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Preface

Crossing The Nexus: Language, Culture, and Technology in a Globalized World

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Abstract: *In an era defined by globalization and digital connectivity, the intersections of language, culture, and technology have become central to understanding contemporary communication, education, and identity. Crossing The Nexus: Language, Culture, and Technology in a Globalized World presents a collection of interdisciplinary studies that explore emerging trends and challenges in applied linguistics, literary analysis, translation studies, and pedagogical innovation. Drawing on both theoretical frameworks and empirical research, this volume reflects the evolving landscape of linguistic inquiry across diverse sociocultural and geopolitical contexts. The contributions examine a wide range of topics, from contrastive linguistic analysis and syntactic theory to intercultural education, AI-assisted interpreting, and postcolonial semiotics. Key themes include the complexities of cross-linguistic phenomena and cultural fidelity in translation, investigated through contrastive studies of reduplication in Vietnamese-English literary prose and syntactic exceptions in Arabic and Spanish. Educational innovation is highlighted via the implementation of Collaborative Online International Learning (COIL) for intercultural competence and the Flipped Learning model in specialized contexts, alongside analyses of structural challenges in migrant student integration in Cyprus. The volume critically engages with technology's role, examining AI's capabilities and limitations in interpreting and handling culturally specific translation challenges like verbified proper nouns, while also demonstrating data-driven approaches to public sentiment analysis in digital discourse. Further contributions explore affective factors in language learning, such as test anxiety among Yemeni students, and the influence of gender perspectives in the translation of Qur'anic verses. Multimodal literary analysis reveals the co-construction of meaning through text and image, and postcolonial semiotics examines narratives of exile and identity. Collectively, these studies underscore the necessity of nuanced, culturally sensitive, and interdisciplinary approaches to navigate the evolving landscape of global communication, pedagogical strategies, and technological integration, significantly contributing to scholarly discourse in the humanities and social sciences.*

Keywords: *Reduplication in Vietnamese Literary Prose, Exceptional Constructions in Arabic and Spanish, Collaborative Online International Learning (COIL), Flipped Learning in an ESP Context, Gender Studies, Translation, Culture and Technology.*

In an increasingly interconnected and multilingual world, the study of language, literature, translation, education, and digital discourse has become more vital than ever. This issue brings together a diverse collection of research that reflects the evolving

landscape of linguistic inquiry, literary interpretation, pedagogical innovation, and technological integration. Each contribution offers a unique perspective on pressing issues in contemporary language studies, grounded in both theoretical frameworks and empirical analysis.

The first article, "Mirroring Meaning: Reduplication in Vietnamese Literary Prose and Its English Translation – A Contrastive Perspective", contributes to the growing body of contrastive linguistics by examining how reduplicative structures function differently across Vietnamese and English. The findings resonate with earlier works such as those by Newman (2009) and Moravcsik (2013), who explored morphological variation across languages and emphasized the importance of stylistic preservation in translation. By focusing on a bilingual novella, this study underscores the nuanced strategies translators must employ to maintain cultural and expressive fidelity.

In "Aproximación Sintáctica a las Construcciones Exceptivas en Árabe y Español", the authors delve into the syntactic realization of exceptions in two typologically distinct languages. Their approach aligns with previous comparative syntax research, particularly the functional-typological studies of Kayne (1994) and Cinque (1999), which have shown that exception constructions often defy traditional categorization. The reclassification of certain particles as "exceptional conjunctions" adds a new dimension to the understanding of cross-linguistic syntactic phenomena and supports recent calls for more flexible grammatical models.

The theme of educational innovation is prominently featured in "Collaborative Online International Learning (COIL) for Multicultural Development: Pedagogical Strategies and Outcomes" . This article echoes the work of Guth and Helm (2010), who advocated for digitally mediated intercultural learning. The case study involving students from University College Utrecht and Yerevan State University illustrates how COIL can be effectively integrated into higher education to foster global competence and critical awareness of societal issues such as hate speech and discrimination.

Digital humanities and computational linguistics are also well-represented in "Analyzing Public Sentiment on Indonesia's Constitutional Court Post-2024 Election Ruling: Insights from Appraisal Theory and Data Mining". The innovative combination of Appraisal Theory (Martin & White, 2005) and machine learning tools like Orange demonstrates how qualitative linguistic insights can be enhanced through data-driven methodologies. This interdisciplinary approach builds upon prior sentiment analysis studies in sociolinguistics and political discourse, such as those by Biber et al. (1999) and Laver and Garry (2000), offering a scalable model for analyzing public opinion in digital spaces.

"Chypre face aux défis de l'intégration scolaire des élèves migrants : entre intentions interculturelles et réalités structurelles" addresses the urgent need for inclusive education policies in Cyprus, drawing parallels with European-wide initiatives on intercultural education. It complements the foundational work of Cummins (2001) and UNESCO's policy guidelines on multicultural education, highlighting structural barriers and proposing practical solutions for improving migrant student integration.

The flipped learning model in specialized educational contexts is explored in "The Implementation of Flipped Learning Model in an ESP Context", which investigates its effectiveness among biotechnology students in Algeria. The findings corroborate existing research by Bergmann and Sams (2012) on the advantages of learner-centered instruction, while also highlighting contextual challenges such as student readiness and institutional support. According to Bouguebs (2024), addressing these challenges can better prepare students for the demands of the digital age by leveraging the opportunities that flipped learning offers.

"Test Anxiety and Gender: Insights from English Major Students at Hadhramout University" investigates the levels of foreign language test anxiety (FLTA) among Yemeni university students, shedding light on how affective factors influence language performance. Drawing on established frameworks in language learning psychology, the research employs both descriptive and inferential statistical methods to assess anxiety levels before, during, and after tests. While previous studies have documented gender differences in FLTA, this research finds no statistically significant disparity between male and female students, though females report slightly higher anxiety scores. The findings contribute to a growing body of literature on emotional barriers in second language acquisition and offer practical recommendations for curriculum designers and instructors aiming to create supportive, anxiety-reducing learning environments.

In "Gender Dynamics in Qur'anic Translation: Analyzing Male and Female Perspectives on Surat Al-Fatiha," the authors examine how gender perspectives shape the interpretation and translation of sacred texts. By comparing translations by Yusuf Ali, Pickthall, Laleh Bakhtiar, and Amina Wadud, the paper highlights how interpretive choices can either reinforce traditional views or challenge patriarchal readings. This aligns with broader discussions in feminist translation theory and religious hermeneutics, particularly the work of scholars like Edwin Gentzler (2001) who emphasize the ideological positioning of translators. The article underscores the importance of inclusivity and cultural sensitivity in translating religious texts, especially in interfaith and multicultural contexts.

Another notable contribution, "Entre mundos: espacio, movimiento e imagen en 'Le Chameau et les Bâtons Flottants,'" explores multimodal approaches to literary translation through the lens of paratranslation and visual semiotics. Focusing on illustrated editions of Jean de La Fontaine's fable, including Marc Chagall's Russian adaptation, the article demonstrates how visual elements actively reinterpret textual meaning. Building upon Kress and van Leeuwen's theories of visual grammar and Zohar's (1999) work on Shavit's children's literature, the study reveals how illustrations function as cultural mediators, reshaping narrative space and reader engagement. This research contributes to the interdisciplinary field of multimodal discourse analysis and offers fresh perspectives on how images and text co-construct meaning across cultures.

The topic of artificial intelligence in interpreting is critically examined in "AI-assisted Interpreting: Valuable Tool for Professional Interpreters or Job Displacement?" The article evaluates the effectiveness of AI-driven interpreting tools, such as real-time speech recognition systems and neural machine translation engines, in comparison with human interpreters. Employing qualitative case studies and user feedback, the research identifies key limitations of AI, particularly in handling socio-cultural nuances, emotional intelligence, and ethical considerations. These findings resonate with recent debates in translation technology and support the view that AI should be seen as a complementary tool rather than a replacement for human expertise. The article thus reinforces the irreplaceable value of professional interpreters in high-stakes communicative settings.

Postcolonial semiotics comes to the forefront in "La Sémiotique de l'exil dans Les Raisins de la galère de Tahar Ben Jelloun," which analyzes themes of identity, marginalization, and exile in the Moroccan author's novel. Drawing on Georg Lukács' concept of the "problematic hero" and postcolonial theoretical frameworks, the article explores how linguistic and symbolic representations reflect the psychological and sociopolitical struggles of immigrant communities. This study adds to the critical discourse on Maghrebi diasporic literature and reaffirms the relevance of postcolonial theory in understanding contemporary narratives of displacement and cultural negotiation.

Finally, "Addressing Untranslatability: ChatGPT's Compensatory Strategies for Translating Verbified Proper Nouns in English–Arabic Contexts" addresses a specific yet complex phenomenon in machine translation. Utilizing Newmark's translation strategies, the research evaluates how an AI system like ChatGPT handles verbified proper nouns—linguistic constructs that carry both semantic and cultural weight. Previous studies by Phrisan et al. (2021) and Sattar et al. (2023) have explored similar phenomena in monolingual and bilingual contexts, but this article fills a gap by focusing on Arabic-English translation through AI. The findings suggest that while AI prioritizes semantic accuracy and comprehensibility, it often lacks the contextual depth necessary to fully convey cultural connotations, highlighting the need for continued refinement in AI-assisted translation technologies.

Collectively, these articles illustrate the richness and complexity of current research in applied linguistics and literary studies. They exemplify how interdisciplinary methodologies—from psycho-linguistic surveys to multimodal analyses and computational modeling—are being employed to address contemporary challenges in language education, translation, and cultural representation. As such, they contribute significantly to the ongoing evolution of scholarly inquiry in the humanities and social sciences.

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