



# Book of ABSTRACTS

Kasdi Merbah University-Ouargla-Algeria

Faculty of Letters and Languages

Department of Letters and English Language

## **The Second International Applied Linguistics Conference**

**Discourse Studies:  
Advances and Applications**

**May 02- 03rd, 2023  
Ouargla-Algeria**

Kasdi Merbah University, Ouargla-Algeria

Faculty of Letters and Languages

Department of Letters and English Language

**IALC**  
INTERNATIONAL APPLIED LINGUISTICS CONFERENCE

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# **Book of** **Abstracts**

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## **The Second International Applied Linguistics Conference (IALC)**

**Discourse Studies:  
Advances and Applications**

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**May 02- 03, 2023  
Ouargla-Algeria**




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## Conference Description

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Humans' ability to use language does not only simplify daily communication, but indeed defines who we are. The use of language is an indispensable element to everyday life, where it is reflected in roughly all what we accomplish. Language incarcerates our vision and discernment to the world around us since it is engaged in every facet of our life. In view of that, linguists attempt to ascertain the way we use the language for a better understanding of ourselves and to fathom the rationale behind this behavior. Linguists endeavor, among other pursuits, to explore how language is used in different contexts: social, cultural, political, and historical, which lead us straightforwardly to the realm of discourse analysis. Indeed, discourse studies, being centered on language use, continue to represent a fertile venue of research that feeds linguistics and many other disciplines. The various methodological strands of discourse analysis are constantly and productively employed to resolve the problems related to language use, hence fulfilling the chief goal of applied linguistic research. The application of discourse-oriented research in a variety of fields is the key to the multidisciplinary magnitude of discourse analysis. To mention but a few applications, discourse analysis can be used to uncover social impediments such as favoritism, to reveal politicians' ideologies through their speech or customers' views on new products, to scrutinize government policy documents, to analyze websites' contents or virtual communities' tendencies or even to quantify trending topics in social media for marketing purposes. In other words, discourse analysis can be relevant to countless areas of research, in an analytic routine fundamentally connected to its hypothetical and practical underpinnings. Researching the expansions made in discourse approaches and their inexhaustible possible contributions to enhance our understanding of the world and to resolve language-related dilemmas is therefore practically very rewarding.

In consideration of the foregoing, *The Second International Applied Linguistics Conference (IALC)*, whose theme for this edition is '*Discourse studies: advances and applications*,' will bring together researchers, practitioners and scholars from academia to share their research findings on discourse studies and their applications. This will be a platform to discuss the most recent innovations, trends, and concerns as well as practical uses of discourse research in relation to such fields as language learning and teaching, analytical research, literary stylistics, culturally distinctive communication, translation and interpretation, and other related fields. This academic event will offer an interdisciplinary podium for sharing knowledge and disseminating original thoughts and research findings in discourse analysis.

## **Call for papers**

The IALC organizing committee invites researchers and scholars to participate in the conference by submitting research abstracts (between 250 and 300 words) on original conceptual or empirical works addressing issues related to the conference theme, which are put under Four major headings:

- Language learning & Teaching discourse.
- Language, literature & Cultural discourse.
- Media communication & Workplace discourse.
- Discourse & other related phenomena.

Abstracts should be sent to the following email address:

[IALCONFERENCE2@gmail.com](mailto:IALCONFERENCE2@gmail.com)



# *Abstracts*

N° **02**



**Keynote speakers' Abstracts**



# **Classroom Discourse and Power Dynamics in Language Classrooms**

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**Prof. Erkan KÜLEKÇİ**  
*Kastamonu University, Turkey*

This presentation aims to highlight the role of discourse analysis in exploring how power dynamics are reflected in classroom talk in the context of foreign language education. Drawing on existing literature in the field of classroom discourse, I will talk about the language used by teachers and students in foreign language classrooms, as well as the ways in which they interact with each other, to identify power dynamics and their impact on learning outcomes. Research in this area has shown that power dynamics in foreign language classrooms can have a significant impact on student learning. For example, when teachers use language that is too directive and authoritarian, they may create a classroom environment that is intimidating, leading to negative impacts on student motivation, engagement, and language proficiency. To address these issues, I will discuss strategies for promoting more equitable classroom interactions and improving language learning outcomes. This includes approaches such as communicative language teaching, collaborative learning, peer feedback, and the use of open-ended questions that encourage critical thinking and student voice. Additionally, I will underline the importance of teacher training and professional development in addressing power dynamics and promoting more positive classroom interactions in foreign language education. The implications of this talk can be significant for language teachers and applied linguists, as it highlights the importance of creating a classroom environment that promotes equitable language learning and positive student outcomes. By using discourse analysis to identify power dynamics and develop strategies to promote more positive interactions and equitable and inclusive language learning experiences for all students, language educators can ensure that students have the opportunity to succeed in foreign language education. This can also lead to improved academic outcomes and social and emotional outcomes, as well as promoting long-term success for students beyond the classroom.

**Key-words:** classroom discourse, discourse analysis, language education, power dynamics, teacher-student interaction.

# **Intercultural Communication and Teacher Training: Addressing the Need for Cultural Competence in Curriculum**

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**Prof. Mustafa Öztürk Akcaoglu**  
*Kastamonu University, Turkey*

In today's globalized world, effective intercultural communication has become increasingly important, particularly in education where teachers must educate students from diverse linguistic and cultural backgrounds. For teachers to effectively communicate with and teach students from diverse backgrounds, they must possess cultural competence, including the knowledge, skills, and attitudes necessary to navigate cultural and linguistic differences. Effective communication is the foundation of any successful educational experience. However, cultural and linguistic differences can complicate communication in a diverse classroom, and without intercultural communication skills, teachers may struggle to understand the perspectives and experiences of students from diverse backgrounds, leading to misunderstandings and a less effective educational experience. To prepare teachers for working in a diverse classroom, it is essential to incorporate intercultural communication and cultural competence training into teacher training programs, including courses with field experience. Cultural competence goes beyond simply understanding customs and traditions and requires ongoing education, reflection, and self-awareness. By incorporating intercultural communication and cultural competence training into teacher training programs, we can create a more inclusive and effective educational experience for all students.



## **Plenary Session's Abstracts**



# **Mass Media News for Information and / or Public Opinion Manipulation. Some Cases and Implications for TEFL**

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**Prof. Hamada HACENE**

*Ecole Normale Supérieure Assia Djebar, Constantine, Algeria*

The study of discourse analysis takes into account the elements of language and context which convey the intended meaning to an audience, let this discourse be written or spoken. The more general are the audience and the information, the wider is the scope of discourse analysis, especially when this discourse is expressed by mass media communications channels. The producers of this community discourse use attractively some specific discourse features which attract the attention and raise the curiosity of the audience. However, the more specific are the information and the audience the more conventional is the discourse. In this case the limited and constrained discourse becomes a genre. This distinction of genre types and discourse moves is demonstrated in mass media news reports that rely on original authentic events that express a generic discourse and present its propositional meaning in a much more attractive, mind setting and social manipulation of public opinion. This distinction is backed by the analysis of news reports and mass media communication of law/judicial reports, brief news of health care, incidents and accidents, and social /psychological issues. The structures and moves of these mass media discourse events are then transformed into socio-pedagogical implementations of TEFL materials and activities.

**Key-words:** (Five keywords ordered alphabetically): Discourse; genre; mass-media news reports, TEFL.



## **Academic Writing: A Nomothetic Approach to EFL Effective Scholarly Writing**

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**Dr. Ahmed BECHAR**

*University of Biskra, Algeria*

The current paper evolves from a powerful claim: namely that scholarly life depends heavily upon the right scholarly habits of reasoning and academic production. It has been, nonetheless, noticed that the Algerian tertiary education students frequently fail to produce satisfactory academic writings in discipline-based courses. It is worth emphasizing that poor academic writing stems from poor approaches to the dynamics of scholarly reasoning habits and dramatic linguistic, methodological, and stylistic deficiencies, as well as psychological and socio-cultural interference. Academic writing poses, therefore, an extra burden on both teachers and students especially as LMD (post)-graduate students are required to submit scholarly theses by the completion of under and post-graduation studies. Au fond, efficient academic writing marks epiphanical occasions for students' virtuosity and intellectual growth. It is within the scope of the current paper to demonstrate how academic writing course could be implemented and sustained in the Algerian tertiary education. The premise is to assist teachers of Writing Expression (WE) module to design a curriculum that aims at enhancing students' academic writing performance.

**Key-words:** Academic writing, discipline-based writing, intellectual growth, nomothetic approach, stylistic differences.



# **Media Communication and Workplace Discourse**



# **How Prejudice is Constructed, Enacted, and Disseminated via Western Media’s Discourses: the Case of Qatar’s Organization of the World Cup within a CDA Perspective**

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**Dr. Nazim BELGAID**

*Mohammed Lamine Débaghine University, Sétif 2*

On the eve of the world cup 2022, the world’s attention was interestingly captured by a seemingly unexpected “attack” on Qatar by Western media regarding its organizational policy of this international event. In actuality, being openly accused of “intolerance towards minorities” specifically “gay movements”, the discourses produced by such media appear to have been loaded with unfairly ideological stances as well as socio-historical representations relevant to Qataris’, and through them Muslims’, so-called perceptions of the just-mentioned groups. Against this backdrop of critique and response, we attempt to shed some light on how those media construe the world basing upon their socio-cultural belonging and regulating environment. Also, we try to uncover the way they accordingly construct as well as mediate their discourses while invoking what is cognitively and socially and historically generic. Importantly, power, domination, ideology, and prejudice come to be addressed in this work having resort to the critical discourse analysis (CDA) perspective. At this level, the use of CDA tools, notably corpora would enable us to put to the fore the whole discursive process; how socio-cultural alongside historical structures are at work in the generation and reception of discourse. Hence, the outcome of this study reveals how Western media’s discourses have recourse to dominant socio-cultural institutions and historical developments to perceive others often subjectively and unjustly through various discourses.

**Key-words:** Discursive representations, prejudice, Qatar’s World Cup2022, socio-cultural and historical structures, Western media.

# **Differences and Commonalities in Discourse between Media Interactions and Casual Conversations**

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**Dr. Yousra SELLAMI**

*Faculty of Letters and Humanities of Sfax, Tunisia*

Media discourse addresses issues of public concern, people's needs and responds to their expectations. It is not limited to news bulletins, articles or political and economic programs, it is also found in social and sports articles and programs. It can be visual, oral or written. Some media speeches rely on the classical language and others are based on dialects. Some speeches come in a hybrid language that mixes the standard language and the jargon with foreign words and phrases. Audiovisual media discourse can be a written text that is characterized by logical sequences. It presents ideas in a systematic and organized manner and chooses precise, clear and expressive words and phrases. Media discourse can also take the form of improvisation which requires a good speaker, a quick and intuitive mind capable of arranging and presenting ideas and someone who is familiar with all aspects of the subject. The appropriate language and manner of speech should be determined according to the audience and the discourse should be attractive and interesting because media plays a crucial role in the life of the individual and society as it provides news and sculpts public opinion and influences personal and collective attitudes and values. Interactions differ when they are transmitted through a different medium of discourse. On the one hand, everyday conversation and media interactions have much in common in terms of Exchange structures, pragmatic markers, hedging, discourse markers, Response tokens and vague language. On the other they are very different in terms of power relationship, turns- taking rights, roles, goals, ritual brackets and topics to be discussed. Building on this premise, the present paper is concerned with explaining the differences and the points of commonality between casual conversations and media interactions of spoken language.

**Key-words:** (Five keywords ordered alphabetically): casual conversations, classical language, media discourse, media interaction, media speeches.

# **Pragmatic Inferences from the Contemporary American Cinematographic Discourse for Children**

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**Dr. Mohammed Nabil BENZIANE**

*University of Tamanrasset*

The contemporary American cinematographic discourse is characterised by its potent ability of persuasion. It is also known by its ideological interplay of linguistic units which, in return, aim to generate hybrid meanings and new hybrid socio-cultural connotations and codes about the world. Recent television outputs, such as animated sitcoms and cartoons, are believed to be manipulative and serving preconceived ideological intentions which also aim at shaping the audiences' perception of the world. Indeed, children are the main target audience of television's cartoons and animated sitcoms. One of the earliest interactions that children make with the outside world is through television and its variety of entertainment programs. 'Family Guy' and 'Recess', as modern American animated sitcoms, are selected here to be analysed using pragmatic Speech Acts. Adopting both qualitative and quantitative methodologies, several selected scenes from both case studies, have been analysed in an attempt to examine their encoded ideological meanings that are meant to be consumed among children as a mere reflection of reality. The main objective of the following research paper, therefore, is to examine the extent to which the contemporary American cinematographic discourse contributes excessively to shape children's perception of the world through words and utterances. As a matter of fact, the binary systems of 'truth/falsehood', 'fact/fiction', and 'reality/deception' are believed to be absent in the contemporary American cinematographic discourse for children. Thus, this type of discourse is considered not to be a mere reflection of 'reality out there'.

**Key-words:** Cinematographic Discourse, Hybrid Meanings, Ideology, Speech Acts, Reality.

# **A Corpus-Assisted Critical Discourse Analysis of Keywords in Al-Jazeera English and BBC News Reports on the Syrian War**

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**Dr. Fatma Zohra AMARI**

*Badji Mokhtar University, Annaba*

Critical Discourse Analysis (CDA) is a multidisciplinary approach to language study that sees a dialectical relationship between language and other non-linguistic contexts. It considers discourse as a form of social practice. Corpus Linguistics (CL) is a growing subfield within applied linguistics, that analyses large body of texts or corpora using computer software. This paper aims to investigate the effects of combining CL methods and CDA in analyzing news discourse. More specifically, news reports from Al- Jazeera English and BBC on the Syrian war are selected as data in order to examine the similarities and differences in representing the war. The main CL tool used is KeyWords, provided by the software WordSmith Tool 7.0. KeyWords is a significant CL tool that can reveal important characteristics of texts and discourse by measuring their keyness. A Critical Discourse Analysis of these key words will be even more salient as this combination gives the opportunity to place the key words in their different contexts of use. Fairclough's CDA three-dimensional framework description, interpretation and explanation, is adopted in the analysis of the key words to decipher their implicit meanings and unveil the ideological constructions underlying the texts. The findings point to major differences in the construction of the Syrian war between Al-Jazeera English and BBC. The Corpus-assisted Critical discourse analysis reveals that the two news institutions use different key words to represent the same war actions and actors. Ideologically contested terms, namely jihadist, IS and ISIL are found as key words in BBC and Al-Jazeera English respectively. These distinctions are justified through the stage of explanation when the institutional contexts of the news corpora are analysed. The paper concludes that Corpus-assisted CDA presents a useful methodological synergy for field researchers to tackle issues on systematic analysis of discourse.

**Key-words:** CDA, Corpus Linguistics, Keywords.

# **The Misrepresentation of Middle Eastern Women in Western Media and Fiction**

## **Aladdin 2019 vs. Aladdin and the Magic Lamp 1909**

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**Wafa MEKHAZANIA**

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Western representations of Arabs and Muslims are not a recent fabrication; they have been operational and deeply ingrained in Western conceptions from the earliest interactions with Arabs and Muslims. Centuries later, in the time of Globalization, live audio-visual images on the big screen and television went beyond a thousand words in propagating these orientalist preconceptions and clichés. Our paper focuses on Hollywood's projection of negative portrayals on Arabs, particularly women based on the study of a Disney movie “Aladdin” and its original book “The Magic Lamp”; it shows how moviemakers are led to believe that all Arabs are Muslims and all Muslims are Arabs and thus project their cultural and biased ideologies on screens, they have twisted the original lenses of the book and showed Arab women on films as more sexualized and objectified. Therefore, the paper compares the stereotypes found in the original book 1909 with its 2019 movie adaptation. And the conclusions suggest that stereotypes are evident in films more than books and are detrimental to Middle Eastern women. To ensure the validity of our research findings, we have opted for a qualitative descriptive study using a content analysis design that necessitates the use of movie scenes as well as book passages. We have also opted for a psychoanalytic study based on the theories of Sigmund Freud and Jacques Lacan to mainly investigate the way these stereotypes contribute to the distortion and of the image of Arab women and thus promoting hatred and conflicts, and hindering their self-esteem, and more importantly destroying their own identities as Arabs. We have selected one movie from 2019 that received international awards and its book from 1909 as a corpus of our research; we examined them both in terms of cultural values, political as well as ideological themes that the West seeks to transmit to a global audience.

**Key-words:** Aladdin, Orientalism, Middle Eastern Women, Stereotypes, Western Media.

# **A Multimodal Analysis of the Algerian Hirak Humorous Posters**

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**Dr. Badra HADJ DJELLOUL**

*University of Saida*

The present paper intends to shed some light on the humorous discourse of a set of selected Algerian Hirak posters. The researcher aimed to provide an insight into the ways in which the semiotic modes contribute to meaning-making when aligned with linguistic resources. To this end, the Visual Grammar paradigm of Kress and Van Leeuwen (2006) was adopted to analyze 13 purposefully selected posters retrieved from social media sources. The findings of the research revealed that the humorous posters accomplished a set of functions including expressing the protesters' demands and calls for change, identifying the in-group and out-group members, condemning, humiliating and vilifying the regime, and representing the persistence and unwavering will of the protestors to oust the corrupt regime. By the same token, the results indicated that the smooth combinations of the semiotic and linguistic resources contributed to foregrounding the messages of the protesters and accentuating their demands.

**Key-words:** Hirak, Humor, Multimodal Analysis, Protests, Visual Grammar.



# **The Algerians 'Attitudes towards the Languages Used in the Street Signs of Algiers**

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**Dr. Meriem HATTAB**

*Tahri Mohamed University of Béchar*

The purpose of this paper is to investigate the Algerians' language attitudes towards the languages used in the linguistic landscape of Algiers, the capital of Algeria. A sample of 200 participants responded to a questionnaire to investigate their opinions towards the appearance and/or absence of given languages in the street signs of Algiers. The study revealed that the Algerian people, in general, have positive attitudes towards multilingualism in the street signs, they agree on seeing different languages in the streets of Algiers in addition to the state's language, Arabic. According to the participants' answers, the street signs of the capital should be useful for everybody visiting its streets taking into account people with different linguistic and cultural backgrounds like the native inhabitants, foreigners, tourists, and the minorities. Going specifically, the results of this study showed that the Algerians treat public signs the same as private signs in terms of preferred languages, the extreme majority mentioned that they prefer Arabic and English to be used in both public and private signs. They resume all languages found in the LL of Algiers into two, Arabic as an official and national language and English as a foreign one to be used in the street's signs.

**Key-words:** Algiers, attitudes, linguistic landscape, street signs.

## **The Language Schools' Online Advertising Discourse: Characteristics and Standards**

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**Dr. Asma NESBA**  
*University of El Oued*

The present study aims at detecting the distinctive features of the language schools' online advertisements. Advertising through social media has gained an increasing attention due to its ability to target many age groups. However, the advertising discourse used in these media has not completely eliminated the old language practices that used to exist in traditional means of advertising. A corpus analysis was conducted so as to detect the conformity of the advertisements to the online advertising discourse standards and norms. The present researcher compiled a corpus comprising eighty private language schools' advertisements on different facebook pages. Results reveal that all the advertisements belong to the commercial consumer advertising type which aims at targeting a mass audience in order to promote the sales of a commercial service. The resort to the graphological devices to highlight the most important parts of the message to be implicitly or explicitly transmitted via the advertisements was noted. The overuse of unusual punctuation and odd syntactic constructions was also detected. The advertisements also used a numerous unusual compound noun. Concerning the lexical level, it was noted that the advertisements under analysis utilize the lexis that is related to the notions of price, time and quality. An overuse of adjectives and adverbs was also detected. The visual aspect is also present in the corpus through the use of colors, images, shapes and slogans. Additionally, some advertisements have also an audio aspect by introducing the voice parameters to seduce the target audience. Recommendations were provided to the language schools to seek assistance from experts in the field of online advertising who will take into considerations the specificities of the online advertisements of an educational nature.

**Key-words:** Advertising Discourse, Distinctive Features, Online Advertising, Standards.

# **Critical Discourse Analysis: Prospects of Discourse-Society Mediation Analysis**

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**Dr. Djalel Eddine AMRANI**

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In the last decade CDA has proven its efficiency and delicacy in analyzing different discourses. We apply the method to analyze anything around us from movies and articles to daily conversation. The primary focus of CDA is to deconstruct the implicit meaning of a given text. This means that CDA is much interested in analyzing the mediation between the linguistic unit (language) and society. Therefore, it recognizes the interdependent relationship between society, perception and text. In this article I will explain the principles of CDA, the social practice, the discursive practice and text, and see different prospects of CDA analysis, and then I apply these principles in analyzing some texts of Donald trump speech about corona virus. The findings show that CDA applies methods of analysis according to the context and the qualitative data gathered.

**Key-words:** discourse, text, Critical Discourse Analysis, social practice, discursive practice.

## **Marketing in Algeria: How does it look like?**

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**Dr. Djamila BENCHENNANE**

*University Mustapha Stambouli, Mascara*

Marketing has developed as a formalized business concept with a codified philosophy and set of techniques. It is principally concerned with exchange or trade and the management process responsible for identifying, anticipating and satisfying customer requirements profitably. Some writers use the terms 'needs' and 'wants' rather than customers 'requirements. The customer is supposed to be the most important person that any company has to deal with. The paper in hand uses the descriptive method: it will start by describing and defining the term 'Marketing' and giving a historical view about its development, then it will shed light on the different types of marketing moving to explaining how the customer is important and how marketing is considered as a business philosophy. Later, it is necessary to mention the distinction features of marketing ending with marketing in Algeria and providing some examples as tactics widely used in campaigns to help build awareness.

**Key-words:** Marketing, business, trade, customer, company.



# **Language, Literature, and Cultural Discourse**



## **Deciphering Literary Texts by FL Readers: Difficulties and Strategies**

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**Dr. Fatima YAHIA**  
*University of Ghardaïa*

Interpreting literary texts by FL readers is a complex process because the texts language differs from the readers' L1 in terms of vocabulary, grammar, and syntactic structures. More importantly, the characters social behavior, beliefs, and religious rituals are totally different from the readers' social background. In the light of this, this article raises the problematic of how the readers (especially FL students) can interpret foreign literary texts successfully. It aims at developing their strategies of deciphering the literary discourse, with focus on its nature, and training them to easily recognize the new vocabulary and the characters foreign cultural behavior to enjoy reading this kind of texts. To achieve these objectives, this paper highlights the field of literature with its different genres. Also, it deals with the main techniques and tips of interpreting the literary discourse. In addition, it describes in details the nature of the relationship between the teachers/FL learners and the literary text. The study outcomes reveal that the readers have to enhance their cultural competence in addition to their literary and linguistic ones to successfully decipher literary discourses.

**Key-words:** FL readers, literary discourse, social context, syntactic structures, literary competence.

# **Revealing Ideology through a Functional-Pragmatic Approach and Modality in Harold Pinter's "The Dumb Waiter" (1957)**

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**Dr. Farida OUALI**

*University of Abdelhamid Ibn Badis of Mostaganem*

This paper is concerned with the analysis of ideology in absurd dramatic texts. More specifically, it seeks to investigate the role that the functional-pragmatic approach plays through modality in reflecting underlying ideologies as well as ideological inconsistencies in practical analysis of different plays belonging to the Theatre of the Absurd. With the approach proposed, the functional aspect will relate the linguistic structures to the social ones. The pragmatic aspect, as well, will reflect an emphasis on the need to include the reader in the process of interpretation. This will be done through a systematic account of modality, which will help present a practical consideration of the reader's role in analyzing absurd dramatic texts. The aim of this enquiry is to show how a systematic, functional and pragmatic analysis of modality is adequate in critically analyzing the ideologies present in absurd dramatic texts. Therefore, practical analyses of ideology will be highlighted through Harold Pinter's "The Dumb Waiter" (1957) in the aim of relating the linguistic features of modality to that principal aspect of social structure known as ideology.

**Key-words:** ideology, functional–pragmatic approach, modality, absurd dramatic texts, Pinter's drama.

## **Discourse and Identity in Literary Studies**

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**Dr. Fadhila HAMEL**

*University Centre of Illizi*

The presented paper discusses the relationship between language and identity which is based on a variationist perspective. Moreover, it highlights the issue of how identity is constructed in the use of discourse which is also an area of interest in Critical Discourse Analysis. Thus, the research problem is to confirm that Discourse and Identity in Literary Studies demonstrates that identity is built moment by moment through the use of discourse and the process of conversational interactions. The purpose from this work is the study of language in use, as a goal of education, a means of education, and an instrument of social control and social change, is the principal concern of applied linguistics, it is easy to see why discourse analysis has such a vital part to play in the work that applied linguistics does, and why so much of the work that has been done over the last few decades on developing the theory and practice of discourse analysis been done by applied linguists or by linguists for whom the integration of theory and practice is a defining feature of the kind of linguistics that they do. As a result of the research the one appreciates that the author considers the literary text as a symbiosis of the content and features of individual creativity, which reflects the author's ethnic and cultural identity.

**Key-words:** Discourse, identity, literature, critical discourse.



## **Realization of the Self in The God the Small Things by Arundhati Roy**

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In a world of globalization, difference characterize modern day society. Issues of power, race, ethnicity, and gender inequality characterize and identify human relationship and interaction. Such an interaction carries within it feelings of hatred and hostility towards groups. The dichotomy of “us” and “them” postulates a perception of one being superior, and the other inferior. As such, bias and prejudice posit a dilemma. There stems a proclivity for marginalizing a group of people for the mere sense of belonging to a certain race, ethnicity, gender or religion. Groups, as a result experience alienation and are denied the privilege that some other groups within the same societal tissue. Marginalization delays the realization of the self, as it is conjured up by power. The intersectional approach examines the position of marginalized groups, offers an in-depth analysis of their situation/ subjugation, and presupposes practical routes out of oppression. Intersectional Approach considers how culture operates at the individual level and comes hence to shape his/ her identity within power relations. The current paper investigates the notion of the self in a postcolonial setting in *The God of Small Things*, a novella by an Indian writer Arundhati Roy. The study examines how power relations and tradition subdue and coalesce the individual into adopting a sense of identity other than that which speaks of his most authentic self. The study concludes by showing that resistance of the shackles of power unleashes the true sense of identity, using corpus analysis of the novella chosen as sample.

**Key-words:** identity, alienation, oppression, resistance, intersectional approach, postcolonial context.

## **Dialogism as a Counter Discourse in Jean Rhys Wide Sargasso Sea**

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The paper aims to explore the power of literature in representing and misrepresenting subaltern subjects or groups through Jane Rhys's *Wide Sargasso Sea*. Rhys uncovers an alternate truth, exposing the limits of a literary canon that assumes a shared white heritage. The novel voices the story of Antoinette Cosway that is silenced and marginalized in Charlotte Brontë's *Jane Eyre*. By restoring the voice of the Creole woman, the author adopts a counter-discourse that liberates colonial subjects from the Eurocentric readings of the orient. The paper aims at highlighting Foucault's notions of knowledge and power that is adopted by Rhys, from a Caribbean point of view rather than a Eurocentric view, to challenge the canonic self-legitimizing narratives. The novel stands as a source of power that outlaws the monologic European grand narratives and legitimizes dialogism. The novel transcends the traditional binary opposition for it sheds light on the white Creole community. The voiced hybrid status of the white creole women breaks down the postcolonial binarism and legitimizes the multi-voiced dialogic discourse. The novel's departure from theoretical postcolonial duality towards a non-restricted mode of theorization frees subjects and groups from the grips of classical colonizing relationship.

**Key-words:** Binary opposition, counter-discourse, dialogism, knowledge and power, literary canon.

# **Computational Analysis of Sound Devices in Poe's "The Raven"**

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In this study, the researcher has employed computational analysis techniques to delve into the significance of sound devices in Edgar Allan Poe's, "The Raven". With a specific emphasis on alliteration, assonance, and onomatopoeia, the study meticulously scrutinized these elements to gain a profound understanding of how sound contributes to the poem's atmosphere. The analysis entails an in-depth exploration of these sound devices to illuminate their usage and the impact they create. Overall, this study aims to uncover new insights into the role of sound in the poem and provide a fresh perspective on its enduring popularity. With a sense of investigative curiosity, the study initially scrutinizes the poem's use of alliteration, discerning alliterative pairs and meticulously quantifying the frequency and distribution of alliteration throughout the poem. The findings reveal a prominent use of alliteration along the poem, where it evokes a sense of foreboding and unease. In a calculated transition, the investigation shifts towards assonance, whereby the study identifies and quantifies assonant pairs throughout the poem. Although assonance is used less frequently than alliteration, its contribution to creating a sense of musicality and rhythm in the poem is revealed by the analysis. Finally, the study examines the poem's use of onomatopoeia, highlighting the frequency of onomatopoeic words throughout the poem. Although used sparingly, the analysis indicates that onomatopoeia and their effects in creating a sense of atmosphere and emotion in specific moments. Ultimately, this computational analysis of sound devices in "The Raven" provides a fresh perspective on the poem's use of language and its lasting resonance with readers, thereby offering valuable insights into how sound devices contribute to the poem's overall effect.

## **Infiltrating Comparative literature: Towards a Conciliatory Approach of Cultural Identities**

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**Dr. Imane BENKHLIFA**

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The parochial paradigm of a national literature and a national culture was refuted ever since Goethean Weltliteratur (1827) or Johann Wolfgang Von Goethe's declaration of the death of national literature. Goethe paved the way piecemeal for going beyond the nationalistic paradigm in favour of a globalized, cosmopolitan and transnational approach of literary texts arguing that "National literature is now a rather unmeaning term," Goethe maintained; "the epoch of world literature is at hand, and everyone must strive to hasten its approach". The inception of world literature came in tandem with the hectic pace and gathering momentum of globalization and its constantly contested borders. The purview of world literature has ever since been subject to endless revisions and hence expansion up to this day. With this new conception of world literature there soon emerged further contributions of renowned European thinkers to approach it adopting comparative models that sought to trace the fluidity, circuitous mobility and energies of literatures, amounting thus to a mode of reading and of reception that acknowledges the dialogic nature and convergences of the cultures as absorbed in various literary expressions. In this sense, cultural identity is only grasped through contrast and multiplication with other cultures and an awareness of the various cultural identities it came into friction with. This paper is concerned with bringing into critical attention the need to go beyond the obsolete model of perceiving/teaching national literatures and hence cultural identities in isolation, as if they have fully emerged from within the constrictive national boundaries solely. Instead, a conception of world literature and comparative literature as coterminous to the hectic pace of globalization that emerged as early as the second half of the 19th century is mandatory indeed a necessary shift. The hallmark of our age is the increased mobility and circuitry of literary texts through translation, attesting to the fallacy of borders either real or virtual. This has given rise to an unprecedented and ineffable sense of hybridity and permeability which, I maintain, needs to translate into different practices of teaching literary texts and of perceiving cultural workings within those.

**Key-words:** world literature, identity, dialogic nature, comparative literature, contested borders.

# **Algorithmic Oppression Discourse in The Circle by Dave Eggers**

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**Dr. Ahmed Seif Eddine NEFNOUF**

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Algorithmic oppression discourse refers to the discussion and analysis of how algorithms and artificial intelligence can be used to perpetuate and reinforce systemic inequalities and discrimination. The concept of algorithmic oppression stems from the recognition that algorithms, which are often presented as objective and neutral, can perpetuate and amplify bias and discrimination. One example of algorithmic oppression is the use of predictive policing algorithms that rely on historical crime data, which can reflect biased and discriminatory policing practices. This can lead to further targeting and criminalization of marginalized communities, such as people of color and low-income neighborhoods. Another example is the use of automated decision-making systems in hiring and employment that can perpetuate gender and racial biases. For example, if an algorithm is trained on historical data that reflects biased hiring practices, it may continue to replicate and amplify those biases, leading to discrimination against certain groups. The discourse around algorithmic oppression highlights the need for more transparency and accountability in algorithmic decision-making, as well as the importance of ethical considerations and diversity in the development of algorithms. It also emphasizes the need to address underlying societal inequalities and biases that algorithms can reflect and perpetuate.

**Key-words:** Algorithmic oppression; discrimination; societal inequalities; discourse; colorism.

# **Finding the Golden Path: A Comparative Analysis of Edward Taylor and Jalaluddin Rumi's Religious Discourse**

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**Amina KHALFI**

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This study examines the religious discourse in the selected poems of two literary titans who celebrated, in their diverse themes and contexts, the attachment and connectedness to God. In a pleading tone, a puritanical sigh of a pastor articulated, in its deep silence, meanings of passion and hope; its voice is better sharpened when intermingled with a sufist cry of a dervish whirling senselessly to express his emotional craving. Puritanism and Medieval Sufism are two literary movements that mark a turning point in describing the crucial the inward working of the soul in contradiction to the attachment to the physical realm. The paper delves into the way the puritanical interpretation of the physical and the spiritual in the selected poems of Edward Taylor (1642-1729) are interwoven and inspired from the Christian ideas and ideologies of his time and therefore highlight his hidden opinions about his own religious dogmas and his anti-Calvinist stance that stand as apparent in the optimistic tone he uses to conserve with the Devine. On an equal footing, the paper explores into the Sufist journey of Jalaluddin Rumi (1207-1273) as echoed in his nostalgic timbre in search of the Beloved expressing love, yearning and longing to meet God and enjoy his blissfulness under the banner and light of the Islamic tradition. These two phenomenal poets diverse in their search for the Golden path through their poetic design of some themes that are an offspring of their own religious beliefs. the study is carried out through a comparative analysis of their religious discourse to show the extent to which they managed to connect to the spiritual realm via love themes and via the use of conceit whose symbolic reference proves alluring when put into synthesis and scrutiny.

**Key-words:** Journey, Path, Puritanism, Religion; Sufism.

# **Investigating feminist discourse in Toni Morrison's The Bluest Eye**

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**Fouzia BAHRI**

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The purpose of this paper is to spotlight on how language is used to illustrate gender differences, gender ideologies and relationship between people's social and personal identities in Toni Morrison's *The Bluest Eye*. Black women writers use literature to tell the stories of black women who try to find out the truth about their life and the world they live in through different circumstances and in different cultures. This research helps the readers to raise the knowledge of black feminist criticism. How race, gender and age interplay and affect the characters' lives.

**Key-words:** discourse, feminism, gender, differences, language use.



# **Language Learning and Teaching Discourse**





## **Students' Attitudes towards Exam Invigilators' Practices**

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**Dr. Nawal DIB**

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To inspect classroom discourse we should rely on its profound microcosm: the classroom. With the intention of ensuring the success of an exam, invigilators should take into consideration the magnitude of securing the exam confidentiality and some special mandatory established procedures to be followed. One important piece to achieve exam success is the invigilators own classroom discourse. For that reason, this research's focal incentive is to investigate the invigilators' discursive acts and their outcomes on the students' performance. We also attempt to put forward a number of helpful recommendations to ensure an appropriate examination environment. To achieve this end, we administered a student's questionnaire to thirty students at the department of Letters and English at the University of Kasdi Merbah Ouargla. We aim at unveiling the students' attitudes about the invigilators' discourse as well as their practices and to what extent do the latter affect the students' performances during exams. With reference to the gathered results, we conclude that invigilators' classroom discourse affects the students' performance by engendering a set of affective and cerebral reactions.

**Key-words:** Classroom discourse, Invigilator's classroom discourse, Students' performance.

# **Intercultural Discourse and Communication in Higher Education**

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**Dr. Asma DJAIDJA**

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**Dr. Abla Ahmed KADI**

*University of Djelfa*

Within the domain of education, English has become a matter of concentration worldwide. Therefore, intercultural sensitivity has increased tremendously in recent years. As a result, the need to develop awareness of cultural diversity has received great attention. Intercultural awareness not only requires cognitive but also affective engagements and when teaching English as a foreign language, both should be taken into account. This paper aims to explain the relationship between discourse analysis and intercultural interaction in intercultural communication education. Drawing on interdisciplinary insights, this paper will discuss how the concept of intercultural communication and the lens of discourse analysis contribute to the study and teaching of intercultural communication in higher education. The results obtained show that with the advent of communicative language teaching, culture has been recognized as an important dimension of foreign language education, so teachers of English must be aware of the sensitivity and importance of language and culture. Also, teachers must be aware of the fact that language serves a number of purposes, the most obvious and immediate of which is said to be communication. Further research is recommended on the need for greater emphasis on intercultural communicative competence in English language teaching.

**Key-words:** Culture, Discourse Analysis, Intercultural Communication, Language, Teaching English.

# **The Importance of Implementing Discourse Analysis and Pragmatics in an EFL Reading Comprehension Programme**

## **The case of Algerian Universities**

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**Dr. Malika KOUTI**  
*University of Ghardaïa*

Reading comprehension involves some basic elements such as word recognition, vocabulary knowledge, grammar knowledge, etc. However, this is not sufficient as students need to use strategies that help them in making sense of texts. Moreover, students need to be trained in how to decipher the communicated meaning of a piece of written discourse. Discourse analysis is about the intended meaning while taking into account production process and context, whereas pragmatics is concerned with the interpreted meaning that results from linguistic processing and readers' interaction besides contextual factors (Celce-Murcia & Olshtain, 2000). The aim of this paper is to cast light on the role and importance of discourse analysis and pragmatics in reading and comprehending written discourse. To this end, it begins by defining reading, the process of reading and the product of reading which is comprehension, then it stresses the role of implementing discourse analysis and pragmatics in an EFL reading comprehension programme.

**Key-words:** reading, comprehension, written discourse, discourse analysis, pragmatics, EFL.

# **Adopting a Discourse-based Methodology to Teaching English for Specific Purposes in Algerian Universities**

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**Dr. Mahbouba MESSERHI**

*University of Batna II*

Algerian universities today are faced with a persistent increasing requirement to include English for specific purposes courses in their curricula. These latter are expected to actual needs and aspirations, which represents a real challenge for both teachers and students. Following the shift of paradigm in linguistic theory from grammar-oriented studies of language to discourse-oriented studies that constituted a wider analysis accounting for the real meanings and purposes of language use, new methodologies started to recognise discourse studies applications to language teaching. Hence, adopting a discourse-based methodology to English for specific purposes syllabus design at university level appears to be adequate to address these requirements. Such an approach implies the assumption that teaching English language is not merely about presenting its isolated sounds, lexical items, or even sentences, but rather, it is about developing learners t contexts of use. Accordingly, the current paper emphasises the idea that one of the first priorities of teaching English for specific purposes to university students in Algeria should be going beyond teaching and learning field specific vocabulary, i.e., terminology, and shift towards providing students with the target skills and genres that are necessary for their area of specialism. The current paper, therefore, provides some practical examples to illustrate how to implement particular key concepts from discourse analysis in ESP syllabus design to make the teaching learning experience more effective.

**Key-words:** Discourse analysis, English for specific purposes, English language teaching, genre analysis, syllabus design.

## **Raising Awareness about Teaching Politeness: Insights for Application in EFL Classes**

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**Abdessalem CHAMKHA**

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Pragmatic competence has a significant role in the overall communicative competence. Developing pragmatic competence enhances learning and enables EFL Students to communicate appropriately in the variety of settings that they may encounter in real life. This paper takes only one aspect of pragmatic knowledge as its main concern, namely politeness. Although politeness is an essential aspect of pragmatic knowledge and supposedly to be considered teachable under the realm of pragmatics, it was prone to negligence. This negligence of approaching politeness as a subject of instruction in EFL classes could be attributed to the mis-belief that politeness is unteachable to EFL learners for it is grounded in the culture of its native speakers (Tajeddin & Pezeshki, 2014; Watts, 2003). Therefore, the paper aims at investigating the topic of politeness and the variety of theories that can be brought to serve EFL classes. To be familiar with the semantic meaning of a given utterance is not enough to determine the im/politeness degree of the utterance. In this regard, the paper also sheds light on the importance of politeness explicit instruction, and the importance of developing learners' pragmatic competence through raising students' awareness of politeness principles and maxims. Eventually, the paper provides some pedagogical implications and insights as for how politeness can be taught in EFL classrooms.

**Key-words:** EFL classes, explicit instruction, impoliteness, politeness maxims, politeness principle, pragmatic competence.

## **Politeness Strategies in Teachers' Requests in Algerian and Russian Classroom Discourse**

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**Dr. Sara SAADNA**

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Despite the universal nature of politeness, the ways of its performance vary across cultures due to the differences in cultural values and attitudes. The knowledge of culture-specific features of the realization of politeness is of great importance for efficient intercultural communication. The paper presents the results of contrastive analysis of politeness strategies used by teachers in the performance of requests in Russian and Algerian Arabic classroom setting. The aim of the study is to find out similarities and/or differences in the performance of requests in two cultural contexts and to investigate the impact of sociocultural factors on the choice of politeness strategies. The data for the study were collected through a Discourse Completion Task with the participation of 148 respondents (53 Russian and 95 Algerian teachers). The questionnaires contained nine situations of request with different cost of imposition. The obtained data were analysed quantitatively and qualitatively drawing on the face-saving approach to politeness (Brown and Levinson 1987) and discursive approach to politeness (Eelen 2001, Mills 2003, Watts 2003). The results revealed that Algerian teachers perform request in a more direct way than Russian teachers do, and prefer positive politeness strategies to negative ones. The findings suggest that the index of Power Distance is higher in Algerian culture where teachers due to Muslim values have a high status that allows them to be more direct in their requests with students. On the other hand, social (horizontal) distance is shorter than in Russian culture. Due to the Algerian collectivistic nature teachers tend to use positive politeness strategies more than other strategies to show closeness and in-group relationships with the students (e.g. kinship address forms *بنيتي* 'my daughter', *وليدي* 'my son'). The study provides new data on the impact of sociocultural factors on politeness strategies and contributes to cross-cultural pragmatics and studies on classroom discourse.

**Key-words:** Algerian Arabic, classroom discourse, politeness strategies, Russian, speech act of request.

## **Bridging the Gap between Classroom Discourse and Electronic Discourse: New Roles and Better Classroom Practices**

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**Dr. Farida SAADOUNE**

*Kasdi Merbah University – Ouargla*

This paper on the educational gap between current electronic communications that authentically provides a wide range of linguistic forms and cultural clichés and classroom discourse that is confined in the teacher’s talk and classroom interaction. With the increasing use of platforms, blogs, chat rooms and the like, the functional and pragmatic use of language has become a necessity that should be present as a linguistic reality in the classroom discourse. In order to explore EFL learners’ attitudes towards the impact of electronic discourse on classroom discourse, a questionnaire is designed for 50 students of Master Linguistics at Kasdi Merbah University at Ouargla embarking on their views about the influence of electronic discourse on their classroom performance. Results show that although electronic discourse offers a variety of language use opportunities, EFL learners still need to develop different strategies inside the classroom. As a result, the teacher’s roles have shifted to monitor and assess students’ performance by raising their discourse and pragmatic awareness. Within a discourse analysis framework, teachers intend to establish a more interactive classroom by enhancing active learning. Teachers have to make benefit from electronic discourse to enable their learners develop competencies that go beyond classroom setting.

**Key-words:** active learning, classroom discourse classroom practices, , electronic discourse, teacher’s role.

## **Synchronous Classroom Discourse in Cooperative Learning Practices**

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**Dr. Maroua ROGTI**

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Since the COVID-19 pandemic, online classrooms have been taking place promptly to support learning and teaching practices for teachers and students. Educators therefore can ensure a set of pedagogical practices that may challenge students' needs, such as questioning the class, scaffolding students' learning, communication, and debating. In this respect, they use the language as both the target and as a tool using discourse analysis approach. Students therefore use the discourses heard by their teachers in their interaction with each other. This pedagogical practice may require project work, social skills, and engaging in complex tasks which encourage students to think critically, make inquiries, process information, and make evaluations to make reflective judgements through their social interaction in the classroom. They can subsequently develop their critical ability while using language, at the same time they communicate in an online space. In addition, life is full of social interactions and practices in which meaning can be constructed in the process of interaction, and is closely related to the social context. In this work, we tempt to diagnose the critical analysis of interactive discourse which refers to how can students, as users of language, communicate and interact through making reflective judgements by using language critically in the online EFL classroom. In addition, as our cognitive process is developed through interaction with others in different contexts, we tempt to refer to a community of inquiry framework which emphasizes the social presence and cognitive presence, addresses cooperation and social interaction in online classroom discourse, and can be developed through a meaningful cooperative inquiry.

**Key-words:** critical discourse, interaction, synchronous learning, social presence, cognitive presence, discourse analysis approach.



# **Teachers' Perspectives on the Efficiency of Oriented Classroom Discourse**

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Studies on language teaching/learning indicate a significant rate in scientific/academic research; yet the scope varies to investigate methods of teaching, role of teachers, classroom management, learners' individual differences, and blended learning to guarantee quality teaching practices. Discourse analysts, as well, focus via a plethora of works on explaining the discourse used in classroom and teacher-students interaction as an undeniable contextualized linguistic behaviour. Classroom discourse refers to teacher-students language used in classroom for the purpose of communication. This paper carries out a qualitative study highlighting teachers' perspectives on intentional classroom discourse and students' academic achievement. It stresses the role of classroom verbal production to promote learners' communicative skills, critical thinking and linguistic competence, which will consequently lead to good academic outcomes. It aims at pointing to teachers' attitudes on the language used in classroom and its impact on learners' motivation and will to learn. It insists to prove whether teachers are aware that oriented-discourse can help learners to gain higher self-esteem that will affect learning positively. It is assumed that teachers' language in classroom is used consciously and purposefully to meet with the teaching objectives. A questionnaire is directed to university teachers to share their experience of classroom discourse either for academic professional purposes or for social communicative objectives and its impact on learners' performance. The paper will present a literature review of classroom discourse; an analysis of data is required as well to demonstrate the role of conscious classroom discourse and a discussion of findings will summarize major research points. Results confirm that interaction is very vital in the language-learning environment to enlarge students' knowledge and build mature teacher-students contact. A good orientation of classroom discourse would make learners feel comfortable, belonging, and important; such qualities will make them committed and motivated to perform better and rank higher academically.

## **A Genre-Analysis of Complaint Letters: A Case Study of English and Arabic Language**

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**Dr. Noureddine DERKI**

The study purports to examine the generic structure of complaint letters among natives and non-natives of English. A corpus of 80 letters was collected from Algerian Arabic users, EFL learners as well as American and British native speakers of English. The researchers provided the participants with three complaint situations and they were required to choose only one and write a complaint letter about it. Our analysis drew upon Swales (1990) and Bhatia's (1993) approach to genre analysis to describe the move structure of such genre. The results revealed that complaint letters in Arabic and English adhere to the same generic structure composed of seven moves and fifteen steps. It was found that several factors, particularly culture, and the correspondents' social rank significantly influence the overall structure of complaint letters.

**Key-words:** Discourse, complaint letters, moves, discourse analysis, Arabic, English, EFL learners, Algerian.



**Discourse and Other Related Phenomena**



# **The Methodology of Discourse Analysis in the Science of Fundamentals of Islamic Jurisprudence**

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This research presents a study on the analysis of the legal discourse in the science of fundamentals of Islamic jurisprudence. In other words, the mechanism for understanding the legal text such as the Holy Qur'an and the Sunnah of the Prophet, peace be upon him, which Muslim scholars call semantics of words such as: the general and the specific terms, the absolute and the restricted terms, the command and the prohibition. The research problem is the questions about what are the semantics of words, the methods of using them in understanding the legal text, and what are the results of the corrupt use of these rules. The research aims to clarify the semantics of the words, provide illustrative examples, and prove that understanding the legal text is according to precise and exact rules. The method used in this research is the qualitative method, or the descriptive analytical method in particular. The results indicate that the semantics of the words in the science of fundamentals of Islamic jurisprudence are many and varied, and they are sufficient to reach the meaning that Allah Almighty wanted, and that the Messenger, peace be upon him, wanted. These results contribute to bridging the knowledge gap on this subject and significantly affect the creation of a better public opinion on the rules of correct understanding of the legal text in Islam.

**Key-words:** methodology, discourse, analysis, science, fundamentals, Islamic, jurisprudence.

# **Hermeneutic Approach to Interpreting the Sacred Scriptures between Linguistic Identity and Liturgical Language: The Immaculate Conception as Case Study**

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The current study seeks to provide an analysis of The Immaculate Conception through sacred narratives. It investigates the hermeneutic and exegetical approaches to such a comparative reading from the Biblical and Quranic scriptures. Each of these books has its original language in which it was revealed with a specific linguistic model and societal identity. It is almost impossible to think of Judaism without thinking of Hebrew or to think of the Quran without thinking of Arabic. Looking at the function of sacred language as marker but also constructor of identity, whereby the concept of identity is used/identified as a means of discussing the socio-cultural role of religion in contemporary life. Therefore, Interreligious comparative theology assumes to focus on commonalities and what they can learn from each other by examining the common ground between religious traditions to achieve mutual illuminations.

**Key-words:** Biblical Scriptures, Exegetical approach, Hermeneutic approach, Immaculate Conception, Interreligious comparative theology, Quranic scriptures.

## **Critical Discourse Analysis of Bennabi's "The Chaos of Modern Muslim World"**

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*Abderrahmene Mira, Béjaïa*

This study explores the political and cultural dimensions of Bennabi's essay included in his book *The Vocation of Islam* (1954). It takes its bearings from the method of critical discourse analysis as proposed by Fairclough Norman in his book *Critical Discourse Analysis: The Critical Study of Language*. Expanding on the themes of colonization, colonizability, racism, Muslim world unity, and the Algerian Revolution most of Bennabi's writings come from his time writing before the Algerian independence. So, in this analysis, we argue that Bennabi's discourse is not only a pioneering historical voice but a visionary perspective of the forthcoming postcolonial changes in Algeria and in the Muslim world. The objective of this study is to show the pragmatic and the cultural dimensions that Bennabi attempted to foreground before undertaking an awakening and a rising in Muslim world in general and in Algeria in particular. The structure of the study will follow the three myths that paralyse Muslim and colonized countries and that are colonialism, ignorance and poverty for the sake of depicting his / Bennabi's provisional plan to act change first in the mentality of the people and then in the surrounding environment. Though Bennabi's thoughts had been for a long time ignored, critics start to analyse his visions and try to focus on the insights he tried to provide concerning the above cited matters. The originality of this study lies in its attempt at superposing critical discourse analysis' elements and the content of Bennabi's discourse for the sake of comprehending the ideological battle of words and ideas in its relation to real context.

**Key-words:** Bennabi, Change, CDA, Historical discourse, Muslim world.

# **Discourse Analysis in Literary Translation: Bridging the Gap between Theory and Practice**

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This paper explores the role of discourse analysis in bridging the gap between theory and practice in literary translation. It argues that a systematic analysis of discourse features can provide insights into the text beyond the surface level and enable a more accurate and effective translation. The paper begins by outlining the theoretical foundations of discourse analysis and its relevance to literary translation. It then provides examples of how discourse analysis can be applied to literary texts, such as identifying speech acts, examining stylistic devices, and analyzing cultural references. The paper also discusses the challenges of applying discourse analysis in literary translation, such as the need to balance linguistic and cultural aspects, maintain the author's style and voice, and ensure readability for the target audience. It suggests that a pragmatic approach to discourse analysis, which combines theoretical insights with practical considerations, can help address these challenges. It concludes by emphasizing the importance of discourse analysis in bridging the gap between theory and practice in literary translation. It argues that discourse analysis can enhance the translator's understanding of the text and enable them to make more informed decisions about the translation process. By providing a more nuanced and accurate representation of the original text, discourse analysis can contribute to the creation of high-quality literary translations that capture the essence and style of the original work.

**Key-words:** Discourse analysis, Literary translation, Theory-practice gap, Bridging gap, Translation studies.

# **Critical Discourse Analysis for the Rendering of Islamic Words in the Maqamh of Isfahan from Maqamat Badi Zaman AlHamadhani**

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Discourse analysis is the study of language in use. It has different types: political, lexical, critical..., etc. Critical discourse analysis is a research method for studying written or spoken language in relation to its social context. It aims to understand how language is used in real life situations. The main concern of this study is to criticize the translation of Islamic terms in the maqamh of Isfahan from Maqamat Badi Zaman AlHamadhani using the five steps suggested by Newmark to achieve a comprehensive criticism of a translation: (1) Text analysis, (2) the translator's purpose, (3) Comparing the translation with the original, (4) The evaluation of the translator, and (4) the translator's future. It analyzes critically the translation of religious words in this maqamh into English. We hypothesize that the translator opted for borrowed or adapted words to render the non-equivalent words because of their specificity to Arabic culture, particularly to the Islamic one. To investigate the matter, a comparative descriptive methodology is adopted by which we matched, compared and analyzed the translated versions to the original ones to check to what extent those religious words were transmitted from the source text to the target text and identified the technique used to render them, according to Vinay and Darbelnet's model. Moreover, criticizing these translations depending on the five aforementioned steps of Newmark. The findings of the analysis show the translator most of times opted for borrowing strategy to render non-lexicalized words as well as these translations is considered inappropriate for a non-muslim English reader who cannot really understand the word as the source reader does.

**Key-words:** borrowing, criticizing, Islamic words, Source Text, Target Text.





**Language, Literature, and Cultural  
Discourse : Gender & Cultural Discourse**



## **Female Discourse, 'Parler Femme,' and Genderlect Theory in Susan Glaspell's Trifles**

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The present paper studies female discourse in Glaspell's *Trifles* from a French feminist perspective. The prominent French Feminist theoreticians, namely Cixous and Irigaray challenge male discourse and argue that it does not provide women with freedom of expression. Irigaray suggests the invention of 'parler femme' as a new dialect for challenging the social stereotypes assigned to women and reshaping female subjectivity. Irigaray's view is supported by Cixous who believes that women should have a language of their own and that they should subvert the phallogocentric language through the intermediate of 'l'écriture féminine.' This new type of female discourse is expected to deconstruct the symbolic order and to establish a new order based on a better representation of women. Cixous 'écriture féminine' raises female revolutionary voices against male dialect and its misrepresentation of female plight. Glaspell's dramatic text can be classified as an example of 'l'écriture féminine' because it invites the audience to analyze female silences, puns and new images. Indeed, the French feminist line of thoughts will be used to compare the differences between male and female discourses in *Trifles*. Unlike male characters who use an authoritarian style and they look for a concrete proof to uncover the identity of the murderer, female characters rely on symbols, images, intuition, metaphors, silence, tone, mood and psychology to interpret homicide. Female characters succeed at finding out the identity of the murderer and their investigative style is more convenient because they dig deep into female silence and they understand the unspoken words of Minnie Wright. On the other hand, male discourse fails at examining the motives of homicide because it is based on stereotypes, authority and repression. 'Parler femme' is achieved in the play through the solidarity of women, their sympathy with Minnie and the way they believe that domestic violence is the outcome of patriarchal oppression. The French feminist reading of the play will be supported with the views of some feminist stylisticians who analyze female style in a specific social context and they argue that male and female modes of expression are different, but equal. In her 'genderlect theory', Deborah Tannen affirms that differences are sources of richness and 'both men and women could benefit from learning each other's styles.' (298) The discussion part will offer a critical reading of Glaspell's female characters for choosing social exile instead of communication.

The present research focuses on the intersection between French feminism and feminist stylistics, thematic concerns, textual analysis and theatrical props and objects to understand the differences between male and female discourse. The final goal is to evaluate the importance of female discourse, to study Glaspell's ideas about the richness of female discourse and the necessity of establishing a smooth dialogue between male and female discourses and to recognize the female playwright's call for dismantling marginal spaces and liberating modern American women.

**Key-words:** Female Discourse, French Feminism 'Parler femme', 'l'écriture féminine', Female silence.

# **Cultural Diversity of Communicative Body Movements: A Comparative Study between Algerian Arabic Speakers and Jordanian Arabic Speakers**

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*University of Oran 2*

The gestures which accompany speech are a vital part of discourse. More than half of all information conveyed through our conversations is done so in a nonverbal form through the use of gestures. This study aims at examining two sub-cultures, namely Algerian and Jordanian in the use of gestures during presentations in the classroom. What are the similarities and differences in the use of these gestures? What are the functions of the spontaneous gestures used in classroom presentations? Whether the form-function associations differ from one sub-culture to another? The population of the study is composed of Jordanian and Algerians living currently in Jordan. The researcher has opted for the probability for selecting students from the University of Jordan, since most Algerians resident in Jordan are PhD students at the University of Jordan. The subjects of the study are 20 adults from the University of Jordan whose ages range from 25 to 40. Their demographic information was collected through a questionnaire; a seven-branched item questionnaire of five-point likert scale was adapted from Sekine, Stam, Yoshioka, Tellier & Capirci (2015). Participants were recruited into the study based on their nationality and their education. Only students from the linguistics departments were involved in the study. 10 Jordanian students were video-recorded and similarly 10 Algerian students. Data collections occurred during regular class hours at the university. The videos were recorded to gather information on the nonverbal behaviour of the two groups of students. To analyze the data, observation method was used. These data were confirmed with those from the questionnaire. The questionnaire was distributed to 30 Jordanian and 30 Algerian students of the same department at the University of Jordan including those who were video-taped. The framework used to analyse the data is Samman, Moshell, Clark and Brathwaite (2009).

**Key-words:** culture; cultural differences; gestures; multimodality; nonverbal communication.

# **Investigating Gendered Language in Male and Female Arabic and English Research Articles' Abstracts**

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The present research explores the presence of gendered language in abstracts of research articles in applied linguistics, written both in English and in Arabic by male and female writers. First, the paper will focus on presenting an overview of research on gendered language in different language use contexts. Discussion will be in light of the factors that influence language use. Discussion will also be based on highlighting the commonly held beliefs vis à vis the differences in male and female language use. The research will present a discussion of the reasons behind the question of why gender and language matter in our lives, our language education and our language use. The research aims are three folds. First, the research will explore the use of gendered language in thirty research article abstracts written by Arab and English male writers. Second, the research will focus on the use of gendered language in thirty research article abstracts written by Arab and English female writers. Third, the research will make a comparison between the use of gendered language between Arab and English male and female writers. The present research is based on three main questions: (a) What noun/pronoun do Arab and English male writers use research article abstract writing? (b) What noun/pronoun (s) do Arab and English female writers use in research article abstract writing? (c) What similarities and/or differences are there between Arab and English writer's vis à vis the use of noun/pronoun elements, as markers of gendered language, in research article abstract writing? In light of the questions, we hypothesize that: Arab male and female writers have a strong tendency towards the total use the so-called masculine gender exclusive noun/pronoun in their research article abstract writing. The results will be analyzed both qualitatively and quantitatively to provide useful information with regard to language use practices. Based on the literature review and analysis of data, a tentative conclusion vis a vis gendered language practices in research article abstract writing will be drawn. Inspired by the growing body of research into gendered language, suggestions and directions for future research in this area will also be highlighted. We contend that any language practices are ideologically and institutionally gender-laden. This research can be the point of departure for researchers to explore more gendered language issues at different levels of language

education or contexts (schools, universities, books, research papers, spoken language presentations and so on) in the pursuit of gendered language presence and solutions.

**Key-words:** gendered language, research article abstracts, applied linguistics, English, Arabic.

## **Race, Gender, and Identity in Discourse**

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Communication between humans is all about exchanging information, achieving goals, expressing emotions and feelings, but also conveying who we are. Our geographical, ethnic, social backgrounds and our moral/ethical and political stances are all communicated through language. We use it to identify one another and even classify/judge each other. It's also a way for us to highlight our similarities or differences with those around us. Therefore, the study highlights how Language and discourse play a huge role in creating and negotiating identities. It also tackles how does discourse shape our identity? In addition to, various types of identities and examine some of the discursive processes that have been determined to be key to identity construction within the interactionist perspective, such as indexicality, local prompting, positioning, and dialogism.

**Key-words:** dialogism, discourse, Identity, indexicality, positioning.

## **Gender Differences and Language Use: The Case of Adrar City in Adrar, Algeria**

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Gender differences have long been manifested not only through human beings' physiological traits but also in language use and communication styles. Male and female language use has been a heated debate between researchers in spoken discourse studies. Over the past few decades, research has revealed that the way each communicates is investigated in various patterns to distinguish the characteristics that make men and women different, whether through words, tone of voice, emotional expression, or body language. In more precise terms, these differences can be viewed from several aspects involving vocabulary, attitudes, syntax, and non-verbal communication. The present paper takes a narrow perspective to investigate the situation by cranking the microscope into gender differences in language use through spoken dyadic interactions among Algerians. Within this context, a focus group interview is used to investigate and observe the language use of four men and women from Adrar city. Thus, few robust distinctions between Algerian males and females' use of language have been observed across different contexts.

**Key-words:** Adrar city, gender differences, language use, male and female, spoken discourse.



# **The Neoliberal Mind Style in the Postcolonial Novel: A Critical Discursive Analysis to Chika Unigwe's on Black Sisters' Street**

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Postcolonial writing concerns itself primarily with discerning relations of domination and oppression, and liberating the postcolonial subject. For this reason, neoliberalism as a new mode of hegemony is amply tackled by postcolonial authors (e.g. Adichie, Adiga, Gordimer). This paper aims to examine mind style in *On Black Sisters' Street*, a postcolonial novel written by Nigerian female author Chika Unigwe. The paper illustrates how the neoliberal ideology is communicated linguistically through the mind styles of characters. In doing so, this study is an attempt to connect the tenets of Critical Discourse Analysis and the underpinnings of Postcolonial Theory to arrive at a comprehensive image of how the author attributes neoliberal aspects to her characters, and how she implements her views about neoliberalism in discourse. The reason behind such attributions is the fact that Unigwe wants to unveil the dangers of this contemporary ideology on the postcolonial subject and on society. Throughout the analysis of mind styles, we will demonstrate how the author's recruitment of some discursive strategies attributed to the characters matches her agenda as a postcolonial militant. We will adopt Van Dijk's (1993) framework and the tenets of postcolonial theory to discover relations of inequality, oppression, manipulation, and domination between capital owners and the exploited agents. The analysis revealed that the characters 'Dele' and 'Madam' are the epitome of the neoliberal capital owner. The discursive structures underlying the utterances of the characters 'Dele' and 'Madam' comprise a neoliberal tendency to manipulate and commodify agents. In turn, these structures also demonstrate the author's mind style as endorsing an anti-neoliberal stance.

**Key-words:** mind style, neoliberalism, Critical Discourse Analysis, Postcolonial Novel.