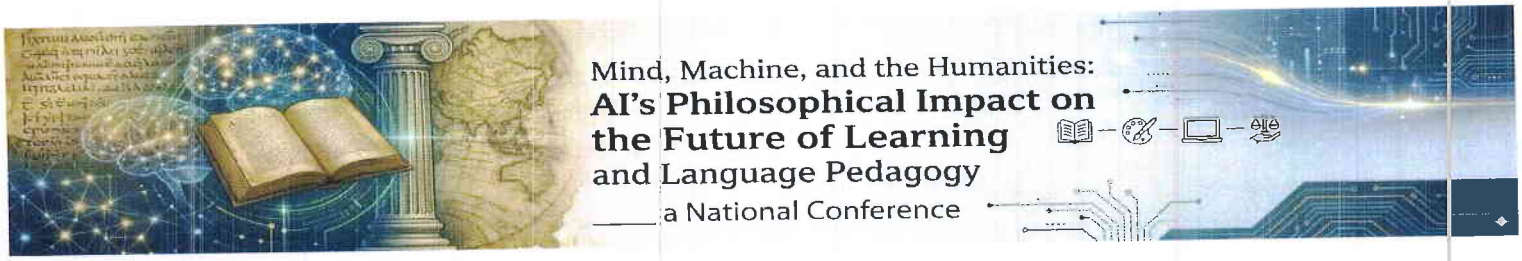
MIND, MACHINE AND THE HUMANITIES

AI's Philosophical Impact on the Future of Learning and Language Pedagogy

جامعة عباس لغرور خنشلة
ABBES LAGHROUR UNIVERSITY KHENCHELA

NATIONAL CONFERENCE

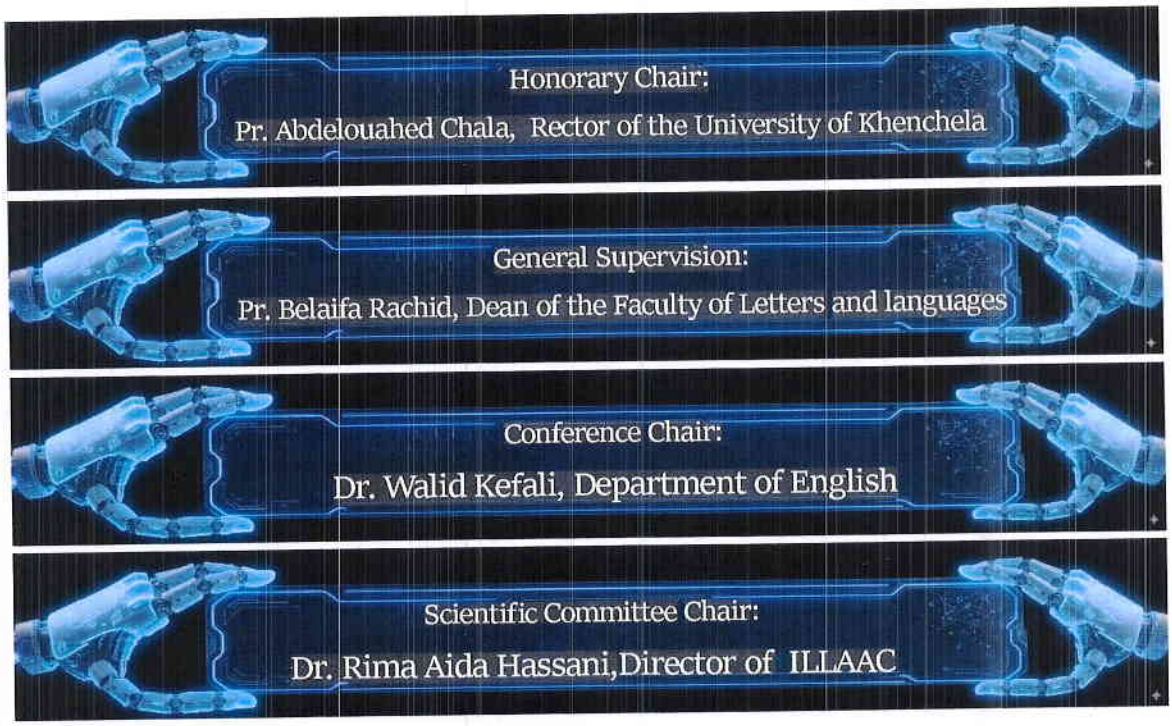
April 13th 2026



Mind, Machine, and the Humanities: AI's Philosophical Impact on the Future of Learning and Language Pedagogy

A National Conference hosted by : ILLAAC Laboratory at Abbas Laghrour University

On April 13th 2026



Mind, Machine, and the Humanities:
AI's Philosophical Impact on the Future of Learning and Language Pedagogy
a National Conference

Mind, Machine, and the Humanities: AI's Philosophical Impact on the Future of Learning and Language Pedagogy

Call for Papers

In an era reshaped by sophisticated generative Artificial Intelligence, the bedrock principles of human intelligence, knowledge acquisition, and communication are undergoing fundamental scrutiny. We are currently witnessing an epochal shift in the human-machine dynamic. Historically, technology gave rise to the "enhanced human," an agent who delegated physical labor or computational tasks to machines to amplify human capability. Today, however, we confront the emergence of a "post-post-modern human," who is increasingly delegating the essential act of thinking, and imminently, the complex responsibility of teaching, to algorithmic systems.

The Humanities disciplines, dedicated to the study of human experience, culture, and thought now stand at a pivotal, transformative crossroads defined by this transition. This national conference serves as an urgent, interdisciplinary forum to explore the philosophical rupture this new model of cognitive outsourcing introduces into our understanding of education. How does a machine that can generate coherent text, translate instantaneously, and simulate creativity redefine the very purpose of human learning? What does it mean for a student to "know" when the arduous process of cognition is surrendered to an algorithm?

We invite scholars, educators, philosophers, linguists, policy makers, and technologists to move beyond discussions of mere technical implementation and engage in a deep, critical dialogue about the ethical, ontological, and epistemological implications of AI. The future of the Humanities is not just about adapting to new tools; it is about reclaiming and rearticulating the enduring human values—critical judgment, empathy, wisdom, and originality—that must remain central to the learning experience in an age where the machine is no longer just a tool, but a proxy for the human mind.

Key Research Gaps to Address in this conference:

The current discourse on AI in education often focuses on experimental effectiveness and technical implementation. This conference specifically aims to fill the gaps in philosophical, theoretical, and long-term humanistic inquiry.

- **The Ontology of Knowledge in the AI Age:**

  How do we teach the process of knowledge creation when the product can be outsourced?

- **AI and the Philosophy of Human Agency:** Insufficient research into the long-term cognitive and psychological impact of AI on critical thinking, intellectual self-reliance, and independent intellectual struggle in students of human sciences.

  What is the philosophical cost of over-reliance on generative systems?

- **The Teacher's Existential Role:** A need for philosophical and pedagogical frameworks that redefine the human teacher's professional identity when instructional and assessment tasks are automated.

  The shift from content transmission to ethical mentorship and skill curation remains theoretically under-explored.

- **Algorithmic Bias and Epistemological Justice in Language and Culture:** A gap in understanding how AI models, trained on dominant linguistic and cultural datasets, influence the study of non-Western languages, minority literatures, and culturally sensitive Human Sciences.

  How do we ensure AI does not perpetuate epistemological injustice?

- **Re-evaluating Language Acquisition Theory (L2/L1):** A critical absence of studies analyzing how generative AI tools challenge or validate established theories of language acquisition and the role of "authentic" communication in language pedagogy.

Conference Tracks

The conference will be organized into four major tracks, allowing for specialized yet interconnected discussions:

Track 1: Philosophical Foundations of AI and Human Cognition

- **The Nature of Intelligence:** Comparing and contrasting human consciousness, creativity, and critical judgment with algorithmic intelligence.
- **Epistemology of Trust:** The ethical and philosophical implications of relying on AI-generated content in academic research and intellectual inquiry.
- **Defining 'The Human' in the Machine Age:** Philosophical critiques of transhumanism and the impact of AI on liberal arts education's core mission.

Track 2: The Future of Pedagogy in the Human Sciences

- **Curriculum Design & Reframing:** Integrating AI literacy, data science, and computational thinking into Humanities and Social Science curricula.
- **Re-inventing AI-based Assessment:** Developing new assessment methods that test human-specific skills (e.g., ethical reasoning, deep analysis, originality).
- **AI as a Collaborative Partner:** Models for using AI tools (LLMs, NLP) as co-pilots for research and writing, rather than substitutes for student work.
- **The Digital Divide and Access:** Policy and ethical frameworks for ensuring equitable access to AI tools and preventing educational disparities.

Track 3: Language, Linguistics, and the Machine

- **Generative AI and Language Acquisition (L1 & L2):** Studies on the efficacy, challenges, and theoretical implications of AI-driven practice platforms and large language models in foreign and native language learning.
- **Redefining Linguistic Competence:** The impact of AI on the distinction between fluency, communicative competence, and the cultural sensitivity of language use.
- **The Ethics of Automated Translation:** Philosophical discussions on the loss of nuance, cultural context, and interpretation in machine-mediated communication.

- **AI and Creativity in Literature:** The use of generative models in literary creation, interpretation, and the challenge to traditional notions of authorship and originality.

Track 4: Policy, Practice, and Institutional Change

- **Developing Institutional AI Policies:** Best practices for creating ethical guidelines, honor codes, and acceptable use policies for AI in a higher education setting.
- **Teacher Training and Professional Development:** Frameworks for equipping educators in the Humanities and Language departments with the philosophical and technical skills to navigate the AI classroom.
- **Economic Models of Education:** Analyzing the cost-benefit and structural changes AI introduces to the delivery of human sciences and language programs.
- **International Perspectives:** Comparative studies on national and global policies concerning AI in education and its impact on cultural heritage.

Track 5: The Crisis of the Subject: Philosophy of AI vs. Philosophical Anthropology

- **The "Post-Post-Modern" Condition (From Enhancement to Delegation):** Analyzing the epochal shift from the "enhanced human" (who used machines to *amplify* physical/computational power) to the new subject who delegates the core human acts of thinking, judgment, and teaching to algorithms.
  What remains of the human subject when the act of consciousness and thinking is outsourced?
- **The Double Ontological Gap:** Investigating the fundamental disconnect between Algorithmic Processing and Human Cognition.
  Can a system without biological mortality or vulnerability truly possess "wisdom" or "ethics"?
- **Phenomenology of the "Other":**

  If the teacher is an AI and the learner is using an AI, who is the "Other" in the educational dialogue? A philosophical critique of the loss of intersubjectivity in automated pedagogy.

- **The Atrophy of the Will:** Psychological and philosophical inquiries into the "cognitive atrophy" that results from ceding intellectual struggle to machines.

  Does the convenience of immediate answers destroy the *process* of becoming a self-actualized/self-taught human being?

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لشؤون الدراسات ما بعد التدرج
والبحث العلمي
والعلاقات الخارجية
كلية الآداب و اللغات

Conference Chairman

Dr.Walid Kefali, Associate Professor of Cinema Studies, Public Opinion and American Studies , Department of English – Abbas Laghrour University

Conference Scientific Committee Chairman

Dr.Rima Aida Hassani , Associate Professor, Director of ILLAAC, Department of French – Abbas Laghrour University

Organizing Committee Chair

Dr.Kamel Beroual, Associate Professor , Department of English – Abbas Laghrour University

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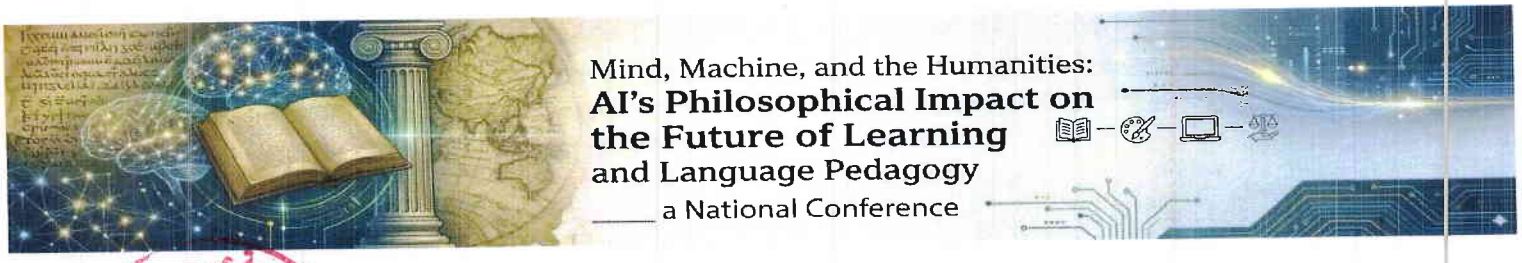

Organizing Committee Members

❋ Rachida Chichoune	Khenchela University
❋ Samir Menadi	Khenchela University
❋ Abderrahman Ounassi	Khenchela University
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❋ Abderrahman Lahmar	Khenchela University
❋ Hatem Hamzaoui	Khenchela University

Important dates

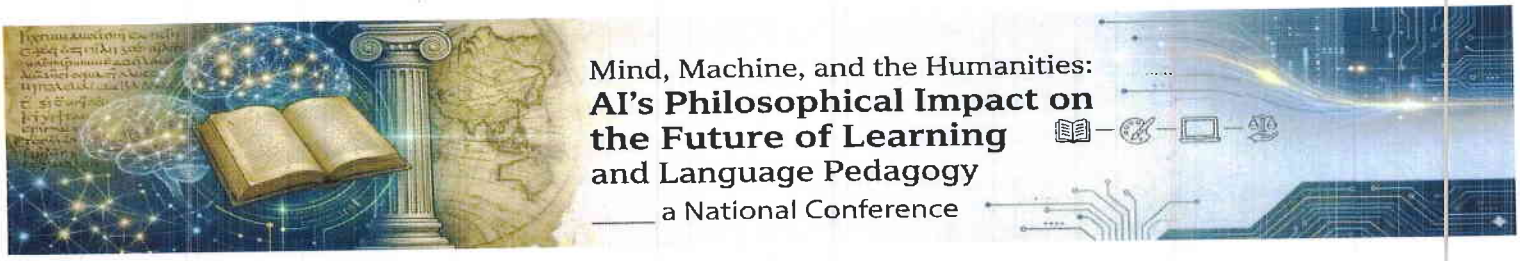
- ❋ Deadline for the receipt of abstracts: March 26th 2026
- ❋ Notification of acceptance: April 1st 2026
- ❋ Full paper submission deadline: April 5th 2026
- ❋ Conference date: April 13th 2026

Guidelines for Submission

- ❋ The proposals are to be sent to the conference email address: conf2021film@gmail.com
- ❋ Submissions will be evaluated by a peer-review committee.
- ❋ The conference language is English / French/ Arabic
- ❋ Conference Mode: On-site Presentations (no online sessions)

Conference Fees

- ❋ For University Teaching staff: 2000DZD
- ❋ For Doctoral Students: 1000DZD



APPLICATION FORM

Personal and Professional Information:

First Name

Last Name

Degree(s) / Academic Title(s)

Profession (s)

Institution(s)

Country

Email Address(es)

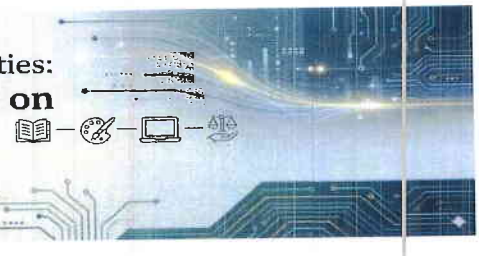
Phone Number(s)

Selected / Sub-track Track

Title of the Paper

Keywords (5-7 Keywords)

Abstract (No more than 300 words):



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