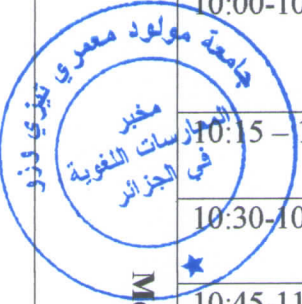


 Morning Sessions	Session 1: Digital Media, Society and Critical Engagement	
	Moderator: Dr Said Gada	
	10:00-10:15 a.m.	Prof Nadia Naar Gada : <i>Voices Behind the Veil: Feminist Resistance and Linguistic Agency in Algerian Social Media Discourse</i>
	10:15 – 10:30 a.m.	Prof Souryana Yassine : <i>Multimodal Literacies and Critical Engagement of Algerian EFL Students</i>
	10:30-10:45 a.m.	Dr Sabeha Larabi : <i>The Power of English on the Clothing Habits of Students of Berber Culture: A Bourdieuan Analysis</i>
	10:45-11:00 a.m.	Debate / Discussion
	Session 2: Language Teaching in the Digital Age	
	Moderator: Prof. Rafik Laleb	
	11:00-11:15 a.m.	Dr Kamila Ammour & Ms Ryma Ouzzir : <i>From Screens to Skills: The Power of YouTube in Shaping EFL Students' Reading Proficiency</i>
	11:15 – 11:30 a.m.	Dr Nora Achili : <i>Digital Literacy in Higher Education English Major Studies: Students' Perceptions of Needs vs Actual Learning</i>
	11:30 – 11:45 a.m.	Dr Hanane Ait Hamouda : <i>EFL Teachers' Perceptions of Media Literacy Integration in Language Teaching</i>
	11:45 – 12:00 p.m.	Ms Kaouthar Boualam : <i>Harnessing Digital Texts: A New Pedagogical Approach for Foreign Language Literature</i>
	12:00-12:15 p.m.	Debate / Discussion
Lunch Break		
Afternoon sessions	Session 3: Language, Culture and Power: Negotiating Identities in Digital Spaces	
	Moderator: Dr Nora Achili	
	1:30 – 1:45 p.m.	Dr Said Gada & Ms Sara Aflihaou : <i>Resistance, Surveillance and Journalism Ethics in Maghreb Emergent and The Intercept</i>
	1:45-2:00 p.m.	Ms Sara Hadjer & Prof Rafik Laleb : <i>Propaganda and Political Manipulation of the Ukraine Conflict via Social Networks</i>
	2:00-2:15 p.m.	Dr Farid Metrouh & Dr Ilyes Gouider : <i>Rap Song as a Means of Protest: A Semiotic Approach</i>
	2:15-2:30 p.m.	Dr Radia Kasdi & Dr Sara Kessar : <i>Modern Rai and Online Identity Construction among Kabyle Youth in Algeria</i>
	2:30-2:45 p.m.	Dr Nassima Terki : <i>Narratives of Identity and Memory through Digital Spaces: Nabila Djahnine and Katia Bengenna</i>
	2:45- 3:00 p.m.	Debate / Discussion
3:00 – 3:30 p.m.		Closing Session
Insights & Summary		

Proceedings of Abstracts

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From Screens to Skills: The Power of YouTube in Shaping EFL Students' Reading Proficiency

abstract

The integration of digital technologies into language teaching has transformed the ways learners engage with language and participate in public discourse. Among various social media platforms, YouTube has emerged as a powerful tool, offering EFL learners' access to rich, multimodal content that supports language acquisition and cultural engagement. This study investigates the role of educational YouTube videos in enhancing reading proficiency among first-year students at the Department of English, Mouloud Mammeri University of Tizi-Ouzou (MMUTO). Specifically, it explores learners' perceptions of instructional YouTube videos and examines the extent to which these videos motivate students to develop their reading skills. Grounded in Bandura's (1977) Social Learning Theory, which emphasizes learning through observation and modelling, the study adopts a mixed-methods approach. Data were collected from 30 first-year students via a questionnaire, with quantitative responses analysed using descriptive statistics and qualitative responses examined through qualitative content analysis. The findings reveal that educational YouTube videos enhance reading proficiency, vocabulary, comprehension, fluency, and learner motivation, while also supporting learner autonomy and digital literacy. Based on these insights, the study recommends the critical integration of YouTube into EFL curricula to maximize its pedagogical potential. By situating this research within the broader context of digital media and public discourse, it highlights how social networks can empower learners to navigate language, culture, and knowledge in digitally mediated environments.

Keywords: Educational YouTube Videos, EFL Reading Proficiency, Motivation, Social Learning Theory, Observational Learning, Digital Media, Public Discourse.

Abstract

The present study employs a critical, multimodal, and comparative methodological framework to examine how official digital discourses construct ideological representations of the 2022 Ukraine conflict. Centering on social media posts issued by the Kremlin and the White House during the immediate aftermath of Russia's military intervention (February–March 2022), the research investigates the linguistic, visual, and rhetorical strategies deployed to shape public opinion and legitimize political action. Through the integration of Critical Discourse Analysis (CDA), Framing Theory, and the Propaganda Model, the study interrogates how these state actors mobilize multimodal resources to produce persuasive narratives, articulate moral hierarchies, and negotiate competing claims to geopolitical authority. The analysis situates these communicative practices within broader socio-political and media ecologies, demonstrating how digital state communication not only reflects but actively reproduces antagonistic narratives of legitimacy, morality, and power in contemporary global conflict.

Digital Literacy in Higher Education English Major Studies: Students' Perceptions of What They Need to Know vs What They Actually Learn

***The case of 3rd Year, Master 1, and Master 2 Students at the Department of English,
M'Hamed Bougara University of Boumerdes***

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Abstract

In Algeria, recent rapid integration of digital technologies - through online learning, digital resources, and institutional platforms - raised concerns over students' insufficient preparedness for digital literacy. Although the course often claims capacity in digital skills, evidence of anecdotes and recent studies suggests a significant difference between what students learn (or should be able to do) and what they really want to learn. In an attempt to

validate or invalidate these claims, this study examined students' perceptions and views on the issue, what skills they considered essential in the digital age (for studies, research, communication, and professional futures), and what they believed they had actually learned through courses. By using a mixed-method design, surveys were administered to 3rd-year, Master 1, and Master 2 students at the Department of English of Boumerdes University, and follow-up interviews were conducted to provide qualitative depth. The findings indicated that students continuously identify digital literacy as important to evaluate online information, online research, and digital material use for learning. However, students cited the necessity to discard some unneeded modules, such as literature and linguistics, and replace them with programming, artificial intelligence, and TIC modules, among others. Obstacles were also reported, including lack of dedicated instructions, insufficient infrastructure (Internet speed and access to data processing resources), variable teaching preparation, and limited response. This discrepancy has implications for course design, institutional policy, and teacher education in Algeria. To bridge the difference, the results showed a clear need for structured opportunities for both student and teacher practice, to ensure support infrastructure and revision of the curriculum based on students' real needs. Removing these concerns can improve students' preparedness for educational success and participation in the digitally professional and social environment.

Keywords: Digital literacy, Algerian higher education, student perception, curriculum gap, media literacy

Nora ACHILI - Biography

Nora ACHILI is a Senior lecturer in the Department of English at the Faculty of Letters and Languages of M'HamedBougara University of Boumerdes. She received her PhD in English Linguistics and Didactics from Algiers 2 University, Algeria, where her research focused on corpus linguistics and gender studies. Nora ACHILI's fields of interest include discourse analysis, digital communication, gender studies, corpus stylistics, and corpus-based approaches to discourse in general and literary texts in particular.

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Title of the Presentation: **EFL Teachers' Perceptions of Media Literacy Integration in**

Language Teaching: A Case Study of the Department of English

In the digital age, fostering students' media literacy has become a vital component of language education. As learners are constantly exposed to digital and multimodal media, teachers are increasingly expected to help them develop critical thinking, interpret media messages effectively, and engage responsibly with online information. This study investigates EFL teachers' perceptions of integrating media literacy into language teaching, with particular attention to their attitudes, classroom practices, and the challenges they encounter. The main objective is to understand how teachers conceptualize media literacy and how they implement it within their pedagogical practices. Data will be collected through a questionnaire administered to EFL teachers from the Department of English at Mouloud Mammeri University. The questionnaire aims to collect data on teachers' understanding of media literacy, the frequency and methods of its integration in their lessons, and their level of confidence in using digital tools and multimodal resources. It also explores the main challenges teachers face. Preliminary findings are expected to reveal that, while most teachers recognize the growing importance of media literacy in preparing students for the demands of the digital world, its integration in actual classroom practice remains partial and inconsistent. Many teachers express positive attitudes and a willingness to adopt media-based activities but highlight the need for clear pedagogical guidelines and sustained institutional encouragement. By shedding light on these perceptions, the study seeks to contribute to the broader field of digital pedagogy and teacher education. It emphasizes the need to provide teachers with adequate training, resources, and frameworks that support the effective integration of media literacy into EFL teaching and learning.

Key Words: Digital pedagogy, EFL teachers, Language teaching, Media literacy, Perceptions.

Biography

I am a lecturer in the Department of English at Mouloud Mammeri University of Tizi-Ouzou (MMUTO). I hold a Master degree in Language and Communication and a PhD in Linguistics and Didactics. My research interests include semiotics, critical discourse analysis, multimodal analysis, politics, and technology. Since beginning my academic career in 2016, I have taught a range of undergraduate and postgraduate courses in linguistics, study skills, communication, research methodology and semiotics. My teaching and research explore the intersections between language, visual communication, and digital media, particularly how technological environments shape meaning-making. Through my scholarly work, I aim to contribute to interdisciplinary research that bridges linguistics, media studies, and education, fostering a deeper understanding of communication in contemporary sociopolitical and digital contexts.

Title: "Resistance, Surveillance and Journalism Ethics in Maghreb Emergent and The Intercept".

Dr GADA Said

Miss AFLIHAOU Sara

Abstract

The research draws upon a comparative case of alternative media outlets in Algeria and in the United States of America. It compares Maghreb Émergent, and The Intercept and explores how these platforms challenge mainstream media, navigate ethical dilemmas, and influence public discourse. This research combines theory and practice to explain how digital media alter public discourse and democratic engagement in Algeria and in the USA. This study is expected to demonstrate how the rapid growth of social media creates new public spaces for competing narratives in both Algeria and the United States. To ground this comparative study, we have selected two articles from the two media outlets that directly engage with Gaza while reflecting distinct traditions of alternative journalism: one emerging from a postcolonial struggle, and the other rooted in a neoliberal media culture. Methodologically, the research adopts a qualitative and comparative approach based on Critical Discourse Analysis as theorized by Fairclough (1995), combined with Foucauldian insights on discourse and power. The study assesses how these theories explain the roles of digital activism, citizen journalism, ethical challenges, and democratization in different socio-political contexts, thus advancing our understanding of media-driven public transformation. The findings are expected to provide concrete empirical evidence on the dual role of alternative media, both as a tool for democratization and as a site of ethical vulnerability.

Key words: Alternative journalistic platforms, Maghreb Emergent and The Intercept, public discourse, journalism ethics, Fairclough and Foucault.

Modern Rai and Online Identity Construction among Kabyle Youth in Algeria

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Track: Language and Culture: Negotiating Identities in Digital Space

Abstract

This study examines how young people in Kabylia, a Berber-speaking region of Algeria, construct a “second identity” on social media. They use online platforms as a way to escape the conservative norms of their society, particularly through the consumption and sharing of modern rai music and related video clips. In Kabyle culture, traditional values often limit self-expression, especially in relation to gender roles, musical preferences, and social interactions. These restrictions create challenges for youth who are drawn to expressive and sometimes controversial forms of music. Through platforms such as Instagram, TikTok, Facebook, and YouTube, they find digital spaces where they can experiment with and express identities that differ from local expectations. Engaging with modern rai music thus becomes more than a

matter of taste; it represents a symbolic act that reflects ongoing tensions between modernity, gender, cultural identity, and self-expression.

The study has four main objectives, all situated within the exploration of how Kabyle youth negotiate alternative identities in digital spaces. First, it examines how they construct a second identity through their music choices, profile aesthetics, language use, and online interactions. Second, it explores the psychological meaning of these practices, showing how they help youth cope, escape social pressure, affirm their self-worth, feel a sense of belonging, and experience personal freedom. Third, it examines the cultural tension that arises from these online expressions, particularly the contrast between what is shared online and what is expected offline. Finally, the study explores how such practices may gradually influence social attitudes toward gender, music, and youth independence in Kabylia.

To attain the objectives mentioned earlier, two complementary analytical methods will be used. First, a **Qualitative Content Analysis** of participants' social media content (posts, captions, visuals) will be conducted to identify patterns of self-representation and identity performance based on the dimensions of the Online Identity Model (Nagy & Koles, 2014). Second, **Thematic Analysis** will be applied to interview transcripts to explore participants' and peers' perceptions, emotions, and interpretations concerning their online identity practices. This dual approach will allow for a comprehensive understanding of both the *visible performance* and the *lived experience* of online identity among Kabyle youth.

Keywords: Second Identity, Kabyle Youth, Social Media, Modern Rai Music, Online Identity Construction

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The Power of English on the Clothing Habits of Students of Berber Culture in Tizi ousou: A Bourdieusian Analysis

Abstract

This article explores how English, as a global linguistic and cultural force, influences the clothing habits of students from Berber (Amazigh) cultural backgrounds. Drawing exclusively on Pierre Bourdieu's sociological framework; particularly his concepts of 'Habitus', 'Cultural Capital', linguistic capital and 'Symbolic Power', the study examines how English inscriptions on clothing function as markers of prestige, aspiration, and modernity. We will show that, for these students, the power of English is not only in its words, but in the worlds it opens and closes. Through their "digital self", that is the way they represent themselves on social media, the question we may ask is that of whether they highlight their Berber identity or struggle to adapt to global English clothing norms? Through a cultural reading of everyday fashion practices, especially among Berber students in Tizi ousou, the research reveals that English on clothing represents more than an aesthetic choice; it is an embodiment of power relations between global and local languages, cultures, and identities. The analysis concludes that Berber students' clothing reflects a delicate negotiation between globalization's linguistic domination and local identity assertion, where English operates as both symbolic capital and cultural pressure. On Instagram or TikTok, Berber students may post English captions on their

clothes to gain visibility while using Tamazight symbols or music to assert their roots or identity.

Key Words: English, Power, Culture, Berber Students in Tizi ouzou, Clothing Habits, Bourdieu, Symbolic Power, Habitus, Cultural Capital, globalization and digital self.

Nadia NAAR GADA

Title:VoicesBehind the Veil:Feminist Resistance and Linguistic Agency in Algerian Social Media Discourse

Abstract

This study examines how, in today's digital age, Algerian women use social media platforms as a means of resistancechallenging patriarchal and oppressive norms, to assert cultural identity and engage in feministdiscourse. More precisely, the analysis shows how language, power, and culture intersect in Algerian women narratives online, focusing on how theycopewith and subvert public discoursethrough platforms like Facebook, Instagram, and TikTok. Usingbellhook'scriticaldiscourseanalysis and Feminist Theory, the main taskis to illustrate how linguisticchoices, symbolicrepresentations and digital storytelling empower Algerian women to resist, reclaim, and redefinetheirroles in society. Throughsomeexamples of hashtags, influencer content, and grassrootscampaigns, weshall focus on the nuancedways Algerian feminismisevolving in the digital sphere.

Keywords

Algerian women, social media, digital discourse, Critical DiscourseAnalysis, Feminist Theory

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Multimodal Literacies and Critical Engagement of Algerian EFL Students Interpreting and Producing Meaning across Digital Media

Abstract

In the 21st century, English language education is increasingly mediated through digital communication platforms that combine linguistic, visual, and auditory modes. Multimodal literacy—the ability to interpret and produce meaning across diverse media—is now essential for EFL learners' academic, professional, and social success. This research proposal investigates how Algerian Master's students of English interpret, evaluate, and produce multimodal texts, and how critically they engage with digital media. Grounded in Kress and van Leeuwen's (2006) theory of multimodality and Kellner and Share's (2019) model of critical media literacy, the study proposes a cross-sectional survey design targeting Master's EFL students. Data analysis will include descriptive statistics and thematic analysis of open-ended responses. The study anticipates that while Algerian EFL students are active consumers of multimodal digital content, their critical and productive competencies are underdeveloped, especially in English. The findings aim to inform curriculum design by advocating the integration of multimodal and media literacy into EFL pedagogy.

Keywords: multimodal literacy; critical media literacy; EFL; digital pedagogy; Algeria

Title: Narratives of Identity and Memory through Digital Spaces: Nabila Djahnine and Katia Bengenna

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Axe: Language and Culture: Negotiating Identities in Digital Spaces

Abstract

This communication examines the cultural significance and the conceptualisation of the female body trapped between the traditional society, religious laws and modernity and the way social networks transformed feminine presence through Nabila Djahnine (1965-1995) and Katia Bengenna (1977-1994). They are two Kabyle/ Amaziy and Algerian women assassinated by Islamic armed groups during the Algerian Civil War (1991- 2001). Both spoke directly and indirectly against the conservatism of the Algerian society caused by either the strict traditional gender roles, the patriarchy or religion. Both women, and through their bodies, gave an image of resistance and rejection of the archaic restrictions. Drawing on Roland Barthes's concept of cultural myth and José van Dijck's framework of mediated memory in digital space, this study investigates the way Katia and Nabila, through their female bodies, uncovered hair, public voice and activism, are transformed into mythological figures through social media. Their public life challenged and challenges the conservatism of the society, and the uncovered body is a defiance of the religious discourse. Digital spaces transformed Nabila and Katia's images and bodies into cultural signs that crystallise the paradox of life and death. During their life, their body was a cultural sign connoting westernisation and sin. After their assassination, it became a means to speak up against the constraints of the society itself and advocate change and freedom. Their dead bodies become a narrative of resistance, a cultural artefact and a witness of "Disparate Worlds."

Key Words: Bengenna, Djahnine, Social Networks, Identity, Presence

Biography

Nassima Terki, Ph.D, is an Assistant Professor of English literature and Cultural Studies at the Department of English at the University of M'hamed Bougara of Boumerdes, member of the research team "African Women Writings: Tradition and Transition" at the laboratory of LRIC at the University of Mouloud Mammeri of Tizi Ouzou. She is interested in comparative literature and mythology, Cultural Anthropology, Film and Music Studies.