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Preface

Written by Said M Shiyab
Kent State University, USA

The evolving landscape of education in Algeria has become a rich ground for academic exploration, particularly in the domains of English as a Foreign Language (EFL) teaching, intercultural competence, and translation studies. This volume (Volume 5 issue 1 of the Journal of Languages & Translation) delves into contemporary educational challenges and methodologies within the unique Algerian socio-cultural and linguistic context. Through the adoption of an interdisciplinary approach, this volume brings together diverse perspectives and research on pivotal issues such as teacher stress, pedagogical innovation, technological integration, and linguistic influence.

One key focus is the relationship between the age of newly recruited EFL primary school teachers and their stress levels in classroom management. Drawing on experiences from Algeria and beyond, this volume investigates how age impacts coping mechanisms and stress management when teaching young learners. Effective classroom management is critical to successful teaching, and scholars in this volume provide valuable insights into how demographic factors like age influence teacher preparation, recruitment, and support strategies (Kyriacou, 2001). It is through the analysis of these qualitative and quantitative data, this volume sheds light on the professional challenges faced by novice teachers.

In the realm of pedagogical innovation, the integration of Content and Language Integrated Learning (CLIL) into Algerian tertiary education is explored. This dual-focused approach enhances both teaching methodologies and translation practices, emphasizing the simultaneous acquisition of subject content and language skills. Such a strategy addresses the linguistic and cognitive needs of Algerian learners, fostering interdisciplinary learning and improving both language proficiency and translation competencies (Coyle et al., 2010).
The teaching of children's literature in higher education also presents unique opportunities and challenges. Researchers in this volume arguably examine transformative pedagogical practices that position children's literature as a medium for critical engagement, creativity, and social awareness. These integrative strategies inspire students to appreciate the artistic and didactic value of literary works, enriching their educational experience.

The COVID-19 pandemic has ushered in a global shift toward online learning, presenting new dynamics for English for Specific Purposes (ESP) education in Algeria. Researchers through volume investigate how post-pandemic ESP learning environments can foster learner autonomy, intercultural competence, and critical thinking. By leveraging digital tools and platforms, educators can transcend traditional classroom boundaries, equipping students with the skills needed to navigate an interconnected world (Holec, 1981).

The theme of identity, transformation, and cultural interconnectedness is also examined in this volume. Through the concept of "inadequacy to becoming," scholars highlight how pedagogical strategies can foster critical thinking and cultural sensitivity among Algerian EFL students. Literature in this volume is presented as a powerful medium for addressing socio-cultural issues and engaging students with diverse narratives and perspectives (Aboulela, 2015).

Storytelling is highlighted as a pedagogical strategy with immense potential for fostering intercultural sensitivity among EFL learners. Research in this volume examines how storytelling circles encourage empathy, global awareness, and linguistic competence, enabling learners to explore diverse worldviews and enhance their communicative abilities (Isbell et al., 2004).

Generative artificial intelligence (AI) in EFL education is another focal point. This volume explores with details the transformative impact of AI tools on educational landscapes, investigating their familiarity, use, and reception among Algerian EFL students. The findings emphasize the importance of integrating AI literacy into curricula to enhance language learning, creativity, and problem-solving skills while addressing ethical considerations (Zawacki-Richter et al., 2019).

The linguistic influence of Arabic on English written productions by Algerian novice learners is another area of investigation. This research uncovers the complexities of cross-linguistic interaction, including challenges posed by negative transfer. A notable case study examines a lexical-etymological analysis of "Sarah's laughter" in the Qur'an and the Bible, highlighting the interplay between obsolete words and lexical ignorance while providing insights into cultural and theological dimensions of language (Odlin, 1989).

Parental language attitudes and their impact on children's proficiency in Standard Arabic are also explored. In the context of Algeria's diglossic and linguistically diverse society, researchers underscore the pivotal role of familial influence in language acquisition. They advocate for greater parental engagement and awareness to foster linguistic development (Fishman, 1972).

All in all, this collection endeavors to provide a holistic contribution to the fields of EFL teaching, translation studies, and intercultural competence and that is by intertwining theoretical frameworks with practical applications; each study exemplifies the dynamic interplay between academic rigor and educational practice, offering innovative solutions to pressing challenges in the Algerian educational context. Through these discussions, this volume not only underscores the transformative power of education in shaping individuals and communities but also inspires stakeholders to reimagine teaching and learning paradigms that promote lifelong learning, cross-cultural understanding, and social progress.

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