensures equal opportunities for all learners.

Keywords: Accessibility, Assistive Technologies, Universal Design for Learning, Digital Equity, Inclusive Pedagogy

- **Abstract 13:**

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The Role of Localization Companies and Online Translation Services in Promoting Algerian National Languages and Culture

Online databases stored in online servers are one of the most important sources of information around the world. People nowadays go online to find the solution to every problem they encounter in their daily life. Many studies have dealt with different online teaching and learning programs and aimed for enhancing students' experiences. The current study strives to show the role of localization companies and online translation services in promoting Algerian National languages in Algeria and abroad. A

questionnaire was administered to 20 foreign localization companies that offer translation services in various domains and gathering different languages from all over the world. The managers of these companies are from Europe, Asia, America, and Africa. Results show that twelve companies have dealt with tasks involving Arabic language, but only four were among the companies that dealt with Algerian varieties of Arabic. Only seven companies worked on projects involving one of the national languages of Algeria. They confirm that they learned a lot about the Algerian culture and confirmed that they discovered the language varieties spoken by Algerians in both Arabic and Tamaziyt when dealing with transcription or translation tasks. Three accepted projects involving Tamaziyt language and had faced many challenges in finding native speaker who could write in Tamazemrit. They explain that they had hard times differentiating between people that wrote correctly and those writing in “Messages mode”. Concerning Algerian online translation services, the interview conducted with one of these small companies explained that the number of customers is not very high and that they tend to work with foreign companies. The manager also explained that Algerians are still afraid of using technology but it is comprehensible due to considerable amount of frauds. Finally, foreign localization companies have boosted and enhanced the visibility of Algerian national languages and culture.

- **Abstract 14:**

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Algerian Youth and the Global Language Shift: Linguistic Imperialism in the Age of English

The spread of English as a global language has significantly influenced the linguistic and cultural landscape of Algeria. This study explores the impact of English on Algerian youth, specifically those learning English at the EFC (English First Class) English language private center. In Algeria, where Arabic, Tamazight, and French are spoken alongside English, young people are increasingly turning to English as a key skill for future opportunities. This research investigates the motivations behind their desire to learn English, their perceptions of its importance, and the impact it has on their cultural and linguistic identities. Using a mixed-methods approach, both surveys and interviews were conducted with students at the EFC center. The findings reveal that most participants view English as essential for career success, higher education, and access to global digital spaces. However, a significant concern among students is the potential erosion of their local languages, Arabic and Tamazight, as English becomes more dominant. Many students expressed feelings of conflict, as they strive to succeed in a globalized world while remaining connected to their cultural roots. The research highlights a tension between the pragmatic need to learn English for future success and the desire to preserve local languages and cultural identities. While English is seen as a tool for upward mobility, some participants worry it may contribute to the marginalization of their heritage languages. This issue reflects broader concerns about linguistic imperialism, where English’s global dominance may undermine the vitality of local languages. The study concludes by suggesting that educational policies should promote multilingualism, allowing Algerian youth to benefit from global opportunities without sacrificing their cultural and linguistic heritage. By balancing English education with the preservation of Arabic and Tamazight, Algeria can foster a more inclusive and culturally rich future for its youth.

Key words: English language, Algerian youth, Cultural identity, Multilingualism, Language learning.

- **Abstract 15:**
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Navigating Linguistic Imperialism and Cultural Hegemony: The Struggle of Tamazight Amid English Dominance in Algeria's Sociolinguistic Landscape

This study explores the dominance of English in Algeria and its impact on the Berber language and cultural identity, using the frameworks of Linguistic Imperialism and Cultural Hegemony. It aims to critically analyze how power dynamics inherent in the global status of English shape Algeria's sociolinguistic landscape, undermining linguistic diversity and cultural identities. The findings reveal key elements of Linguistic Imperialism, including asymmetrical power structures that favor English in digital spaces, education, and professional domains. This marginalizes the Berber language, which, despite its constitutional recognition, struggles with insufficient institutional support and limited visibility in online platforms. The transfer of linguistic capital is evident as English dominates global and national knowledge systems, positioning Tamazight as peripheral in modern communication. These power dynamics suppress the linguistic agency of the Berber language but also contribute to the erosion of its cultural prestige, making it less accessible and relevant in public discourse. From a Cultural Hegemony perspective, the status of English as a language of modernity perpetuates ideological dominance, creating perceptions that associate progress with the English language rather than local languages. This has led to a cultural shift where younger generations prioritize English over Berber for socioeconomic mobility, further diminishing its role in identity formation. The naturalization of dominance is observed in digital platforms, where Berber's script and content are underrepresented, reinforcing linguistic inequalities and discouraging its functional use. Proposed solutions include implementing proactive language policies that integrate the Berber language into digital and educational frameworks, such as developing Berber-compatible technologies and encouraging its use in e-learning. Additionally, public campaigns can challenge the cultural hegemony of English by promoting the symbolic and functional importance of the Berber language as a cornerstone of Algeria's identity. This study highlights the urgent need for ethical guidelines and equitable policies to resist linguistic imperialism and cultural homogenization, fostering a sustainable balance that values Algeria's rich linguistic diversity.

Key words: The Berber Language, Linguistic Imperialism, Cultural Hegemony, English Dominance, linguistic inequalities