Translation in Algerian Middle School English Classrooms: Classroom Practices and Learners' Preferences and Perspectives

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Receipt date : 19/02/2026 ; Acceptance Date: 24/05/2026

Abstract: This study investigates the significance of translation use in teaching English in Algerian middle schools from the perspectives of students. It aims at exploring three main areas: the frequency of translation use in classrooms, translation in students' preference agendas, and the effectiveness of translation for different aspects of language learning compared to target-language methods. The study employed a convenience sampling strategy using a closed-ended questionnaire administered to a sample of 89 third year middle school students distributed over three educational directories (Ouargla, Guelma and Batna). Data were analysed quantitatively through SPSS using descriptive statistics (frequencies, percentages, means, and standard deviations). The results revealed that translation, from middle school learners' perspective, is a common practice in language classroom, with high receptivity to its implementation by both students and teachers, and that the effectiveness of the translation-based approach surpasses the target-language approach in many aspects of language learning, according to students' perspectives.

Key words: translation, middle school, students' perspectives

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1 – Introduction

In the field of foreign language (FL) teaching and learning, there has long been a hard debate over the best approaches and methods for enhancing language learning. Foreign language (FL) educational research has provided a plethora of methods, each of which has received a certain chance in language classroom practices. The debate over teaching methods has usually been informed by theoretical innovations in both fields of linguistics and educational psychology.

Among these teaching methods, the translation method has been both widely used and criticized. For many decades, translation has been banned from the language classroom in different educational contexts on the ground that it lacks any theoretical framework to support its validly for language teaching and learning. In fact, although the prevalent theoretical frameworks in the field of language teaching exhibit more favour towards communicative and target-language oriented methods, translation, though not always formally, still remains one of the choices in many educational contexts, suggesting that it still has a potential role in accommodating language classrooms practices.

As such, despite the exclusion of translation from language classrooms, many voices are claiming for the rehabilitation of its status in language education. Increasing works are being conducted in different educational contexts to support the claim that translation could be an optimal choice for language learners. Such endeavours usually provide insights about how translation could help in different aspects of language learning.

However, a presumably major concern seems to be largely ignored within the realm of these endeavours; few works, if any, have been devoted to examine the specificities of target educational contexts, mainly with respect to the receptivity of their language classroom participants – teachers and learners - to the implementation of translation for language classroom practices. In other words, research is usually focused on investigating the role of translation in relation to language learning achievements, but with less or no focus on how learners and teachers perceive its significance to their practices.

In the Algerian context, a foreign language, be it English or French, is officially taught and learned through a target-language approach in all levels of education, primary, middle or secondary. In other words, translation has no room in the official language teaching policy, where Competency-based Approach (CBA) is officially prescribed, favouring a clear Target Language oriented approach. Thus, discussing the new uprising cross-cultural trend in favour of the role of translation in language education might presuppose the need for primarily exploring some of the parameters in the Algerian context, mainly in terms of perspectives, perceptions and preferences amongst classroom participants, essentially amongst learners. In fact, little is known about, for example, the extent to which translation is or is not resorted to in Algerian foreign language classrooms, or the extent to which it is or not part of learners' preferences, or even about how learners perceive its utility for their learning compared to the non-translation method which is officially prescribed for their learning practices.

Regarding the assumed gap in research pertaining to any potential relationship between translation use and language educational contextual specificities, this study primarily investigates the significance of translation in Algerian middle school English classrooms in the direction of this gap. Put simply, this study investigates the significance of translation in the Algerian context in relation to variables related specifically to English students' preferences and perceptions. Specifically, it aims at investigating the extent to

which translation is a frequent resort to English classroom participants, teachers and students; the extent to which translation is part of students' preference agendas; and finally, how students perceive its role in language learning compared to the officially endorsed non-translation methodology used in their instruction - the full target-language approach. By investigating these three major contextual variables, this study would have explored some degree of the receptivity in the Algerian English educational context to the implementation of translation as an English language teaching-learning strategy.

To align with the aims above, the following research questions are formulated:

- How frequently is translation resorted to in Algerian middle school English classroom practices?
- To what extent do Algerian middle school students prefer the translation method compared to the target-language method?
- Which approach do students think is more optimal for different aspects of language learning: translation or target language?

Answers to these questions were hoped to offer valuable insights for both English language teachers and policymakers pertaining to the degree of receptivity of the Algerian context to the incorporation of translation teaching strategies, mainly for beginners, such as the case for middle school levels.

1.1- Review of Literature

Historically, translation has been removed from foreign language teaching for several decades. However, in recent times, there have been calls to reintroduce it as a valuable tool in language education. Yet, reintegrating translation into the classroom may require a careful examination of each cultural and educational context. It is essential to assess whether the specific environment, mainly the readiness of both learners and teachers, is prepared to effectively implement this approach once again.

In the 19th century, language teaching became professionalized through the influence of linguistics and psychology (Richards & Rodgers, 1999; Howatt, 1984). The Grammar-Translation Method, focused on grammar and translation, was discarded by reformers like Gouin and Prendergast, who advocated for speaking and listening (Richards & Rodgers, 2001; Howatt, 1997). In the 1880s, new approaches based on scientific findings emerged, such as the Direct Method, which emphasized communication over translation (Richards & Rodgers, 2001). The creation of the International Phonetic Association in 1886 further aided pronunciation instruction and as speaking skills became central, translation gradually disappeared from classrooms (Howatt, 1997; Richards & Rodgers, 2001).

The exclusion of translation from language teaching has continued for a considerable time; however, it is now restoring its status in language classrooms, being once again accepted by many people as a worthwhile skill that could enrich language learning, promote communication, as well as assist students in associating their own culture with the target language (Ayachia, 2018; Nguyen, 2024 ; Chan, 2015 ; Priya & Jayasridevi, 2018; Carreres & Noriega-Sánchez, 2011).

According to Carreres & Noriega-Sánchez (2011), "The insights we have gained in recent years, in particular in the area of professional translator training, call for a reassessment of the role of translation in language teaching." (p. 281) in that "the focus of reflection and research is now not so much on whether translation has a place in language teaching, but on how best to use it in the classroom." (p. 282)

The role of translation in foreign language learning is being recognised in many aspects of language learning. In general terms, as Huang (2023) states, "Numerous scholars propose that translation can serve as a facilitative mechanism in the transition from the first language (L1) to the second language (L2) within the realm of second language acquisition." (p. 202). For Huang (2023), integrating translation in language teaching can bring into diverse positive results, covering the assistance in vocabulary learning, reading comprehension, and writing abilities. In addition to its role in raising dynamic involvements among learners during discussions and interaction sessions. Further, it empowers students to understand the original material as well as it increases students' abilities in writing in the target language (p.101-04).

Ayachia (2018) sees translation as a valuable fifth skill after the well-established four skills, listening, reading, speaking and writing, and considers it as a natural practice in language learning and even a useful experience in life. Nguyen (2024) supports its return but calls for redefining it to focus on communication. Chan (2015) suggests translation can help preserve cultural identity in language education. Priya & Jayasridevi (2018) argue that translation improves grammar and comprehension and that negative views about its role should be reconsidered.

However, the enthusiastic support for translation in education might not necessarily guarantee its success unless it aligns with some contextual factors, mainly prevalent students' preferences and perceptions. Any incongruence between teaching methods and learners' perspectives and preferences can create challenges for both teachers and students. Therefore, methods, among which translation, should consider students' learning styles before their implication in the target context (Hamouda, 2011; Alhamami, 2022; Renzulli & Smith, 1984; Jabbarifar & Elhambakhsh, 2012; Goa Yotta, 2023; Carbonel, 2022; Madhu & Bhattacharyya, 2023). For Renzulli and Smith (1984) learners achieve better when teaching styles positively respond to their preferences (p.47–49). Jabbarifar & Elhambakhsh (2012) say students learn better when teaching fits their views (p. 71-83). Yotta (2023) notifies that incongruence between teaching and learning styles can produce disengagement and little accomplishment (p. 3-6). Carbonel (2022) posits that matching teaching styles with student preferences increases participation and productivity (p.1-5). Madhu & Bhattacharyya (2023) highlight that understanding students' preferences is essential for better teaching (p. 1-7). As such, as the case of any teaching method, the success of translation as a teaching method depends a lot on how well it aligns with students' learning preferences and perspectives.

In summary, translation is gaining renewed attention in language teaching after having been excluded for many decades. However, for it to be effective, it might require to align with students' learning preferences, as mismatches can negatively affect learning. Therefore, this study goes in this direction, aiming to explore how Algerian middle school students view the use of translation in English classes, compared to their officially prescribed method that advocates a fully non-translation approach.

2 – Method

This study investigated the significance of translation in Algerian middle school classrooms in terms of frequency of its use, students' preferences and students' perceptions to its utility compared to target-language methods. To investigate this issue, the study adopted a quantitative research approach, implementing a closed-ended questionnaire for data collection.

2.1 – Questionnaire

The questionnaire was developed and administered to the target sample. Mixed types of questions were included, ranging between dichotomous choice questions,

multiple-choice questions and Likert-like scale questions. This diversity of questions was intended to cover several purposes of the questionnaire, such as measuring attitudes and exploring preferences, trends and perspectives.

The questionnaire was designed to include four (4) main sections, with eleven (11) questions covering different aspects of the research topic. The first aspect covered three (3) questions and provided a general background information about the sample in terms of region of schooling, level of schooling and experience with English learning. Similarly, the second section covered three (3) questions and focused on the frequency of translation use in English classrooms. The third section covered four (4) questions and explored learners' preferences regarding the use of translation in English classrooms, as compared to the target-language method officially prescribed for their classrooms. While the last section included a single question, yet covering seven (7) sub-questions (items). This section was intended to explore learners' perspectives with respect to which method is better for different aspects of language learning, i.e. Translation method Vs. Only-English method.

2.2 – Sampling

The questionnaire was administered to a sample of eighty nine (89) students, distributed haphazardly between 3rd and 4th year middle schools levels. A non-probability convenience sampling strategy was employed as probability sampling was far from being feasible regarding practical and contextual constraints. Getting access to large and randomized sampling was hardly practical, in terms of size of population, time constraints, and financial limitations, among others. A purposive strategy was considered in the sampling process, in that the selection of respondents was based on some common characteristics among respondents, such as age, level of education, formal learning (school) and similar history of experience with English language among respondents.

The choice of only 3rd and 4th year levels was grounded on the belief that 1st and 2nd year students were not sufficiently mature in terms of English learning experience to report their attitudes and perspectives on the issue. Third- and fourth-year students, however, were presumably more experienced in English learning, as they had already learned it at least for two years. Thus, they were supposed to be well informed about how their learning was and how it should be practiced. Their experience was believed to better inform this study than other lower levels of students. In addition, the focus on specifically middle school would align with the focus of this study on the significance of translation for teaching English to more beginner learners than to higher-level learners.

The respondents were distributed over three different geographical areas in Algeria (Ouargla, Guelma and Batna). This was intended to ensure the minimum level of diversity and representativeness in the sample of the population over the Algerian educational context, and thus would maintain the minimum chances of generalizability of the findings over the whole population.

2.3 – Data analysis method

The data collected from the questionnaire were analysed quantitatively using descriptive statistics, mainly frequencies, percentages, and sometimes means, and standard deviations. The purpose was to identify trends, preferences and opinions among the target population. The results were presented in tables to visualise data and make it easier to interpret, compare and discuss.

3– Results

The data collected through the questionnaire were quantitatively analysed through SPSS (Statistical Package for the Social Sciences). The following sections demonstrate the results and interpretation of the collected data.

3.1 – Background information about the sample

Table 1 presents a general description of the sample of the study. A number of 89 respondents participated for the questionnaire. Twenty-nine (29 – 32.6%) studied in Batna, twenty-three (23 – 25.8%) studied in Guelma, while thirty-seven (37– 41.6%) in Ouargla. The majority of them (82 – 92.1%) were 3rd year MS students, while only small number (7–7.9%) were 4th year MS students. Three fourths of them (67–75.3%) had three (3) years' experience in learning English in formal school, while only one fourth of them (22–24.7) had four (4) years of experience. The next tables present data related to their responses pertaining to the different aspects of the issue of the study.

Table 1: Description of the sample

Variables		Number	Percentage
Location	Batna	29	32.6
	Guelma	23	25.8
	Ouargla	37	41.6
Educational level	3rd MS	82	92.1
	4th MS	7	7.9
Experience with English learning	3 years	67	75.3
	4 years	22	24.7
	More	0	0%

3.2 – Frequency of translation in English classroom

Statistical analysis of data as demonstrated in Table 2 indicates that the majority of learners (58.4%) reported their teachers adopted a mixed-method instructional strategy, incorporating both Translation method and Only-English method. Only 5.6% of respondents reported that their teachers relied on 'only target language' for classroom practices. This indicates that translation was observed by most respondents as a dominant teaching-learning strategy in classroom practices, either independently (36%) or in combination with the target language, English (58.4%).

Table 2: Responses on the dominant method in English classroom

Question	**Method**	**Frequency**	**Percentage**
Which method does your teacher use in English classroom?	Translation	32	36%
	English only	5	5.60%
	Mixing both methods	52	58.40%

Data in Table 3 indicate that respondents were almost equally split between perceiving translation as either occasionally or widely used by teachers of English in the classrooms. Almost half (48%) of the respondents recognized that translation was occasionally used by their teachers in classrooms of English. This would mean that a significant portion of respondents perceived that translation was neither overly nor marginally resorted to by their teachers. While almost another half (47.2%) reported that teachers widely resorted to translation as a teaching practice in the classroom, either often (24.7%) or always (22.5%). Only a small proportion of respondents (4.4%) reported that teachers never or rarely relied on translation-based teaching strategies. As such, it could be inferred that that translation is quite common in middle school English classrooms and that teachers exhibit acceptable degree of receptivity to its use besides the target-language teaching strategies.

The mean value (3.63) and the standard deviation (0.934) provide more statistical support to this inference. The mean value (3.63), being closer to the choices 'sometimes' and 'often' would suggest that, on average, translation was not a rare practice in the classroom. While, the relatively low standard deviation (0.934) suggests a moderate consistency in the responses, indicating an acceptable degree of agreement among the respondents regarding their perceiving to the frequency of translation in their classrooms. The table also demonstrates that students' requests for the use of translation were rather positively accommodated by their teachers. Around one third (34.8%) of respondents reported that teachers "sometimes" responded positively to learners' requests for using translation in the classroom. Another third (33.7%) reported that their teachers "always" responded positively. While a portion of 15.7% perceived that teachers offered frequent ("often") accommodation to learners request for translation.

A combination of only those who chose 'often' and 'always' demonstrates that almost half of the respondents (49.4%) recognized teachers' openness to students' needs and requests for translation. If adding to them those who chose sometimes (34.8%), it provides a total of 84.2% of respondents perceiving that their teachers responded positively at least sometimes to their requests for translation use. In contrast, only 15.7% of the respondents reported that their teachers never or rarely accepted their requests for translation use. Thus, what could be inferred from these measures is that there are rather high receptivity and low resistance among teachers to accommodating students' needs with respect to the use of translation when demanded. Further descriptive statistics, the mean and the standard deviation, statistically support this general inference. While the location of the mean score (3.61) between 'sometimes' and 'often' suggests that teachers are generally open to learners' needs and requests for translation, the standard deviation (1.23) suggests a slightly moderate to high level of variability in respondents' views, suggesting a moderately low level of agreement among students in their responses.

In brief, the results as presented in Table 3 suggest that translation is a quite common practice in middle school classrooms of English, and that teachers are quite receptive to their students' demands for the incorporation of translation besides the target-language teaching strategy. However, there is not a statistically strong consensus among the respondents regarding the extent of their teachers' receptivity.

Table 3: Responses on the frequency of translation use by the teacher

Questions	Choice	Frequency	Percentage	Mean	SD
How often does your teacher use translation in the classroom?	Never	2	2.20%	3.63	0.934
	Rarely	2	2.20%		
	Sometimes	43	48.30%		
	Often	22	24.70%		
	Always	20	22.50%		
If you (or your peers) ask for translation use, how often does your teacher respond positively to your request?	Never	6	6.70%	3.61	1.23
	Rarely	8	9%		
	Sometimes	31	34.80%		
	Often	14	15.70%		
	Always	30	33.70%		

3.3 – Learners' preferences of translation

Data in Table 4 demonstrates that translation is a preferred learning strategy, whether as a primary method or as a complementary tool for classroom practices. Almost half (49.4%) of the respondents preferred a mix-method teaching strategy for their classrooms of English, where translation was an essential part of the process of learning practices. Rather, a considerable portion (42.7%) favoured translation as the main tool of learning. In other words, almost all the respondents (92.1%) considered translation an instrumental tool for their learning of English. Only a minority of them (7.9) excluded the preference of translation from their learning agendas, suggesting a minimal trust among students in a full immersion-learning strategy in language classrooms. In brief, data suggest that most students trust the use of translation as a language-learning strategy, either as a primary method or as a complementary device, while revealing less confidence in a thoroughly target-language approach.

Table 4: Responses on learners' preferred method

Question	Method	Frequency	Percentage
Which method among the following do you prefer for learning English?	Translation	38	42.70%
	English only	7	7.90%
	Mixing both methods	44	49.40%

According to Table 5, respondents reported that requests for translation in language classroom were rather frequent, either by themselves or by their peers. In reporting their individual experiences, almost half of the respondents (47.2%) recognised they 'sometimes' asked for translation, while a rather small portion reported they 'often' or 'always' asked for it. This would mean that the majority of them (68.5%) requested for using translation, at least sometimes during lessons of English. Only one-third (31.5%) reported they had no interest in asking their teachers to translate for them in the classroom.

Statistically, the slightly high value of standard deviation (1.176) suggests that, even though translation was frequently requested by students, there still is a quite variability in their responses; while many of them requested it at least sometimes, still some others exhibited rare or no interest in that.

In reporting their peers' experiences, almost similar results were obtained; or rather, respondents recognised slightly more frequency of requests for translation. The majority of the respondents (79.7%) reported they observed frequent requests for translation by their peers, ranging from 'sometimes' to often' and 'always'. That suggests that translation constituted a major need for middle school learners of English. In further statistical words, the mean (3.27) suggests that the average response of respondents lies between 'sometimes' and 'often', suggesting that a large portion of the respondents observed that their peers tended to request translation occasionally during the lessons of English; however, the slightly high value of SD (1.085) suggests a slightly high variability of responses , indicating no clear agreement among the respondents regarding the perceived frequency of requesting translation in English classrooms.

A comparative overview of the results obtained as presented in table 5 reveals that the respondents' reports about their own experiences regarding requesting translation in classrooms is not far from their reports of their peers' experiences. In both cases results reveal that translation is rather requested by middle school learners of English, although there is no dominant consensus among the students. In terms of statistics, most of the respondents reported they experienced or observed a rather frequent request for translation, either by themselves (68.5%) or as observed in their peers' experiences (79.7%).

Table 5: Responses on the frequency of students' request for translation

Question	Choice	Frequency	Percentage	Mean	SD
Have you ever asked your teacher to translate a word or a sentence during the lesson of English?	Never	17	19.10%	2.81	1.176
	Rarely	11	12.40%		
	Sometimes	42	47.20%		
	Often	10	11.20%		
	Always	9	10.10%		
Have your peers ever asked your teacher to translate a word or a sentence during the lesson of English?	Never	6	6.7	3.27	1.085
	Rarely	12	13.5		
	Sometimes	36	40.4		
	Often	22	24.7		
	Always	13	14.6		

Data in Table 6 reveals a high level of preference to translation use amongst students. Over half (56.2%) of the respondents recognised they had 'high' or 'very high' level of preference to the use of translation while a slightly less portion (38.2%) reported they had 'moderate' level of preference. Making combinations of responses, data demonstrate that almost all students either moderately or highly preferred the incorporation of translation as a teaching-learning strategy. Only a small portion (5.6%) recognised low level of preference.

These conclusions are clearly supported by further descriptive statistics, the mean score (2.27) and SD (0.876). The mean score indicates that the respondents' average responses lies between 'high' and 'moderate' , while the relatively low level of SD (0.876) indicates that there is slightly low variability in the distribution of responses, suggesting a slightly high level of agreement amongst students in their level of preferences to the use of translation. In brief, the results exhibit that translation is a quite

common preference amongst middle school learners, with a significant level of agreement amongst them.

Table 6: Responses on the extent of learners' preferences of translation use

Question	**Choice**	**Frequency**	**Percentage**	**Mean**	**SD**
To what extent do you prefer learning English through translation	Very high	20	22.5	2.27	0.876
	High	30	33.7		
	Moderate	34	38.2		
	Low	5	5.6		
	Very low	0	0		

3.4 – Comparison between Translation and only-English method for aspects of language learning

Data in Table 7 reveal that though both translation and target-language approaches were significant for language learning in students' perspectives, yet there was a certain supremacy of translation in some aspects of learning. Translation noticeably surpasses the monolingual approach in some learning aspects, while receiving comparable support with it for other aspects of learning.

The vast majority of respondent (91%) stated that translation would work much better for understanding language material, in terms of sentences and texts, than the monolingual approach. Further significant portions of respondents (ranging from 58% - 68%) believed that translation again surpasses the monolingual approach in achieving grammatical accuracy, understanding and using grammar rules, as well as in achieving effective use of vocabulary. However, respondents' views evenly split regarding the two aspects, speed of vocabulary acquisition and the construction of sentences and paragraphs; almost the same support was demonstrated to either translation or English-only method, with comparable portions of responses ranging from 48% to 51% for both views. The monolingual approach did not receive any larger support than the support for the translation approach amongst the respondents except for one aspect of language learning, spelling accuracy. In brief, respondents generally perceived translation as more effective than the target language approach in some areas, equally effective in others, yet less effective in one aspect where the monolingual method was superior.

Table 7: Responses on learners' opinions about the usefulness of Translation vs. Target Language for different language learning aspects

Question	Aspects of English learning	Frequency		Percentage	
		Translation	English only	Translation	English only
Which method do you think is better for achieving the following aspects of language learning?	Understanding texts and sentences	81	8	91%	9%
	Rapid vocabulary acquisition	45	44	50.60%	49.40%
	Effective vocabulary use	52	37	58.40%	41.60%
	Constructing sentences and paragraphs	46	43	51.70%	48.30%
	Spelling accuracy	31	58	34.80%	65.20%
	Grammatical accuracy (sentence structure)	54	35	60.70%	39.30%
	Understanding and using grammar rules	61	28	68.50%	31.50%

3- Results and Discussion

This study investigated the significance of translation for English language learning from the perspective of Algerian middle school learners. The study focused on three main aspects: the frequency of translation use in classrooms, translation in students' preference agendas, and the effectiveness of translation for different aspects of English language learning compared to the English-only approach. The results of the study reveal that (1) translation is a common practice in middle school classrooms, with high receptivity to its implementation by both teachers and students; and that (2) according to students' perspectives, both the translation approach and the monolingual approach proved effective regarding different aspects of language learning, with slight supremacy of translation over target-language approach in some aspects. In other words, the study reveals that translation is commonly resorted to by Algerian middle school English teachers and students, and is highly preferred by students, while gaining slight supremacy over the monolingual methods regarding some aspects of English language learning.

These conclusions are supported by conclusions of several previous studies in the Algerian context. In fact, although studies in the Algerian context are limited and seem more inclined to build upon teachers' perspectives than on students' perspectives, they can much inform the findings of the present study which favoured to build upon students' voices rather than those of teachers. For example, Tihal (2022) explored Algerian secondary school learners and teachers' beliefs about the use of the mother tongue, Algerian Arabic, in the EFL classroom. She surveyed 138 secondary school pupils and interviewed and observed three (3) teachers in their classrooms about the issue. The results demonstrated that both learners and teachers preferred the incorporation of L1 in specific situations and viewed L1 as a support for resolving language complications, scrutinizing learners' comprehension and illuminating learning confusions. Tobbi (2024) examined nine secondary school EFL teachers in Batna and found that they frequently used Arabic for organizational, affective, and academic purposes—such as managing classes, clarifying instructions, explaining vocabulary and grammar. She concluded that L1 use in Algerian EFL classrooms is inevitable, challenging the belief that it is absent from foreign language teaching. Benelhadj Djelloul & Neddar (2017) surveyed Algerian secondary school teachers about the use of translation in EFL classes, finding out that the majority of teachers believed that translation is a strongly useful device for enhancing language learning. They specifically emphasised its instrumentality in improving students' writing skills by raising their awareness of the foreign language's various aspects. Khelalfa & Kellil (2023) surveyed 219 Algerian EFL teachers and found out that the majority of the respondents did not consider L1 as an obstacle to learning, but rather as an instrumental classroom practice, concluding that the official no-L1 policy is unproductive and should be re-examined, especially with the recent introduction of English in primary schools. This conclusion aligns well with Boukhentache' s (2024) recommendation of targeting communicative aspects of learners through the incorporation of functional translation tasks in Algerian public school English textbooks. Boukhentache (2024) examined the presence of translation activities in Algerian public school English textbooks and documented a clear absence of translation in textbooks activities, which he characterised as more focused on linguistic aspects being far from the working out of the learners' communicative aspects. Boukhentache (2024), then, strongly recommended translation-based tasks be included in school textbooks. Elsewhere, surveying 20 EFL learners to inspect the reasons behind code switching in English classes, Negadi (2021) found out that the wisely integration of L1 in classroom was advantageous for both linguistic and social functions. He concluded that despite the controversy on the L1 use

in language classrooms, there is a persistent need for the reconsidering traditional methods of language education in favor of bi/multilingual approach to cope with the requirements of globalization. Boukef et al., (2025) surveyed 849 secondary school French teachers in 60 Algerian educational directories aiming at providing empirical data on teachers' perceptions regarding the usefulness of pedagogical translation in French language teaching at the secondary level in Algeria. Results demonstrated a general positive perspective of translation's efficiency in developing linguistic competencies, revealing that teachers considered translation an instrumental device for advancing EFL learner's comprehension and expression skills. Furthermore, pedagogical translation was perceived as a source of motivation and engagement among students while encouraging the development of intercultural competencies. They concluded that pedagogical translation could meaningfully improve the acquisition of linguistic skills in FFL instruction at the Algerian secondary level.

3- Conclusion

This study has delved into a vital area in the field of language education, addressing one of the most extensively debated pedagogical issues in the educational sphere for decades: the significance of translation in foreign language learning. The study was conducted in Algeria, confirming that the general trend toward reconsidering the role of translation in language education is supported by consistent scientific evidence across various educational contexts worldwide. Just as the voices calling for re-evaluating the role of translation in language teaching are resonating positively in cultural and educational contexts worldwide, they also find a meaningful echo in the Algerian context, which appears to be in harmony with other contexts. The Algerian context shows a clear readiness to review traditional educational approaches and to grant a renewed opportunity to the approach that integrates translation as a fundamental component in the teaching and learning of foreign languages.

In brief, although this study suffers from a number of limitations, mainly weak chances of generalizability due to its design and sampling strategies, the findings did not go far from the general trend about the debated issue elsewhere. Put simply, the alignment of the Algerian context with other contexts in its outlook is likely to reinforce the credibility of the call for a profound review of the educational policy concerning foreign language teaching. In this regard, pedagogical translation may play a distinctive role in future frameworks and approaches to foreign language education. Thus, the results of this study could provide meaningful insights for language classroom stakeholders in Algeria, mainly teachers and policy makers.

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