



The Journal of Studies in Language, Culture and Society (JSLCS)

Editor in chief:
Dr. Nadia Idri



جامعة بجاية
Tasdawit n Bgayet
Université de Béjaïa

Journal of Studies in Language, Culture and Society (JSLCS) is an academic multidisciplinary open access and peer-reviewed journal that publishes original research that turns around phenomena related to language, culture and society. JSLCS welcomes papers that reflect sound methodologies, updated theoretical analyses and original empirical and practical findings related to various disciplines like linguistics and languages, civilisation and literature, sociology, psychology, translation, anthropology, education, pedagogy, ICT, communication, cultural/inter-cultural studies, philosophy, history, religion, and the like.

Editor in Chief

Dr. Nadia Idri, Faculty of Arts and Languages, University of Bejaia, Algeria

Guest Editor

Dr. Basma Frangieh, Lebanese University, Lebanon & Laboratoire ACTé, France

Associate editors

Ahmed Chaouki Hoadjli, University of Biskra, Algeria

Ghania Ouahmiche, University of Oran, Algeria

Hanane Sarnou, University of Mostaganem, Algeria

Hind Amel Mostari, Université Djillali Liabès, Sidi Bel Abbès, Algeria

Leyla Bellour, Mila University Center, Algeria

Melouka Ziani, University Abdelhamid Ibn Badis, Mostaganem, Algeria

Mimouna Zitouni, University of Mohamed Ben Ahmed, Oran 2, Algeria

Nacif Labeled, University Mentouri Bros. Constantine 1, Algeria

Rachida Sadouni, University of Blida 2, Algeria

Suhair Al Alami, Department of General Studies, Al Ghurair University, Dubai

Sabri Koç, Başkent University, Ankara, Turkey

Scientific Committee

Abdelhak Elaggoune, University 8 Mai 1945, Guelma, Algeria

Amar Guendouzi, University Mouloud Mammeri, Tizi Ouzou, Algeria

Amine Belmekki, University of Tlemcen, Algeria

Anita Welch, Institute of Education, USA

Basma Frangieh, Lebanese University, Lebanon & Laboratoire ACTé, France

Christophe Ippolito Chris, School of Modern Languages at Georgia Tech's Ivan Allen College of Liberal Arts, Georgia Institute of Technology, Atlanta, USA

Dalal Sarnou, University of Mostaganem, Algeria

Faiza Bensemmane, University of Algiers 02, Algeria.

Farouk Bouhadiba, University of Oran, Algeria

Fodil Sadek, University Mouloud Mammeri, Tizi Ouzou, Algeria

Gratien Gualbert Atindogbé, Department of Linguistics, Faculty of Arts University of Buea, Cameroon

Hacène Hamada, ENS “ Assia Djebbar” Constantine, Algeria

Judit Papp, Hungarian Language and Literature, University of Naples "L'Orientale"

M'hamed Bensemmane, University of Algiers 02, Algeria.

Mohammed Abdel Hakim Farrah, Faculty of Arts, Hebron University, Palestine

Moufoutaou Adjeran, Laboratory of Sociolinguistics, Dynamic of Languages and Research at Yoruba, University of Abomey-Calavi - Benin

Olfa Gandouz, University of Gabès, Tunisia

Rachid Mehdi, University of Bejaia, Algeria

Sara Merrouche, University of Oum El Bouaghi, Algeria

Sari Hanafi, Anthropology & Media Studies, American University of Beirut, Lebanon

Serge Ramel, Haute école pédagogique du canton de Vaud (Lausanne), Switzerland.

Serge Thomazet, ESPE/University Clermont-Auvergne & Laboratoire ACTé, France

Shirly Lawes, Institute of Education, UK

Reviewers

Hayat Meskher, ENS Bouzerea, Algeria.

Manisha Anand Patil, Head, Yashavantrao Chavan Institute of Science, India

Mohammad H. Abood, Department of Educational Psychology, Hashemite University, Zarqa, Jordan

Mourad Touati, University of M'sila, Algeria

Nesrine Ghaouar, University of Annaba, Algeria

Nouara Kharouni, University of Bejaia, Algeria

Patil Vishnu Wamanrao, University Quarters, Aurangabad, India

Samira Moussaoui, University of Bourdj Bouararidj, Algeria

Yahia Zeghoudi, University of Tlemcen, Algeria

Yaser Khajavi, Salman Farsi University of Kazeroon, Iran

Yasmina Kdjafri, Abdelhamid Ibn Badis University, Mostaganem, Algeria

Language Editing Team: Hamza Ladjroud, Maamar Misoum, Nour El Houda Kheloufi, Ourida Idres, Sabrina Slimi, Sonia Imerzoukene.

APA Formatting: Dr. Radia Bouguebs. ENS “Assia Djebbar” Constantine, Algeria.

Contents

Serge Ramel: Foreword	1
Hervé Benoit: Inclusive Education in the Face of Educational Systems: Institutional and Conceptual Resistances	3
Basma Frangieh, Ph.D & Joumana Akiki: Conceptual Representations of Inclusive Education among Teachers and School Principals	14
Nicole Monney, Catherine Duquette & Christine Couture: Promoting Inclusive Education Practices In Elementary School Through Formative Assessment	26
Viviane Bou Sreih & Asma Mjaes Azar: The Inclusive Lebanese School: Reality, Challenges And Issues	41
Shaza Ismail & Mariam Saad: A Preliminary Investigation Of Self-Determination In Inclusive Education: a Lebanese Model	55
Fatima Zohra Benzert & Hanane Sarnou: Investigating the Potential of the Flipped Class in Fostering Students' Content Understanding and Facilitating Differentiation	72
Fouad Boulkroun: Covid-19 Pandemic Goes Endemic: Social Distancing Measures and Use of Different Digital Platforms in Higher Education	84
Nor El Houda Khiari & Rim Khiari: The Psychological and Behavioural Side-Effects of Coronavirus Outbreak (Covid-19) on the Algerian Researchers' Scientific Work and Academic Plans: The Case of Master Two and Ph.D. Students	102
Belkacem Outemzabet: Maritime English Language Needs and Practices in the Port of Bejaia: An Ethnographic Case Study	112
Farid Metrouh & Fatma Zohra Mebtouche Nedjai: Multilingual Code Switching in Contemporary Algerian Occasional Song	127
Wafaa Taleb: Africa's Backwardness: The Danger of Abusive Reference to Neo-Colonialism	143
Benabdi Farouk, The Primary Education Curriculum, Neoliberalism And The Teachers In England (1988-1990s)	149
Nouara Touche-Kharouni: Using Films as Teaching Materials in the Course of Civilization: Teachers' and Learners' Perspectives	153