

الوزارة العلمية والتعليم العالي والبحث العلمي
MINISTÈRE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

الجامعة مولود معمري - تيزي وزو

الكلية الآداب واللغات

قسم الإنجليزية

UNIVERSITE MOULOUD MAMMERI DE TIZI-OUZOU
FACULTE DES LETTRES ET DES LANGUES
DÉPARTEMENT D'ANGLAIS

جامعة مولود معمري - تيزي وزو
كلية الآداب واللغات
قسم الإنجليزية



Laboratoire des Etudes Algériennes Anglophones (LEAA)



(Laboratory of Algerian Anglophone Studies; LAAS)

Equipe de recherche : Analyse sémiotique du discours et didactique de l'anglais (ASDDA)

PRFU: Online Learning/Teaching Platforms, Virtual Spaces and EFL

Code: H02L01UN150120230001

Hybrid National conference on

English Language Dominance in the Age of AI: The Semiotics of Digital Equity, Identity, and Linguistic Futures

National Hybrid Conference: 07 & 08 December 2026

Conference Chair: Prof Souryana Yassine

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Call for Papers

The rapid development of Artificial Intelligence (AI) technologies is profoundly transforming communication, education, knowledge production, and access to information (Floridi & Chiriatti, 2020; Kasneci et al., 2023). Generative AI systems such as ChatGPT, Gemini, Claude, and other large language models are increasingly shaping how individuals write, learn, translate, interact, and construct meaning in digital environments (Dwivedi et al., 2023; Tlili et al., 2023). While these technologies offer unprecedented opportunities for communication and learning, they also raise important questions concerning language use, linguistic diversity, cultural representation, and digital equity (UNESCO, 2023; Bender et al., 2021).

Building upon the Study Day *Ethical and Social Implications of English Language Dominance in Virtual Spaces: Challenges and Opportunities for Algeria*, organised on 27th of November 2024 by the Laboratory of Algerian Anglophone Studies at Mouloud Mammeri University of Tizi Ouzou, this National Conference seeks to extend the discussion by examining how AI-driven technologies are reshaping linguistic practices and semiotic processes in Algeria. Particular attention will be given to the growing influence of English in digital communication and knowledge production, and to the

ways in which AI may reinforce or challenge existing linguistic hierarchies (Phillipson, 2017; Jenkins, 2015).

These developments are especially significant in Algeria, where ongoing educational reforms have increased the role of English in higher education and scientific research (Ministry of Higher Education and Scientific Research, 2022; Benrabah, 2022). At the same time, Algerian society continues to be characterised by a rich and complex multilingual environment involving Modern Standard Arabic, Algerian Arabic, Tamazight varieties, French, and increasingly English (Benrabah, 2014; Souiah & Mammeri, 2023). The integration of AI technologies into education, professional communication, and everyday digital practices therefore raises important questions about language choice, identity formation, access to knowledge, and cultural representation (Androutsopoulos, 2015; Blommaert, 2020).

These developments are further intertwined with Algeria's ongoing transition towards English-Medium Instruction (EMI) in higher education. Introduced as part of broader efforts to internationalise scientific research, enhance global academic visibility, and strengthen students' competitiveness in international knowledge economies (Macaro, 2018; Dearden, 2015), EMI has generated significant debate among educators, policymakers, and researchers. Recent discussions in Algeria have highlighted both the opportunities and challenges associated with the implementation of EMI, particularly regarding language preparedness, disciplinary learning, and educational equity (Benrabah, 2022; Belhiah & Elhami, 2015). The increasing integration of AI-powered educational technologies into EMI contexts raises new questions concerning language proficiency, pedagogical effectiveness, academic integrity, and the relationship between Englishisation and multilingualism (Kasneci et al., 2023; Tlili et al., 2023). As AI tools become increasingly embedded in teaching, learning, and research practices, it is essential to examine how they may facilitate or complicate the implementation of EMI within Algeria's unique linguistic and educational landscape.

As AI systems are predominantly trained on English-language data and developed within largely Anglophone technological ecosystems, concerns have emerged regarding the unequal representation of languages and cultures in digital spaces (Bender et al., 2021; Birhane et al., 2024). At the same time, AI-powered tools offer new possibilities for multilingual communication, language learning, translation, and digital participation (UNESCO, 2023; García & Wei, 2014). Understanding these tensions is essential for developing inclusive, equitable, and culturally responsive approaches to technology use in Algeria.

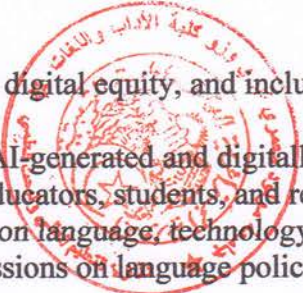
This conference invites researchers, educators, doctoral students, policymakers, and practitioners to explore the linguistic, semiotic, educational, social, and ethical implications of English language dominance in the age of AI. Contributions are particularly encouraged from scholars working on the Algerian context, although comparative studies involving other multilingual societies are also welcome.

The conference aims to provide a national forum for interdisciplinary dialogue on the future of language, communication, and education in an increasingly AI-mediated world.

Objectives of the Conference

The conference seeks to:

- Examine the impact of AI technologies on language practices and communication in Algeria.
- Investigate the growing role of English in digital environments and higher education.

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- Explore issues of linguistic diversity, digital equity, and inclusion in AI-mediated communication.
 - Analyse the semiotic dimensions of AI-generated and digitally mediated texts.
 - Promote critical AI literacy among educators, students, and researchers.
 - Encourage interdisciplinary research on language, technology, identity, and society.
 - Contribute to ongoing national discussions on language policy, educational reform, and digital transformation.

Conference Themes

Submissions may address, but are not limited to, the following themes:

1. AI, Language Technologies, and Linguistic Hierarchies.
2. English, AI, EMI and Higher Education in Algeria.
3. Digital Literacies and Critical AI Literacy
4. Digital Equity, Access, and Inclusion
5. Identity, Multilingualism, and Online Communication
6. Semiotics, Multimodality, and Meaning-Making in Digital Spaces
7. Language Policy and Linguistic Futures
8. Methodological Approaches to Language and AI Research

Suggested References

- Androutsopoulos, J. (2015). *Networked multilingualism: Some language practices on Facebook and their implications*. *International Journal of Bilingualism*, 19(2), 185–205.
- Belhiah, H., & Elhami, M. (2015). English as a medium of instruction in the Gulf. *Language Policy*, 14(1), 3–23.
- Bender, E. M., Gebru, T., McMillan-Major, A., & Shmitchell, S. (2021). On the dangers of stochastic parrots. *FAccT '21*, 610–623.
- Benrabah, M. (2014). *Competition between four “world” languages in Algeria*. *Journal of World Languages*, 1(1), 38–59.
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- Blommaert, J. (2020). *Durkheim and the internet: On sociolinguistics and the sociological imagination*. Bloomsbury.
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 - Tlili, A., et al. (2023). What if the devil is my guardian angel? ChatGPT as a case study of generative AI in education. *Smart Learning Environments*, 10(15).
 - UNESCO. (2023). *Guidance for Generative AI in Education and Research*. UNESCO.

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Important Dates

- **Submission deadline** : November 15th , 2026
- **Notification of acceptance** : November 25th, 2026

Submission Guidelines

Prospective contributors are invited to submit a word format abstract of **250–300 words** outlining the purpose, theoretical framework, methodology, and expected findings or main arguments of their proposed paper.

Abstracts should be written in English and include:

- The title of the paper;
- The author's name(s) and institutional affiliation(s);
- A 250–300-word abstract;
- Three to five keywords.

All abstracts will undergo a peer-review process. Authors of accepted abstracts will be notified by the Organising Committee and invited to submit their full papers and/or present their work at the conference.

We look forward to receiving your contributions and fostering productive discussions.

For further information, please contact: labo.leaa@ummto.dz

