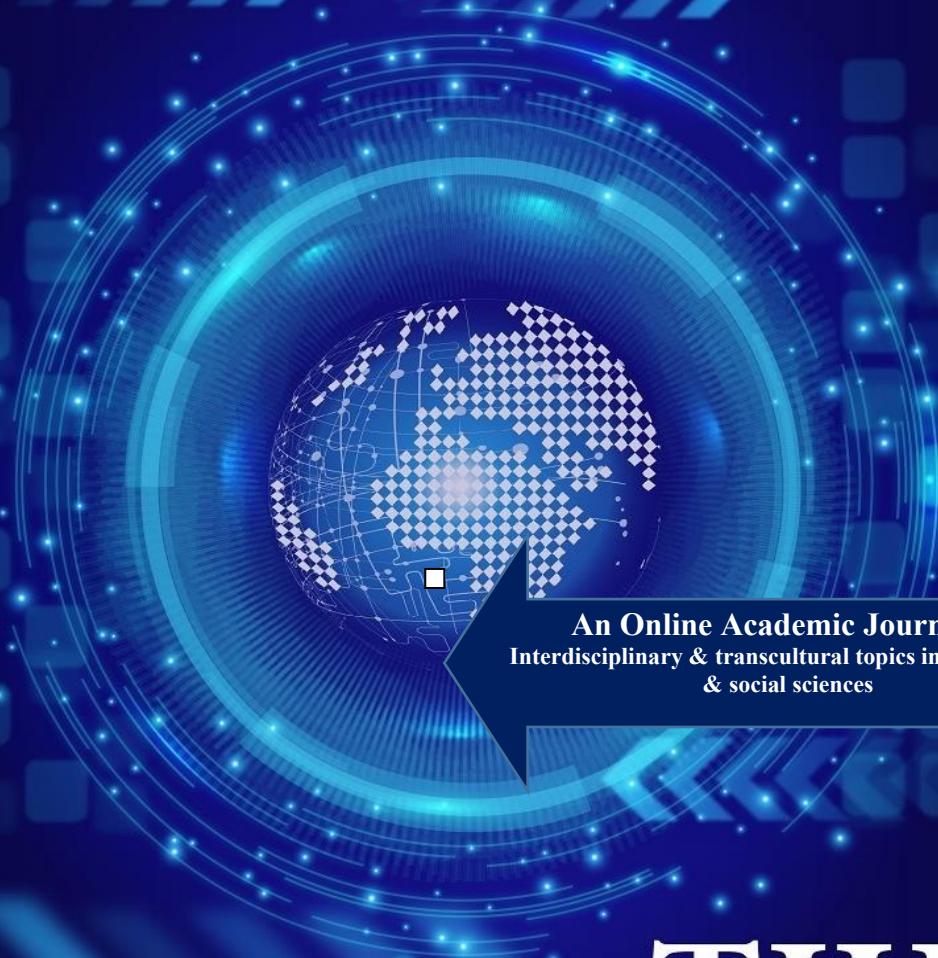


Transcultural Journal of Humanities & Social Sciences

Print ISSN 4239-2636 Online ISSN 4247-2636



An Online Academic Journal of
Interdisciplinary & transcultural topics in Humanities
& social sciences

TJHSS

BUC Press House



Volume 5 Issue (4)

October 2024

Transcultural Journal for Humanities and Social Sciences (TJHSS) is a journal committed to disseminate a new range of interdisciplinary and transcultural topics in Humanities and social sciences. It is an open access, peer reviewed and refereed journal, published by Badr University in Cairo, BUC, to provide original and updated knowledge platform of international scholars interested in multi-inter disciplinary researches in all languages and from the widest range of world cultures. It's an online academic journal that offers print on demand services.

TJHSS Aims and Objectives:

To promote interdisciplinary studies in the fields of Languages, Humanities and Social Sciences and provide a reliable academically trusted and approved venue of publishing Language and culture research.

▣ **Print ISSN**

2636-4239

▣ **Online ISSN**

2636-4247

Transcultural Journal for Humanities & Social Sciences (TJHSS) Editorial Board



EDITORIAL BOARD

ENGLISH LANGUAGE & LITERATURE	
Prof. Alaa Alghamdi Professor of English Literature Taibah University, KSA	Email: alaaghamdi@yahoo.com
Prof. Andrew Smyth Professor and Chair Department of English Southern Connecticut State University, USA	Email: smyth2@southernct.edu
Prof. Anvar Sadhath Associate Professor of English, The New College (Autonomous), Chennai - India	Email: sadathvp@gmail.com
Prof. Hala Kamal Professor of English, Faculty of Arts, Cairo University, Egypt	Email: hala.kamal@cu.edu.eg
Prof. Hanaa Shaarawy Associate Professor of Linguistics School of Linguistics & Translation Badr University in Cairo, Egypt	Email: hanaa.shaarawy@buc.edu.eg
Prof. Hashim Noor Professor of Applied Linguistics Taibah University, KSA	Email: prof.noor@live.com
Prof. Mohammad Deyab Professor of English Literature, Faculty of Arts, Minia University, Egypt	Email: mdeyab@mu.edu.eg
Prof. Nagwa Younis Professor of Linguistics Department of English Faculty of Arts Ain Shams University , Egypt	Email: nagwayounis@edu.asu.edu.eg
Prof. Tamer Lokman Associate Professor of English Taibah University, KSA	Email: tamerlokman@gmail.com
CHINESE LANGUAGE & LITERATURE	
Prof. Belal Abdelhadi Expert of Arabic Chinese studies Lebanon university	Email: Babulhadi59@yahoo.fr
Prof. Jan Ebrahim Badawy Professor of Chinese Literature Faculty of Alsun, Ain Shams University, Egypt	Email: janeraon@hotmail.com
Prof. Lin Fengmin Head of the Department of Arabic Language Vice President of the institute of Eastern Literatures studies Peking University	Email: emirlin@pku.edu.cn
Prof. Ninette Naem Ebrahim Professor of Chinese Linguistics Faculty of Alsun, Ain Shams University, Egypt	Email: ninette_b86@yahoo.com

Prof. Rasha Kamal Professor of Chinese Language Vice- Dean of the School of Linguistics & Translation Badr University in Cairo & Faculty of Alsun, Ain Shams University, Egypt	Email: rasha.kamal@buc.edu.eg
Prof. Sun Yixue President of The International School of Tongji University	Email: 98078@tongji.edu.cn
Prof. Wang Genming President of the Institute of Arab Studies Xi'an International Studies University	Email: genmingwang@xisu.cn
Prof. Zhang hua Dean of post graduate institute Beijing language university	Email: zhanghua@bluc.edu.cn
Prof. Belal Abdelhadi Expert of Arabic Chinese studies Lebanon university	Email: Babulhadi59@yahoo.fr
GERMAN LANGUAGE & LITERATURE	
Prof. Baher El Gohary Professor of German Language and Literature Ain Shams University, Cairo, Egypt	Email: baher.elgohary@yahoo.com
Prof. El Sayed Madbouly Professor of German Language and Literature Badr University in Cairo & Ain Shams University, Cairo, Egypt	Email: elsayed.madbouly@buc.edu.eg
Prof. George Guntermann Professor of German Language and Literature Universität Trier, Germany	Email: GuntermannBonn@t-online.de
Prof. Herbert Zeman Professor of German Language and Literature Neuere deutsche Literatur Institut für Germanistik Universitätsring 1 1010 Wien	Email: herbert.zeman@univie.ac.at
Prof. Lamyaa Ziko Professor of German Language and Literature Badr University in Cairo & Menoufia University, Egypt	Email: lamiaa.abdelmohsen@buc.edu.eg
Prof. p`hil. Elke Montanari Professor of German Language and Literature University of Hildesheim, Germany	Email: montanar@unihildesheim.de , elke.montanari@unihildesheim.de
Prof. Renate Freudenberg-Findeisen Professor of German Language and Literature Universität Trier, Germany	Email: freufin@uni-trier.de
ITALIAN LANGUAGE & LITERATURE	
Prof. Giuseppe Cecere Professore associato di Lingua e letteratura araba Università di Bologna Alma Mater Studiorum, Italy	Email: giuseppe.cecere3@unibo.it
Prof. Lamiaa El Sherif	Email: lamia.elsherif@buc.edu.eg

Professor of Italian Language & Literature BUC, Cairo, Egypt	
Prof. Shereef Aboulmakarem Professor of Italian Language & Literature Minia University, Egypt	Email: sherif_makarem@yahoo.com
SPANISH LANGUAGE & LITERATURE	
Prof. Carmen Cazorla Professor of Spanish Language & Literature Universidad Complutense de Madrid, Spain	Email: mccazorl@filol.ucm.es
Prof. Elena Gómez Professor of Spanish Language & Literature Universidad Europea de Madrid, Spain	Email : elena.gomez@universidadeuropea.es Universidad de Alicante, Spain spc@ua.es
Prof. Isabel Hernández Professor of Spanish Language & Literature Universidad Complutense de Madrid, Spain	Email: isabelhg@ucm.es
Prof. Manar Abd El Moez Professor of Spanish Language & Literature Dean of the Faculty of Alsun, Fayoum University, Egypt	Email: manar.moez@buc.edu.eg
Prof. Mohamed El-Madkouri Maataoui Professor of Spanish Language & Literature Universidad Autónoma de Madrid, Spain	Email: elmadkouri@uam.es
Prof. Salwa Mahmoud Ahmed Professor of Spanish Language & Literature Department of Spanish Language and Literature Faculty of Arts Helwan University Cairo, Egypt	Email: Serket@yahoo.com
HUMANITIES AND SOCIAL SCIENCES	
Prof. Ahmad Zayed Professor of Sociology Faculty of Arts, Cairo University, Egypt Ex-Dean of the School of Humanities & Social Sciences Badr University in Cairo	Email: ahmedabdallah@buc.edu.eg
Prof. Amina Mohamed Baiomy Professor of Sociology Faculty of Arts Fayoum University, Egypt	Email: ama24@fayoum.edu.eg
Prof. Galal Abou Zeid Professor of Arabic Literature Faculty of Alsun, Ain Shams University	Email: gaalswn@gmail.com
Prof. M. Safeieddeen Kharbosh Professor of Political Science Dean of the School of Political Science and International Relations Badr University in Cairo, Egypt	Email: muhammad.safeieddeen@buc.edu.eg
Prof. Sami Mohamed Nassar Professor of Pedagogy Dean of the School of Humanities & Social Sciences Badr University in Cairo Faculty of Graduate Studies for Education, Cairo University	Email: sami.nassar@buc.edu.eg

خطاب رئيس مجلس الأمناء



أ. د. حسين محمود حسين حمودة
رئيس تحرير

(TJHSS) Transcultural Journal of Humanities & Social Sciences

تحية طيبة وبعد ،،،

تتقدم إليكم جامعة بدر بالقاهرة بالشكر على ما تبذلونه من جهد مادي ومعنوي لإصدار المجلة،
فتميزكم المشهود خير قدوة، ممتنين لعملكم الدؤوب وتفوقكم الباهر، ونتمنى لكم المزيد من
النجاحات المستقبلية.

تحريراً في يوم الأربعاء الموافق 2024/08/07.

رئيس مجلس الأمناء

د/ حسن القلا

TABLE OF CONTENTS		
Marwa Mohamed Khamis El-Zouka	Stance and Engagement in Egypt's Argument before the ICJ on Israeli Practices in Palestinian Territories: A Linguistic Analysis of Interactional Metadiscourse Markers	8
Sarah Abouelenine	Studying Political Caricatures from a Pragmatic Perspective	28
Ahmed H. El-Saman	A Review of <i>AI Literacy in K-16 Classrooms</i> Edited by Davy Tsz Kit Ng , Jac Ka Lok Leung Maggie Jiahong Su , Iris Heung Yue Yim Maggie Shen Qiao , Samuel Kai Wah Chu	41
Tawadros, Amira S.N.	Using Machine Learning in Predicting Social and Religious Tolerance	46
Rania Mohammed Abdel Meguid Abdel Kader	The Proximization of Threat in Anti-Plastic Discourse: A Linguistic Analysis	67
Hager Ahmed Abd Elsatar	汉语转品辞格与阿语转连修饰的翻译问题 --对比研究	90
Ghada M Abdel Hafeez	Cultural Encounters on Stage: Tawfiq al-Ḥakīm's <i>Hamlet</i> Revisited in <i>Qālibunā al-masraḥī</i>	121
Nada Alaa Zeyada	Humanizing Artificial Bodies: Empathy and Camaraderie in Kazuo Ishiguro's <i>Never Let Me Go</i> (2005) and <i>Klara and the Sun</i> (2021)	133
Reem Tagelnasr Abdelhamid Ahmed	Der Pyramidenbau und die altägyptische Medizin als Symbole des Wertes „Fleiß“ in der deutschen Kinder- und Jugendliteratur anhand von Werken von Rosa Naumann	147
Muhammad Ali Elzayat	简析中国网络小说——玄幻小说 A Brief Analysis of Chinese Cyber Novels – Fantasy Novels	160
Feng Min Lin	“伊斯兰国”还是“达伊什组织”？ 兼论专有名词翻译的政治正确性原则	173
Shirin Elnawasany Ossama Fawzy Abdelrady Ahmed	Peculiarità stilistiche de " <i>Il Porto Sepolto</i> " di Giuseppe Ungaretti	182
Eman Yasser Ayoub	Investigating the strategies of translating interjections as phonological translation in Disney's book "365 stories for girls"	212
Qinghua ma & Hamed Elsayed Khalil	伍麦叶王朝哈里发世袭制的形成及其特征	229

A Review of
***AI Literacy in K-16 Classrooms*¹**
Edited by Davy Tsz Kit Ng , Jac Ka Lok Leung Maggie Jiahong Su ,
Iris Heung Yue Yim Maggie Shen Qiao , Samuel Kai Wah Chu

Ahmed H. El-Saman
Media department
School of Humanity and Social Sciences
Badr University in Cairo, Egypt
Email: a_elsaman@hotmail.com

This publication offers a comprehensive exploration of AI literacy, presenting a diverse collection of articles and case studies that stimulate both thoughtful reading and robust discussion. Beyond the confines of the educational sphere, the book delves into the multifaceted implications of AI, providing a rich resource for a broad audience.

After completing this book, I've become convinced that AI literacy should be a cornerstone of education, from kindergarten through university. This realization is central to why I've chosen to discuss it today. The title of the book “AI Literacy in K-16 Classrooms” is trying to convince the readers that AI literacy is pivotal for navigating the digital age. It calls for fostering a comprehensive understanding of AI from foundational to advanced levels, to empower individuals to be active participants in shaping the future. The main clear message from the introduction and the conclusion of the book is that cultivating AI proficiency from kindergarteners to university students, equips learners with the skills to contribute to societal progress, economic growth, and personal fulfillment. The message of the book is valuable especially in time that AI technology continues to evolve rapidly.

Given the imperative to instill AI literacy across all educational levels, as discussed earlier, the absence of AI curricula in Egyptian media schools, as highlighted by El-Saman (2024), is particularly alarming. This obvious gap in AI education, particularly within universities, necessitates the development of effective teaching strategies that the chapter 13 of the book offers a promising framework for addressing this challenge.

The book started with providing a comprehensive overview of AI literacy and examining the current educational landscape from fundamental AI concepts to practical K-16 classroom applications. Through proposed instructional designs, the authors create a roadmap for educators to equip students with essential AI skills, they offer a comprehensive roadmap for navigating the complexities of AI integration from tool utilization to critical thinking.

Drawing upon a robust foundation of scholarly research, the publication incorporates a comprehensive array of citations from books, journals, and reports. Each constituent article and case study within this volume offers a unique perspective

¹ *AI Literacy in K-16 Classrooms*, First Edition (Edited by Davy Tsz Kit Ng , Jac Ka Lok Leung Maggie Jiahong Su , Iris Heung Yue Yim Maggie Shen Qiao , Samuel Kai Wah Chu) ISBN: 978-3-031-18879-4. Book link : <https://doi.org/10.1007/978-3-031-18880-0>

and methodological approach to the multifaceted domain of AI literacy, collectively contributing to a nuanced understanding of critical issues in the field.

The publication is structured into four primary sections: an introductory chapter, followed by three thematic parts. Part One presents four articles that explore the conceptual framework of AI literacy. Part Two offers four chapters dedicated to the integration of AI literacy within K-16 education. Finally, Part Three comprises three articles focused on the role of AI literacy for instructional designers.

Part I: Conceptualizing AI Literacy lays the groundwork for understanding AI literacy, providing essential theoretical underpinnings for subsequent discussions on educational applications. This section establishes a foundational understanding of AI literacy. It begins by introducing key research questions and outlining the book's structure. Subsequent chapters examine the historical context of AI education, differentiating it from AI literacy. The concept of AI literacy is then expanded to encompass its relevance in various life domains, including living, work, learning, and societal contributions. The final chapter provides a comprehensive overview of the current landscape of AI literacy, examining existing frameworks, educational initiatives, and policy developments.

Part III: AI Literacy for Instructional Designers focuses on the role of instructional designers in fostering AI literacy. It emphasizes human-centered design principles, including ethical considerations and the importance of understanding learners' needs and backgrounds. The section also highlights the crucial role of educators in developing AI digital competencies to effectively integrate AI into their teaching practices.

Of particular interest for the subsequent discussion is Part II: K-16 AI Literacy Education. It explores the practical application of AI literacy across different educational levels, examining its implementation in early childhood, primary, secondary and nanoengineering undergrounds education. This section provides insights into the challenges and opportunities of integrating AI literacy into existing curricula and pedagogical practices.

In this way the part addresses the critical question of why AI education should extend beyond computer science disciplines and presents a compelling argument for the universal nature of AI literacy, asserting its foundational importance for all learners. It starts with distinguishing between AI literacy and digital literacy. AI literacy focuses on the harms of AI technology on the moral powers of persons specifically given the timely nature of these harms.

This stance aligns with the increasing consensus that recognizes AI education as an indispensable core competency. Notably, this part emerges at a critical juncture where the academic community grapples with the challenge of establishing a unified framework for AI literacy. Echoing the concerns raised by Long and Magerko (2020), the book acknowledges the significant gap in defining and operationalizing AI literacy competencies.

The part 1 of the book acknowledges the need for tailored content and pedagogical approaches across different educational levels, and emphasizes the importance of introducing AI concepts early in childhood and extending its reach to ensure a comprehensive and inclusive approach to AI literacy. While the compelling case for AI literacy requires no further justification, the article 3 in part 1 explores deeper by outlining four key domains where AI knowledge is essential: AI for Living, or everyday life, the workplace, education, and societal contributions. This

comprehensive approach underscores the pervasive influence of AI and its potential to enrich various aspects of human experience.

Regarding AI for Living, the part calls for holistic approach that addresses not only the technical aspects of AI but also its ethical, social, and economic implications. The ubiquitous nature of AI in contemporary society necessitates a universal approach to AI literacy. The book calls educators to prioritize the development of AI competencies.

Under subtitle “AI for workplace”, the book underscores the transformative impact of AI on the contemporary workplace, demanding a workforce equipped with a sophisticated skill set. While concerns about job displacement are legitimate, the potential for AI to catalyze innovation, enhance productivity, and create new opportunities is equally significant. To thrive in this evolving economic landscape, educational institutions must cultivate a workforce characterized by AI literacy, critical thinking, and adaptability. The article necessitates a holistic approach that encompasses not only technical proficiency but also a deep understanding of AI's ethical, social, and economic implications.

Regarding its argument about AI for Societal Good, the article 3 in part 1 underscores AI's potential as a catalyst for addressing global challenges, emphasizing its transformative power across domains such as sustainability, healthcare, accessibility, culture, and humanitarian aid. To harness AI's full potential for social good and align with the UN Sustainable Development Goals. In this area, educational institutions must equip future generations with advanced AI competencies to create a more equitable and sustainable world.

The book acknowledges the significant challenges students encounter when attempting to effectively integrate AI tools into their learning processes. This comes in accordance with researches such as (Vincent-Lancrin & van der Vlies, 2020; Zhang et al., 2021) who consider technological proficiency, effective communication, and collaborative skills as the main obstacles that impede student success. To address these challenges and unlock the full potential of AI in education, the authors suggest the implementation of personalized instruction, intelligent tutoring systems, and adaptive learning environments.

The authors referred to many empirical evidence strongly supports the correlation between AI competency and enhanced learning outcomes. This comes in line with (Hwang et al., 2022) argument that students who possess strong AI skills are more likely to excel academically, develop critical thinking abilities, and demonstrate increased problem-solving capabilities.

The second part of this article explores the benefits of AI literacy across different educational levels. It begins by outlining why AI education is essential for fostering digital citizenship and improving society. Then, it looks into specific reasons for teaching AI to kindergarteners, primary and secondary students, and non-computer science university students.

The book proposes that early childhood is a prime stage for cultivating AI literacy, given the prevalence of AI-driven toys. By coupling children's innate curiosity, AI literacy can be effortlessly integrated into their learning experiences to foster essential skills.

The article underscores the critical role of AI literacy in primary and secondary education. The book refers to the significant knowledge gap that persists among students. To address this gap, the authors emphasize the imperative of

integrating AI ethics and cultivating appropriate mindsets within the curriculum in primary and secondary education. The article added that educators should focus on problem-solving, interaction, and communication skills in relation to AI tools and develop students' ability to critically evaluate, collaborate, and utilize AI ethically. Beyond mere consumption, students should be empowered to become active creators and problem-solvers in the AI domain.

Recognizing the evolving workforce demands, part 1 of the book emphasizes the need for AI literacy among university students for both STEM and non-STEM disciplines. It demands for empowering students to excel in tasks such as translation, image editing, and data analysis. As demonstrated by the success of the "AI for All" curriculum in Hong Kong, which produced initiatives like the AI-powered trash-collecting boat and AI-enhanced scarecrow, this part concludes that AI education can drive innovation and societal impact. To meet the industry's need for AI-proficient graduates, universities should increasingly offer diverse AI programs. The authors point out that the technical skills and applications should be the emphasize of AI curricula to meet industry demands and to align with employer needs through learning. They refer to curriculum about Python, machine learning, robotics, data science, to provide in-demand AI expertise.

The concluding chapters emphasize the need for a holistic approach to AI education. Recognizing the diverse needs of learners and the rapid evolution of technology, the book calls for ongoing research and collaboration among educators, policymakers, and technologists. This book's conclusion aligns perfectly with our perspective that AI literacy is indispensable in today's world.

References:

- Ahmed H. El-Saman. (2024). Student Acceptance of Artificial Intelligence in Egyptian Media Schools: A Longitudinal Comparative Study of Public and Private Universities. *Journal of Public Relations Research Middle East*, 13(52)
- Hwang, G. J., Tu, Y. F., & Tang, K. Y. (2022). AI in online-learning research: Visualizing and interpreting the journal publications from 1997 to 2019. *The International Review of Research in Open and Distance Learning*, 23(1), 104–130.
- Vincent-Lancrin, S., & van der Vlies, R. (2020). *Trustworthy artificial intelligence (AI) in education: Promises and challenges*. Retrieved from <https://www.oecd-ilibrary.org/content/paper/a6c90fa9-en>
- Zhang, D., Mishra, S., Brynjolfsson, E., Etchemendy, J., Ganguli, D., Grosz, B., ... & Perrault, R. (2021). The AI index 2021 annual report. arXiv preprint arXiv:2103.06312