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**The Influence of Arabic on the Writing Skills of Algerian
Secondary School Learners: A Case Study of Second-Year
Level at Abderrahmane Mira Secondary School, Bouira**

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تبحث خوارزميات نظامنا بعمق في المستند بحثًا عن أي تطابقات من شأنها أن تميزه عن الإرسال العادي، إذا لاحظنا شيئًا غريبًا، فإننا نقوم بالإبلاغ عنه لتمكين من مراجعته.

التبعية ليست بالضرورة مؤشرًا على وجود مشكلة، ومع ذلك، توصيك بتكرار التنبيهات هناك لتزيد من المراجعة.



Ministry of Higher Education and Scientific Research
University of Akli Mouhand Oulhadj, Bouira
Faculty of Letters and Foreign Languages
Department of English Language and Literature



**The Influence of Arabic on the Writing Skills of
Algerian Secondary School Learners: A Case
Study of Second-Year Level at Abderrahmane
Mira Secondary School, Bouira**

**A Thesis Submitted to the Department of English Language and Literature - University of
Bouira – in Partial Fulfillment for the Requirement of Master’s Degree in
Didactics and Applied Languages**

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Academic Year

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Dedication

In the name of Allah, the Most Gracious, the Most Merciful. All praise is due to Allah alone, the Sustainer of all the worlds

I would like to dedicate this work to my beloved parents and siblings, whose endless prayers and love have always been my quiet strength through every step of my journey. To my precious friends and chosen family because no success is truly complete unless it is shared. A special thank you to my partner Litissia, who accompanied me in this experience through its ups and downs. Most importantly, I thank myself for the persistence and the courage to keep going when things were hard.

DJEMAOUNE Yasmine.

To my beloved family: my devoted father, my loving mother, and my precious siblings. You are the roots that keep me grounded and the wings that push me to fly. Every word I wrote carries a piece of your love. To my incredible friends and family, whose patience, late night calls and genuine kindness turned this journey into something beautiful. Your presence in my life is a gift I carry with me always. A special thank you to Yasmine my friend and partner in this adventure.

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Abstract

Teaching writing skills is a vital aspect of English as a Foreign Language (EFL), particularly for Algerian secondary school students whose first national official language, Arabic, often interferes with their production. This dissertation examines the influence of Arabic on the writing skills of second-year secondary school learners, focusing on lexical, syntactic, semantic and discourse errors stemming from Arabic interference. The study was conducted at Abderrahmane Mira secondary school in Bouira, involving second-year students, whose paragraphs were analyzed qualitatively. It also involved two questionnaires administered to teachers and students which were analyzed quantitatively. Data analysis revealed prevalent errors at different levels. Teachers unanimously confirmed the impact of Arabic through translation reflexes and grammar transfer, while students identified vocabulary as their main struggle, often thinking in Arabic first. The findings highlight the need for contrastive teaching strategies like explicit structural comparisons, English brainstorming, and guided paraphrasing to mitigate Arabic interference and foster clearer English writing. By addressing these challenges, the research proposes practical approaches to enhance EFL writing instruction, recommending larger samples and diverse tasks for future studies to generalize results.

Keywords: Arabic interference, EFL writing, translation from Arabic, Error analysis, secondary school students, contrastive analysis.

المخلص

يعد تدريس مهارات الكتابة جانبًا أساسيًا في تعليم اللغة الإنجليزية كلغة أجنبية، خاصة بالنسبة لطلبة المرحلة الثانوية في الجزائر، حيث غالبًا ما تتداخل اللغة العربية مع إنتاجهم الكتابي باللغة الإنجليزية باعتبار اللغة العربية لغتهم الوطنية الرسمية الأولى. وتتناول هذه المذكرة تأثير اللغة العربية على مهارات الكتابة لدى مُتعلِّمي السنة الثانية ثانوي، مع التركيز على الأخطاء المعجمية، والتركييبية، والدلالية، وأخطاء الخطاب الناتجة عن تداخل اللغة العربية. وقد تم إنجاز الجنب التطبيقي لهذه الدراسة في ثانوية عبد الرحمن ميرة بولاية البويرة، وشملت العينة طلبة السنة الثانية ثانوي، حيث تم تحليل فقراتهم تحليلًا نوعيًا، كما تم توزيع استبيانين على أساتذة وطلبة، وتم تحليل البيانات إحصائيًا. وكشفت نتائج تحليل البيانات عن انتشار أخطاء شائعة على عدة مستويات. وأكد الأساتذة بالإجماع تأثير اللغة العربية من خلال الاعتماد على الترجمة ونقل قواعد اللغة العربية إلى الإنجليزية، بينما أشار الطلبة إلى أن المفردات تمثل أكبر صعوبة بالنسبة لهم، وأنهم غالبًا ما يفكرون بالعربية أولاً قبل الكتابة بالإنجليزية. وتبرز النتائج أهمية اعتماد استراتيجيات تدريسية تقابلية، مثل المقارنة الصريحة بين البنيتين اللغويتين، والعصف الذهني باللغة الإنجليزية، وإعادة الصياغة الموجهة، من أجل الحد من تأثير اللغة العربية وتعزيز وضوح الكتابة باللغة الإنجليزية. ومن خلال معالجة هذه التحديات، تقترح الدراسة مقاربات عملية لتحسين تدريس مهارات الكتابة في اللغة الإنجليزية كلغة أجنبية، كما توصي بإجراء دراسات مستقبلية تشمل عينات أكبر وتمارين متنوعة لتعميم النتائج.

الكلمات المفتاحية: تداخل اللغة العربية، الكتابة في اللغة الإنجليزية كلغة أجنبية، الترجمة من اللغة العربية، تحليل الأخطاء، طلبة المرحلة الثانوية، التحليل التقابلي.

List of Abbreviations

MSA: Modern Standard Arabic.

L3: Third Language

L4: Fourth Language

EFL: English as a Foreign Language.

L2: Second Language

FL: Foreign Language

SL: Second Language

ESL: English as a Second Language

EA: Error Analysis

CA: Contrastive Analysis

L1: First language

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General Introduction

General Introduction

The Algerian linguistic landscape is complex and multilingual, characterized by the coexistence of Algerian Arabic (Darija) as the spoken language used for communication, Modern Standard Arabic (MSA) as the first official language of education and administration, Tamazight as a national and official language, and French as a legacy of colonialism with a strong presence in media and academia. English, as a global lingua franca, is gaining increasing importance and is now a compulsory subject starting from the third year of primary school, reflecting the country's recognition of English as essential for scientific, economic and international engagement. In this intricate linguistic environment, learners must navigate multiple language systems simultaneously, each serving distinct social, educational, and communicative functions. This reality shapes how students approach foreign language acquisition and influences the nature of the errors they make.

When Algerian learners acquire English, they do not do so in isolation. Their existing linguistic knowledge, particularly Arabic, significantly shapes the learning process, a phenomenon known as language transfer. While positive transfer can facilitate learning, Negative transfer or interference is a major source of errors, especially in productive skills like writing. Writing in English requires a high degree of grammatical accuracy, lexical precision and syntactic control, making it a domain where Arabic interference is most visible and problematic. Unlike speaking, where context and nonverbal cues can compensate for linguistic shortcomings, writing exposes every grammatical and structural weakness, leaving little room for ambiguity or approximation.

Second-year secondary school students in Algeria frequently struggle to produce accurate and coherent English writing. Despite several years of formal instruction, their written texts often contain recurring grammatical, lexical, and syntactic errors that reduce clarity and impede comprehension. Initial classroom observations reveal that many of these errors are systematic and arise from the influence of Arabic, including negative transfer of structural patterns, literal translation, and rhetorical preferences that conflict with English norms. These observations suggest that students are not merely making random mistakes but are applying Arabic, cognitive and linguistic frameworks to English production.

This study aims to systematically investigate the influence of Arabic on the English writing of second-year secondary school students at Abderrahmane Mira Secondary School, Bouira. Specifically, it seeks to identify the most common types of Arabic interference affecting their

English writing, examine how this interference manifests across grammatical, lexical, and syntactic levels, and assess its impact on overall writing clarity and coherence.

By identifying and categorizing the specific errors stemming from Arabic interference, this research will contribute to a deeper understanding of the challenges faced by Algerian learners and provide empirical insights for developing more effective, targeted pedagogical strategies that address the root causes of writing difficulties rather than merely treating surface errors.

The influence of Arabic on English language learning in the Algerian context is not a new topic. It has been investigated by many researchers: Haddam-Bouabdallah, for instance in (2022) examined the linguistic situation and education in post-colonial Algeria highlighting the gap between policy goals and classroom realities in English language teaching. He examined cross-linguistic influence in Algerian university EFL writing, offering insights into how multilingual transfer affects written production at the tertiary level in (2024) in the same year this researcher wrote with Ghouali about Englishisation of Algerian higher education through English-Medium Instruction, addressing expectations versus reality in university settings. Benidir (2015) investigated rhetorical patterns in Algerian students' academic writing, focusing on the influence of Arabic on text organization, particularly regarding parallelism, repetition and coordination. These studies collectively establish that Arabic interference operates across lexical, syntactic, semantic and discourse levels, they support the need for contrastive teaching strategies to mitigate negative transfer in Algerian EFL contexts.

Statement of the problem

Despite several years of formal English instruction, second-year secondary school students in Algeria continue to struggle with producing Writing that meets English standards for accuracy and coherence. Their written texts often contain recurring grammatical, lexical, and syntactic errors that reduce clarity and impede comprehension. Many of these errors are systematic and arise from the influence of Arabic. Typical issues include the misuse of verb tenses, omission of the copula "to be", incorrect use of prepositions, literal or word-for-word translation from Arabic, and difficulties in organizing texts properly. These error patterns indicate a strong reliance on learners' first language structures during English writing.

Although teachers recognize these difficulties, there is a notable lack of empirical research in the Algerian context that thoroughly examines and categorizes these errors and identifies their specific sources. This gap limits educators' ability to develop effective corrective measures and

leaves curriculum developers without the empirical basis needed to address instructional needs arising from Arabic interference.

Aims and significance of the study

The main objective of this study is to investigate the influence of Arabic on the writing skills of second-year secondary school learners in Algeria. Specifically, it aims to identify the most common types of Arabic, interference affecting their L3 or L4 English writing and to understand how these influences impact their overall writing performance.

This research seeks to contribute to the existing literature on language transfer and bilingual Writing by providing detailed insights into the interaction between Arabic and English in an Algerian educational context.

It highlights the significance of recognizing Arabic interference as a key factor in L3 or L4 writing difficulties, thus encouraging educators and curriculum designers to address this issue explicitly. It also aims to motivate English teachers to adopt innovative and targeted strategies to help learners overcome the negative effects of Arabic interference in their writing, ultimately improving learners' writing proficiency and academic success.

Research Questions and Hypotheses

- This study aims to answer the following questions:

- What are the most common and significant types of errors that second-year Algerian secondary school students make in their English writing, and to what extent do these errors stem from Arabic interference?
- In what ways does Arabic interference affect learners' vocabulary selection, grammatical correctness, and sentence structure in English writing?
- How significantly does Arabic interference impact the clarity, coherence, and overall quality of students' written English texts?

- Based on the research questions, the following hypotheses are proposed:

- ✓ The most common errors in students' English writing (grammatical, lexical, and syntactic) significantly stem from structural differences between Arabic and English.
- ✓ Arabic interference negatively affects learners' vocabulary selection, grammatical correctness, and sentence structure through negative transfer and literal translation.
- ✓ Arabic interference significantly impairs the clarity, coherence, and overall quality of students' written English texts.

Research Techniques and Methodology

This study adopts an exploratory research design to investigate the influence of Arabic on the English writing of second-year Algerian secondary school students. It uses a mixed-methods approach to gain a comprehensive understanding of the learners' writing difficulties by combining both quantitative and qualitative data.

Data will be collected from second year students at Abderrahmane Mira Secondary school in Bouira, including students' written compositions and two questionnaires distributed to both students and their English teachers. The questionnaires aim to capture personal perceptions about the role of Arabic interference in writing, while the writing samples provide concrete evidence of linguistic errors.

The collected data will be analyzed quantitatively through error analysis to identify recurring interference patterns and qualitatively using thematic analysis to understand underlying causes and attitudes. This approach provides a balanced and detailed insight into the nature and impact of Arabic influence on learners' English writing.

Data Collection Tools

This study employs two primary data collection tools to comprehensively examine Arabic interference in students' English writing. First written compositions from second-year secondary school students provide authentic samples for error analysis, capturing real instances of lexical, grammatical, and syntactic transfer from Arabic. Second questionnaires distributed to both students and English teachers gather quantitative data on perceptions regarding the role of Arabic interference in writing difficulties. These tools together ensure triangulation, enhancing the reliability and validity of findings on how Arabic affects English writing clarity and coherence.

Structure of the Dissertation

The dissertation consists of two main chapters. The first chapter is theoretical, while the second chapter is practical and analytical.

- Chapter One: Literature Review

Chapter one provides the theoretical background on Arabic interference in English writing. It is divided into two sections:

- Section One: EFL writing and the Algerian Multilingual Context. This section examines the nature of writing in foreign language contexts, the specific challenges of L3/L4 acquisition in Algeria, and the role of Arabic as the primary linguistic influence on English writing.

- Section two: Error Analysis, Contrastive Analysis and Arabic Influence.

This section presents Error Analysis and Contrastive Analysis methodologies, analyzes structural differences between Arabic and English, and reviews empirical evidence on how these differences generate predictable writing errors.

- Chapter Two: Research Methodology and Data Analysis

Chapter two focuses on the practical aspects of the study. It is divided into two sections:

- Section one: Research Design and Methodology.

This section details the research approach, Participants (second-year secondary school students at Abderrahmane Mira Secondary School, Bouira), data collection instruments (writing samples and questionnaires), and procedures for analyzing quantitative and qualitative data.

- Section Two: Presentation and Interpretation of Results.

The section presents the analyzed data, interprets findings regarding the most common error types, the specific ways Arabic interference affects vocabulary, grammar, and syntax, and the impact on clarity, coherence, and quality, and discusses implications for pedagogy.

Chapter One: Literature Review

Introduction

Writing in a foreign language presents considerable challenges for learners, particularly in multilingual contexts where students must simultaneously manage multiple linguistic systems. Algeria is a prominent example of such a complex multilingual setting. In the Algerian context, English is acquired not as a second language (L2) in the conventional sense, but rather as a third language (L3) or even a fourth language (L4). It follows the Algerian Arabic dialect (Darija), which serves as the main language of everyday communication, Modern Standard Arabic (MSA), used in formal and educational domains, and French, as the first foreign language. This linguistic hierarchy requires learners to constantly shift between languages that serve different social, cultural, and cognitive functions, often leading to intricate patterns of interaction and cross-linguistic influence.

This chapter establishes the theoretical foundation for the current study, which investigates how Arabic, as the first national official language of Algerian learners, specifically influences their English writing skills at the secondary school level. It offers a detailed review of existing literature on EFL writing in multilingual environments, with a particular focus on the Algerian educational context. The literature review is organized into two main sections. Section One explores the nature of EFL writing and the distinctive characteristics of the Algerian multilingual classroom. Section Two examines Error Analysis and Contrastive Analysis as essential methodological tools and discusses the major structural and rhetorical differences between Arabic and English that commonly generate predictable writing difficulties for Algerian students.

By synthesizing these areas, the chapter highlights the unique status of English as an L3/L4 in Algeria and underscores the dominant role of Arabic as the primary source of linguistic and conceptual influence on learners' written production. This foundation is essential for understanding the specific challenges faced by Algerian secondary school students and for developing more effective, context-sensitive writing instruction.

1.1. EFL Writing and the Algerian Multilingual Context

1.1.1 Defining Writing in Foreign Language Contexts

According to Weigle (2002) "Writing is a complex process that involves a number of subprocesses, including planning, translating, and reviewing." Unlike speaking, writing allows more time to think and organize ideas, but it also requires careful attention to grammar, vocabulary

and structure Brown (2007). For this reason, writing is considered as one of the most difficult language skills.

In foreign language (FL) contexts, writing becomes more challenging because learners usually have limited exposure to English outside the classroom. They may not use the language in daily life, which reduces their opportunities to practice and improve. As a result, their level in the foreign language is often lower than learners in second language (SL) contexts, and writing may seem less meaningful or less connected to real communication.

However, learners do not start from zero. They already have knowledge of their first language (L1) at school, which plays an important role in learning how to write in foreign language. This is especially important in the Algerian context, where students grow up using Arabic when writing in English. They may rely on Arabic in different ways, such as translating ideas, using similar sentence structures, or transferring writing habits from Arabic into English.

This influence of Arabic can be both helpful and problematic. On the one hand, it can support learners in organizing their ideas and expressing meaning. On the other hand, it can lead to errors in grammar, vocabulary, and sentence structure due to differences between Arabic and English. This process is often referred to as language transfer.

In addition, Algerian learners are often exposed to more than one language, including French, which makes writing even more complex. They may switch between languages while writing, which affects how they construct sentences and express ideas.

Therefore, writing in foreign language contexts is not only a linguistic activity but also a cognitive process influenced by the learner's first language, learning environment, and level of exposure to the target language. Understanding these factors is essential for analyzing the influence of Arabic on the writing skills of Algerian secondary school learners.

1.1.2. The Centrality of Writing in EFL Learning

Writing is an important part of learning English as a foreign language because it helps students use the language in more active way. When learners write, they practice vocabulary and grammar while trying to express their own ideas. As Brown (2007) states, writing is an activity that can be used to reinforce and practice language forms and structures. This makes writing more than just an exercise; it becomes a way to really understand how the language works.

Another reason why writing is important is that it helps students think more carefully. Unlike speaking, writing gives enough time to plan ideas, choose the right words, and correct mistakes. This process helps learners improve their accuracy and become more confident in using English. It also encourages them to depend on themselves, as they have to produce their own sentences and organize their own ideas Brown (2007).

In Algeria, writing in English is becoming more and more necessary, especially for students who want to continue their studies abroad. Many academic fields require English, and writing is often the main way to communicate knowledge. However, students still face many difficulties because English is mostly learned at school, and there are not many chances to use it in the daily life. This makes writing harder and sometimes less interesting for learners.

It is also important to consider the role of other languages. Algerian students usually use Arabic or Tamazight as their first language and French as a first foreign language, and they all can influence the students' writing in English. Sometimes this can help them, especially when they are trying to find ideas. But in many cases, it can cause mistakes because the structure and rules of these languages are different from English.

In general, writing remains a central skill in EFL learning. Even if it is difficult, it helps students improve their language level and prepares them for academic and professional situations. For this reason, more attention should be given to writing, especially in contexts like Algeria where learners deal with more than one language.

1.1.3. Characteristics of Effective Writing

Effective writing is not only about avoiding errors, but also about expressing ideas in a clear and appropriate way. It requires a balance between fluency and accuracy, while respecting the rules of the language and the expectations of the reader. As Hyland (2003) argues, Effective writing involves the control of language to express ideas clearly for a particular audience. Good writing is characterized by coherence and cohesion, which means that ideas are logically connected and easy to follow.

At a general level, effective writing depends on how ideas are organized. A well-written text should have a clear structure, where sentences are linked to form meaningful paragraphs. At the same time, attention should be given to basic elements such as grammar, vocabulary, and sentence structure, as these help make the message clear and understandable.

Effective writing also includes several important features. Writers should use suitable vocabulary and a range of grammatical structures to express their ideas. Correct punctuation is also necessary to ensure clarity. In addition, ideas should flow smoothly from one sentence to another, and the text should be well connected. Using simple and clear language is often more effective than using complicated expressions. Good writing should also consider the target audience and maintain reader engagement through appropriate style, tone, and relevant content.

For learners of English, especially in foreign language contexts, developing these skills requires time and practice. Students need a solid foundation in grammar and vocabulary before they can write effectively. Teachers also play an important role by providing models, explaining how to organize ideas, and encouraging students to start with simple topics. Learning these characteristics at an early stage helps students improve their writing gradually.

In the case of Algerian L3 learners, writing becomes more complex because they use more than one language. They may focus too much on accuracy and lose fluency, or they may write fluently but with errors. For this reason, it is important to focus on clear communication and meaning, even if some errors influenced by the first language (Arabic) remain Dana Ferris (2002).

In general, effective writing is the result of different skills working together. It requires regular practice, guidance from teachers, and an awareness of both language rules and communication goals.

1.1.4. The Writing Process in EFL Classrooms

Contemporary approaches to teaching writing in English as a Foreign Language (EFL) increasingly emphasize the process approach, rather than focusing solely on the final written product. In this perspective, writing is understood as a recursive activity that involves several interconnected stages, typically including pre-writing, drafting, revising, and editing Brown (2007). These stages are not strictly linear; instead, writers often move back and forth between them as they develop and refine their ideas.

For learners of English as a third (L3) or fourth language (L4), this process can be particularly demanding. Unlike native speakers, L3 writers do not possess an intuitive command of vocabulary, grammar, and discourse patterns. Consequently, their writing process is frequently interrupted during drafting, as they pause to search for suitable words, check grammatical structures, or ensure coherence and cohesion. These interruptions can slow the flow of ideas and make writing a more cognitively demanding task.

In the context of Algerian EFL learners, additional challenges emerge due to the multilingual environment in which they operate. Students are typically exposed to Arabic as a first language and French as the first foreign language, both of which can influence their acquisition and use of English. During revision, learners must not only identify and correct errors but also determine their origins. For instance, some errors may result from interference from Arabic, while others may stem from French. This distinction requires a level of metalinguistic awareness that is often not sufficiently developed through classroom instruction.

1.1.5. Writing Instruction in Algerian Secondary schools

In Algerian secondary schools, English is taught within a unique multilingual environment. In Algeria, English was experimentally introduced at the primary school level in 1993. Although its implementation in primary education remained limited, English continued to be taught in middle and secondary schools until its official introduction into the primary school curriculum in 2022. By the time students reach secondary school, they operate in a diglossic Arabic environment and usually have considerable proficiency in French. As a result, English often functions as a third or even fourth language in their linguistic repertoire.

The national curriculum, designed by the Ministry of Education, aims to develop learners' communicative competence in English. However, several studies highlight a persistent gap between policy goals and classroom realities Haddam-Bouabdallah (2022). Educational reforms intended to modernize teaching practices have had limited impact, particularly in large classrooms where resources are constrained. In addition, the influence of high-stakes examinations, such as the baccalaureate, strongly shapes what teachers prioritize, creating a pronounced washback effect on classroom instruction Nation (2009).

As a result, writing instruction in secondary schools tends to focus on exam-oriented tasks. Students spend much of their time practicing guided compositions, formal letters, and structured essays designed to meet specific assessment criteria. Limited exposure to English outside the classroom, combined with large class sizes, restricts opportunities for more spontaneous, creative writing practice. Consequently, learners rely heavily on their existing knowledge of Arabic and French, often transferring grammatical structures, vocabulary, and writing strategies from these languages. This results in texts characterized by complex patterns of cross-linguistic interference Brown (2007).

Overall, writing instruction in Algerian secondary schools reflects a tension between the ideals of communicative language teaching and the realities imposed by exams, classroom conditions, and multilingual learning contexts. Supporting students in navigating these challenges requires attention not only to writing skills but also to strategies for managing interference from other languages and developing awareness of the target language's conventions.

1.1.6. Specific Writing Difficulties of Algerian EFL Learners

Algerian learners of English face writing challenges that are strongly influenced by their L3 or L4 status. These difficulties are commonly classified into syntactic, lexical, and mechanical errors Ferris (2002). Syntactic errors include problems with word order, subject-verb agreement, and complex sentence construction; lexical errors involve inappropriate word choice or literal translation from other languages; and mechanical errors encompass spelling, punctuation, and capitalization mistakes. In the Algerian context, however the source of the error is often more significant than its type. Teachers must consider whether an error arises from interference from Arabic, French, or the interaction of both languages.

Because English is typically introduced after French in the Algerian educational sequence, learners frequently transfer patterns from both prior languages. For instance, they may apply French syntactic structures in certain sentence types while relying on Arabic word order in others, depending on the semantic or grammatical content of the sentences, verb tense usage, and agreement patterns. The cognitive demands of suppressing two dominant languages to access a weaker target language increase mental load, which can lead to performance errors; mistakes arising from processing limitations rather than true gaps in knowledge Gass & Selinker (2008).

These difficulties are not limited to secondary school learners. Research shows that without explicit instruction targeting cross-linguistic influence and strategic language use, interference patterns persist into university-level writing Gouider (2025). For example, learners may consistently overgeneralize verb tense rules or misapply prepositions because they rely on transfer from French or Arabic. Addressing these challenges requires pedagogical strategies that go beyond grammar drills. Teachers can support learners by incorporating metalinguistic discussions about differences between the languages, encouraging self-monitoring during revision, and providing structured feedback that highlights the source of specific errors.

In summary, the writing difficulties of Algerian EFL learners stem from a combination of multilingual interference, cognitive processing constraints, and limited exposure to English outside the classroom. Recognizing the interaction of these factors is essential for designing instruction that improves both accuracy and communicative effectiveness in writing.

1.1.7. Language Interference in Multilingual Acquisition

Language interference, often referred to as negative transfer, has long been used to describe the influence of Arabic on the acquisition of (L2). Odlin (1989) describes interference as the influence resulting from similarities and differences between the target language and any previously learned languages. While this meaning provides a useful starting point, it does not fully capture the complexity of multilingual contexts such as Algeria, where learners are typically exposed to more than two languages.

In multilingual acquisition, interference cannot be viewed as a simple linear process moving from Arabic to L2 or L3. Instead, learners draw on their entire linguistic repertoire, which includes Arabic as the first language, French as a foreign language, and in some cases regional dialects Gass & Selinker (2008). This results in a dynamic interaction between linguistic systems during language production, which can influence their choice of vocabulary, sentence structure, and overall organization of ideas.

The influence of Arabic and French tends to operate at different levels. Arabic, as the language of early socialization, often shapes deeper cognitive and conceptual structures, such as how ideas are organized and expressed. For example, learners may transfer patterns of cohesion or discourse organization from Arabic into English writing. French, on the other hand, tends to influence more surface-level features, particularly vocabulary, spelling, and orthography. This is due to the strong presence of French in many Algerians' daily. As a result, learners may borrow French lexical items or apply French spelling conventions when attempting to write in English.

This combination of influences makes interference in Algerian EFL writing particularly complex. Errors cannot be attributed solely to the first language, as learners continuously navigate between multiple linguistic systems. According to Jarvis and Pavlenko (2008), cross-linguistic influence in multilingual individuals is shaped by the entire language experience, rather than a single source. In Algeria, Arabic often plays a dominant role due to its status as the primary language of identity and early social interaction, while French is the legacy of colonialism.

Interference is also affected by factors such as proficiency level, task difficulty, and cognitive load. When learners are required to produce language under time pressure or in formal assessment situations, they are more likely to rely on familiar linguistic patterns. This can lead to performance errors, where mistakes occur not because of lack of knowledge, but due to processing limitations. In such cases, learners may revert to Arabic or French structures when they are uncertain about how to express idea in English.

In conclusion, language interference in Algerian EFL learners should be understood as a complex and dynamic process involving the interaction of multiple languages. Recognizing the roles of Arabic and French in shaping English production can help educators better address learner difficulties and design more effective instructional strategies that take into account the multilingual reality of the classroom.

1.1.8. Manifestations of Language Interference in Writing

Language interference in multilingual learners manifests across multiple linguistic levels, influencing how students produce written English. At the orthographic level, learners often transfer spelling conventions from Arabic or French. For instance, Arabic's consonantal writing system may lead to omission of vowels in English words, while French silent letter patterns can result in unexpected or redundant letters in English spelling. At the phonological level, errors in English spelling frequently reflect the pronunciation of phonemes in Arabic or French, such as the substitution of sounds not present in English or the influence of French nasal vowels.

Interference also occurs at the grammatical and syntactic level. Algerian learners may apply Arabic or French word order and grammatical rules to English sentences. For example, the placement of adjectives after nouns (from Arabic and French) or omission of articles (from Arabic) is common in student writing. At the lexical level, interference appears in the use of false friends from French or literal translations of Arabic idioms, known as calques. These errors often result in phrases that are grammatically acceptable but semantically unusual in English.

Language interference extends to the discursive level, where rhetorical patterns from learners' first languages influence overall text organization and style. Arabic, for example, encourages elaborate introductions, indirect argumentation, and parallel structures, which may conflict with the more direct and linear style preferred in English academic writing (Hyland,2003). French rhetorical patterns, on the other hand, may lead to overuse of complex subordinate clauses or nominalizations that are less common in English compositions.

For Algerian learners, these interference categories often overlap, producing hybrid interlanguage forms. A secondary school student may simultaneously employ Arabic sentence structures, insert French vocabulary, and follow French spelling conventions, creating texts that reflect the interaction of multiple linguistic systems. Such interlanguage phenomena demonstrate that interference is not limited to isolated errors but affects the overall coherence, style, and readability of learner writing.

Understanding these manifestations is essential for effective EFL instruction. Teachers can help learners by raising awareness of differences between English, Arabic, and French, providing targeted exercises that contrast structures, and giving feedback that highlights both the source and nature of interference. By doing so, educators support learners in gradually internalizing English conventions while managing cross-linguistic influences.

1.1.9. Arabic as the Primary Influence on English Writing

As the first national language, Arabic forms the fundamental conceptual framework through which students interpret and produce English (Jarvis & Pavlenko (2008)). The typological distance between Arabic, a Semitic language, and English, an Indo-European language, further amplifies the potential for interference. This distance affects not only vocabulary and grammar but also sentence organization, discourse patterns, and overall textual coherence.

Arabic exerts a pervasive influence on writing at both surface and deep levels. Linguistic features such as pro-drop (the omission of subjects), root-and-pattern morphology, and right-to-left script orientation can transfer into English writing, leading to characteristic errors (Odlin (1989)). For example, students may omit subjects in English sentences or produce unfamiliar word formations that mirror Arabic morphological processes. Beyond grammar, Arabic rhetorical conventions significantly shape learners' approaches to text organization. Lebiar (2024) found that Arabic discourse patterns, particularly parallelism, lexical couplets and paraphrase, are frequently transferred to English compositions by Algerian students, whereas English academic writing favors subordination and hierarchical structures. These differences manifest in English essays as paragraphs that appear overly coordinated or lacking in logical subordination, reflecting the deep-seated influence of Arabic discourse patterns.

The influence of Arabic persists across proficiency levels because learners may unconsciously transfer Arabic cognitive and rhetorical patterns into their English writing, even after years of formal instruction. For example, the use of parallelism or extended nominal phrases

in Arabic may appear in English compositions, producing sentences that are grammatically correct but stylistically different from native English norms.

Understanding Arabic primary influence is crucial for designing effective EFL instruction in Algeria. Teachers need to address not only surface-level errors, such as article misuse or subject omission, but also deeper rhetorical patterns that affect paragraph development, coherence, and overall essay structure. Instruction that explicitly contrasts Arabic and English structures, combined with guided practice in subordination, cohesion, and English-style paragraph organization, can help learners gradually reduce interference and produce texts that align more closely with target-language conventions.

1.2. Error Analysis, Contrastive Analysis and Arabic Influence

1.2.1. Error Analysis in Foreign Language Acquisition

Error Analysis (EA), a branch of Applied Linguistics emerged in the late 1960s and early 1970s as a reaction to the limitations of contrastive analysis. Corder (1981) defines EA as "the systematic study of the errors made by learners in their use of the target language" (p. 9). He established a distinction between errors, which indicate gaps in the learners' fundamental knowledge, and mistakes, which are temporary lapses resulting from fatigue and negligence. Corder (1981) also suggested a basic taxonomy for classifying errors based on their formal properties. He recognized four primary categories: omission (excluding necessary components), addition (incorporating superfluous components), selection (option for the incorrect form), and ordering (incorrect arrangement of components). This classification is still essential for understanding how learners modify the target language structure.

Ellis (1985) defines EA as "a procedure involving collecting samples of learner language, identifying the errors, describing them, classifying them according to their hypothesized causes, and evaluating their seriousness". Richards (1971, p.1) explains that "the field of error analysis maybe defined as dealing with the differences between the way people learning a language speak and the way adult native speakers of the language use the language". Furthermore, Norrish (1983) argues that an error is a systematic deviation that occurs when a learner has not fully learned a rule and consistently produces incorrect forms. Similarly, Ellis (1994) considers an error to be a systematic and repeated deviation from the norms of the target language. For example, a learner may say "I must to go" by analogy with verbs such as want or need, and will continue to use this incorrect form until they recognize the correct usage.

In practice, EA means examining the mistakes that students make when they write or speak English, not only to correct them but also to understand why they occur. Some mistakes come from the influence of previously acquired languages, while others arise as learners try out new English rules. The goal is to gain insight into the learner's internal language system and use that insight to improve teaching.

In the Algerian secondary School setting, EA is a particularly valuable tool. English is acquired as a third or fourth language after Arabic, which remains the learner's primary linguistic foundation. This approach enables researchers and teachers to identify the specific sources of difficulty rather than treating Arabic as a single uniform influence. It supports more precise diagnosis and helps shift the focus from simply marking errors to designing activities that address their real causes.

1.2.2. Systems for Classifying Learner Errors

Having established what EA examines, we now turn to how errors are organized for systematic study. Several researchers have developed practical frameworks for this purpose. Corder's (1981) original taxonomy, mentioned in the previous section, provides a foundation by categorizing errors according to their formal properties: omission, addition, selection, and ordering. Building upon these foundations, the surface strategy taxonomy (extensively discussed by Dulay, Burt, and Krashen (1982) and further popularized by Brown (2007)) examines how errors alter how students modify English structures through these same four alternations. This framework helps identify patterns in how students modify English structures. For understanding the origin of errors, Gass and Selinker (2008) offer a source-based approach that distinguishes between interlingual errors (stemming from the learners' previous languages) and intralingual errors (arising during the learning process itself). Additionally, Ferris (2002) contributes a pedagogical perspective, classifying errors as treatable (governed by clear rules, such as verb tense) or untreatable (related to word choice and style), which directly informs classroom correction strategies.

These frameworks help organize mistakes into meaningful groups instead of listing them randomly. They make it easier to recognize patterns and understand the nature of the problems in student writing. In addition; they are particularly useful for analyzing learner errors, as they help us go beyond simply counting errors and instead identify their underlying sources, especially those related to the influence of Arabic or English learning. When applied to the writing of second-year

students at Abderrahmane Mira Secondary School in Bouira, they provide a clear basis for more targeted teaching that focuses on the actual causes of students' difficulties. The present study adopts a combined approach, as no single classification system can fully capture the complexity of errors made by learners. Using multiple frameworks allows for a more comprehensive analysis that takes into account both the form and the source of errors.

1.2.3. Sources of Errors: Interlingual and Intralingual

Researchers have identified two main sources of errors in language learning. Corder (1981) explained that interlingual errors arise from cross-linguistic influence, where structures from previously learned languages are transferred to the target language. In the Algerian context, this includes influence from MSA, with secondary influence from Darija, as well as from French, which functions as the first foreign language for many students. Gass and Selinker (2008) described intralingual errors as developmental mistakes that occur when learners overgeneralize or misapply rules of the target language. These happen naturally as students attempt to work out English rules on their own, regardless of their first language background. A learner saying "foots" instead of "feet" makes a developmental error that many learners produce at similar stages.

Both types appear in the writing of second-year students at Abderrahmane Mira Secondary School. When a student writes "it is has many benefits," the double verb construction reflects Arabic syntactic influence; an interlingual error. When another student writes "technology have" instead of "has," this could be either an interlingual transfer of Arabic agreement patterns or an intralingual overgeneralization of plural verb forms. Distinguishing these sources matters because they require different responses: Arabic-induced errors need contrastive explanation, while developmental errors need patience and guided practice with English rules.

1.2.4. Error Treatment in EFL Writing

Researchers have suggested various approaches to handling errors in student writing. Ferris (2002) recommended selective correction, advising teachers to focus on errors that affect clarity and meaning rather than marking every mistake. She distinguished treatable errors, such as verb tense or article use, from untreatable ones, such as word choice or style. Hyland (2003) proposed a balanced feedback approach that addresses content, organization, and language form together. Corder (1981) stressed that the most effective treatment depends on the source of the error and recommended contrastive explanations that compare English with the learner's first language. Gass

and Selinker (2008) added that feedback should consider whether an error stems from cross-linguistic influence or developmental processes, as these require different instructional responses.

In Algerian secondary schools, error treatment needs to account for the central role of Arabic. Teachers at Abderrahmane Mira Secondary School can use contrastive feedback to show students the differences between Arabic and English structures. When a student writes "She doctor" instead of "She is a doctor," the teacher might briefly explain that Arabic present-tense equational sentences do not require a copula, but English does. This kind of focused response helps learners become aware of the reasons behind their errors and turns correction into genuine learning support. The present study views this approach as particularly relevant, given that Algerian learners navigate multiple language systems and need explicit guidance to distinguish between Arabic-influenced patterns and English target norms.

1.2.5. Contrastive Analysis and Language Transfer

Contrastive Analysis (CA) involves systematic comparison between languages. Odlin (1989) defined it as "the systematic comparison of the learner's first language and the target language to predict or explain learning difficulties" (p. 27). The strong version of CA, which claimed that all errors could be predicted in advance, was later criticized and largely abandoned. The weak version, however, remains useful because it helps explain errors that have already occurred. Language transfer is closely connected to this approach. Odlin (1989) described transfer as "the influence resulting from similarities and differences between the target language and any previously acquired language" (p. 27). It can be positive when structures are similar or negative when they differ. Corder (1981) established the foundation for understanding transfer in L2 contexts; later researchers such as Gass and Selinker (2008) extended this to multilingual situations where learners must suppress previously acquired systems to access the target language.

In the Algerian secondary school context, this combination of Contrastive Analysis and the study of language transfer is a practical tool. It helps teachers and researchers understand why certain difficulties arise and design exercises that focus on the exact points of difference between Arabic and English. When students consistently omit the copula "to be", writing "Technology very important" instead of "Technology is very important", CA explains that Arabic equational sentences do not require this element. The present study considers CA an essential tool for the Algerian context, where the significant typological distance between Arabic and English creates

predictable interference patterns that can be anticipated and addressed through careful instructional planning.

1.2.6. Structural Differences Between Arabic and English

Contrastive Analysis highlights the structural differences between Arabic and English that often cause interference in learner writing. Odlin (1989) noted that typological distance between Semitic languages like Arabic and Indo-European languages like English creates predictable challenges in syntax, morphology, and rhetorical organization. Studies of Algerian learners (e.g., Houioua, 2021) note that these differences are particularly evident because Arabic is the main language of thought and schooling. The key contrasts include script direction, word order, grammatical features, and rhetorical style.

Feature	Arabic	English
Script / Direction	Right-to-left	Left-to-right
Morphology	Root-and-pattern (non-concatenative)	Concatenative (affixes)
Syntax (basic word order)	VSO ; pro-drop permitted	SVO; explicit subjects usually required
Adjective Position	After nouns	Before nouns
Rhetorical Organization	Parallelism and coordination common	Subordination and hierarchical organization preferred

Table 1: Structural Differences Between Arabic and English

These differences are not abstract textbook contrasts. The surface constantly in student writing. When a second-year student at Abderrahmane Mira Secondary School writes "Technology, plays an importante role," the article error may stem from Arabic's lack of an indefinite article system equivalent to English "a/an." The spelling "importante" with a final -e reflects French orthographic influence layered onto Arabic syntactic habits. Recognizing these patterns allows teachers to move beyond simply marking errors and instead address their structural origins.

1.2.7. Arabic-Induced Grammatical and Syntactic Errors

Researchers have identified several grammatical and syntactic errors that commonly appear in the writing of Arabic-speaking learners of English. Odlin (1989) explained that these errors stem from structural differences between Arabic and English, particularly in word order,

subject use, and verb forms. Corder (1981) classified these as interlingual errors resulting from cross-linguistic influence. Ferris (2002) observed that such errors tend to persist without targeted contrastive teaching because they reflect deep structural habits from the first language.

The paragraphs collected from second year students at Abderrahmane Mira Secondary School illustrate these patterns clearly. Subject verb agreement errors appear with striking regularity: "technology have" instead of "has," "games that helps" instead of "help," "it also helps" instead of "help." These are not random slips. In Arabic, verb agreement operates differently; singular feminine subjects take specific forms, and collective nouns pattern unlike English. Students transfer this flexibility into English, producing "technology have" because their Arabic conceptualization of "technology" as a collective enabling force does not align with English grammatical number.

The copula "to be" presents persistent difficulties. One student wrote "technology is giving funny ways," while another produced "it's has many benefits." Arabic does not require an overt to Copula in present tense equational sentences; to say "she is a doctor," Arabic uses "هي طبيبة" (she doctor) without a verb equivalent to "is." Students who have internalized this pattern frequently omit "is" or overcompensate by inserting it where it does not belong, as in the ungrammatical "it is has."

Word order errors also abound. A student would write "Went Ali to school" instead of "Ali went to school," following Arabic VSO flexibility. Another would produce "the book that I read it yesterday," using a resumptive pronoun (it) that is grammatical in Arabic relative clauses but redundant in English. Preposition misuse appears in "close from different regions" instead of "close to," and "with your friends in studies things" instead of "about study matters." The Arabic preposition "في" (fi, "in") Converse contexts where English uses "in," "on," "at," or "about," leading students to over rely on "in" as a default.

These errors occur when students apply Arabic sentence rules to English. Arabic allows subject omission, does not require the verb "to be" in the present tense, and follows a different word order. Recognizing their Arabic origins allows teachers at Abderrahmane Mira Secondary School to provide clear explanations and focused practice that help students produce more accurate English sentences. Unlike developmental errors that learners naturally outgrow, these Arabic-induced patterns often become fossilized without explicit contrastive instruction that draws students' attention to the structural differences between Arabic and English.

1.2.8. Arabic-Induced Lexical, Spelling and Punctuation Errors

Researchers have identified various lexical, spelling, and punctuation errors linked to Arabic influence. Odlin (1989) noted that lexical errors often take the form of calques, or direct word-for-word translations of Arabic expressions. Ferris (2002) observed that spelling errors usually result from phonological differences, while punctuation errors reflect Arabic writing conventions. These patterns fit Corder's (1981) categories of selection errors (wrong word choice) and addition errors (extra elements).

The student paragraphs reveal these interference patterns at every turn. Lexical calques appear when students translate Arabic phrases directly into English. One student wrote "humans' things" instead of "human abilities," likely translating Arabic "أشياء الناس" where "things" functions as a versatile placeholder. Another produced "study things" instead of "study matters," rendering Arabic "أشياء الدراسة" too literally. "Life sections" appeared instead of "areas of life," reflecting Arabic "مجالات الحياة" or "نواحي الحياة" where the semantic boundaries do not map neatly onto English usage.

Spelling errors arise because Arabic and English have different sound systems. The spelling "importante" with a final -e and "develope" with French-style -ppe reflect the strong presence of French orthography in the Algerian educational system ; students who encounter French spellings in other subjects naturally transfer these patterns when uncertain about English conventions.

Punctuation presents another challenge. Arabic texts often use longer sentences with fewer paragraph breaks, and some punctuation marks function differently. When students transfer these habits to English, their writing appears disorganized and difficult to follow. Several student paragraphs contain run-on sentences where ideas are strung together with commas rather than periods: "First, it helps you to communicate with your friends in study things and also with teachers even from far away, Second, it also helps to develop our computer skills." The relentless coordination and the use of "Second" after a comma rather than a period reflects Arabic paragraph structure where ideas accumulate through juxtaposition rather than hierarchical development. This substantially affects the clarity and coherence of student texts, yet these errors are often overlooked in favor of grammatical mistakes.

Identifying these Arabic origins enables teachers to offer targeted explanations and practice that help students gradually reduce this type of interference.

1.2.9. Empirical Evidence on Arabic Interference

Empirical studies have consistently shown that Arabic interference has a significant effect on English writing among Arab learners. Studies of Algerian university students Gouider (2025); Haddam-Bouabdallah & Ghouali (2024) found that Englishisation policies in higher education create challenges for academic writing, while Arabic-influenced discourse patterns, particularly parallelism and heavy coordination, contribute to unclear paragraph organization. At the secondary school level, similar patterns appear in learner writing, as documented in the present study's analysis of student paragraphs (Section 2.2.3). Odlin (1989) and Ferris (2002) confirm in broader contexts that errors such as subject omission, copula deletion, and calques tend to persist without targeted contrastive teaching. Corder (1981) noted that such interference errors resist natural development because they reflect deep cognitive habits from the first language.

The student paragraphs from Abderrahmane Mira Secondary School support this evidence concretely. One student wrote "Technology is an important in our life and it's plays an role in education," combining copula overuse ("it's plays"), article error ("an role"), and omission of the noun after "important"; all traceable to Arabic syntactic patterns in a single sentence. Another produced "helps us to discover our skills to use the computer," placing the modifying phrase "to use the computer" at the end in Arabic right-branching fashion rather than using English pre-modification ("computer skills"). The discourse-level pattern is equally telling: students begin with broad statements ("Technology is very important in our life"), list points with "First...Second...Finally" markers, and conclude by restating the introduction almost verbatim. This circularity, common in Arabic oral and written traditions where repetition serves a confirmatory function, conflicts with English expectations of linear argumentation where the conclusion should synthesize and advance beyond the introduction.

Classroom-based research demonstrates that Arabic shapes the way students write in English. Many mistakes are not random but stem directly from Arabic language patterns. Understanding this allows teachers to approach error correction with appropriate strategies, such as contrastive feedback that compares Arabic and English structures, rather than viewing student errors as simply careless mistakes. The findings justify the present study and highlight the

importance of addressing Arabic influence to improve students' English writing performance at Abderrahmane Mira Secondary School in Bouira.

1.3. Conclusion

This chapter has reviewed the key literature on EFL writing and the influence of Arabic in the Algerian multilingual context. It has shown that writing is a complex, recursive skill that is essential for academic success and participation in global communication. For Algerian secondary school students at Abderrahmane Mira Secondary School in Bouira, English is acquired as a third or fourth language after Arabic and often French. This linguistic background creates specific challenges for English writing that require targeted analytical tools.

Error Analysis and Contrastive Analysis have been presented as essential diagnostic approaches. Corder's (1981) classification of errors into omission, addition, selection, and ordering provides a foundation for understanding how learners modify target language structures. His distinction between interlingual and intralingual sources, further developed by Gass and Selinker (2008) and Ferris (2002), allows researchers to identify whether errors stem from Arabic influence, French interference, or natural developmental processes. While some errors are developmental and resolve naturally, many others result from the structural and rhetorical differences between Arabic and English. These interlingual errors affect grammar, syntax, vocabulary, spelling, and paragraph organization in predictable ways.

The structural differences between Arabic and English are substantial and well-documented. Odlin (1989) has identified key contrasts in script direction, morphology, syntax, and rhetorical organization that directly impact Algerian learners. Research conducted in Algerian universities has repeatedly shown that Arabic rhetorical patterns, particularly parallelism and heavy coordination, create noticeable difficulties for learners. These patterns persist without targeted contrastive instruction, as Corder (1981) noted, because they reflect deep cognitive habits rather than surface learning gaps.

In the specific context of second-year secondary students at Abderrahmane Mira Secondary School in Bouira, understanding Arabic influence is crucial. The present study aims to distinguish the main sources of difficulty allows teachers to address the real causes of errors rather than merely correcting surface mistakes. Error Analysis provides the methodology for this identification, while Contrastive Analysis explains why certain errors occur and persist. Together, these approaches support pedagogical strategies that take into account Algeria's complex multilingual reality.

This literature review therefore provides the theoretical foundation for the practical investigation that follows. The next chapter will examine how these theoretical insights apply to the specific writing difficulties of second-year students, using the analytical frameworks presented here to identify, classify, and interpret the errors in their written productions.

**Chapter Two:
Research Methodology, Data Analysis, and Results
Discussion**

Introduction

The present study investigates the influence of the Arabic language on the writing skills of Algerian secondary school learners. It focuses specifically on second year students at Abderrahmane Mira Secondary School in Bouira.

This chapter explains the methodological procedures followed in conducting the research and presents an analysis of the data collected in order to address the research questions. It is divided into two main sections. The first section describes the research design and provides an overview of the participants and the context in which the study was carried out. It also outlines the methods used in the investigation, including the sampling technique, the data collection tools, and the steps followed in analyzing the data. The second section is devoted to presenting and discussing the findings. It includes an analysis of the students' questionnaire, the teachers' questionnaire and the students' written test. The results are presented in the form of tables and figures to make them easier to understand and interpret.

The chapter ends with a summary of the main findings obtained from both the test and the questionnaires. It also suggests some practical recommendations that may help teachers improve learners' writing abilities and reduce the impact of Arabic language transfer.

2.1. Research Design**2.1.1. Research Methodology**

This study adopted a mixed-methods approach within an exploratory case study design. The mixed-methods design was chosen because it allows the researcher to collect both numerical data and detailed explanations at the same time. This provides a more complete understanding of how Arabic influences English writing. The quantitative part came from questionnaires given to students and teachers, while the qualitative part came from the analysis of the students' actual written paragraphs. This combination helped us compare what students and teachers said about Arabic interference with what students really produced in their writing.

The study was carried out at Abderrahmane Mira Secondary School in Bouira, it focused on second-year secondary school students, who learn English as a third or fourth language after Arabic, Modern Standard Arabic (MSA), and French. The participants included 48 second-year students and 4 English teachers from the same school. All participants were selected through convenience sampling because only one teacher allowed us to attend his classes and distribute questionnaires to two of his classes.

The research followed ethical rules. Participation was completely voluntary and anonymous. Students and teachers were informed about the purpose of the study and were told they could withdraw at any time without any effect on their grades or work, informed consent was obtained from all participants before data collection began.

This methodology is directly linked to the research questions and hypotheses presented in the general introduction. It uses EA and CA (explained in Chapter One) as the main framework for examining the data. By combining questionnaires and real writing samples, the study provides both learners' perceptions and concrete evidence of Arabic interference from MSA and Darija. This approach makes the findings more reliable and useful for understanding writing difficulties in the Algerian secondary school context.

2.1.1.1. Population

The population of this study consisted of two second-year secondary school classes and 4 English language teachers at Abderrahmane Mira Secondary School in Bouira. The school has approximately 220 second-year students and 4 English teachers. This population was chosen because it represents a typical Algerian secondary school where English is taught as a third or fourth language after Arabic, French, and Tamazight (in some Wilayas).

The sample included 48 second-year students and 3 English teachers. Convenience sampling was used because only one teacher allowed us to attend his two classes: the Literature and Foreign Languages stream (28 students) and the Experimental Sciences stream (20). We also distributed the teacher questionnaires to all 4 English teachers at the school, but 3 teachers returned it; the fourth did not agree to take part. This technique is common in case studies and allows the collection of rich data from a real classroom setting. All participants were informed that their involvement was completely voluntary and anonymous. They could withdraw at any time without any consequences. Informed consent was obtained from every student and teacher before data collection started.

2.1.1.2. Research Instruments

This study used three main research instruments to collect both quantitative and qualitative data about the influence of Arabic on English writing.

The first instrument was the student questionnaire. It contained 11 closed-ended questions and 1 open-ended question; all were divided into three sections. Section One (question 1-5) asked about students' general English writing level, their main difficulties, and classroom writing

practice. Section Two (question 6-8) focused on the influence of Arabic on writing, examining how often students think in Arabic before writing, whether teachers allow Arabic use, and how often students resort to Arabic words. Section three (question 9-11) asked about the perceived effect of Arabic on writing quality, including whether Arabic helps or hinders, whether it causes errors, and how it affects clarity. Question 9 specifically mentioned both Modern Standard Arabic (the formal variety used in school) and Algerian Arabic (Darija, the spoken dialect used in daily life). Question 12 was an optional open-ended question that allowed students to add personal comments.

The second instrument was the teacher questionnaire. It included 12 closed-ended questions and a few open-ended items. The questions focused on teachers' observations of common writing errors, their opinions about the role of Arabic (MSA and Darija) in student writing, the frequency of writing tasks they assign, and the strategies they use to deal with Arabic interference.

The third instrument was the students' written paragraphs. Only one class of the two classes (The Literature and Foreign Languages stream) were asked to write a guided paragraph of 8 to 10 lines about "The benefits of technology in education". The task was done in class under exam-like conditions (30 minutes, no dictionaries or help allowed). A total of 25 paragraphs were collected. This sample provided real evidence of students' actual writing performance and allowed detailed error analysis.

All instruments were piloted with a small group before the main study to check clarity and reliability. They were administered in paper form at the school. The combination of questionnaires and real writing samples enabled the researchers to compare perceptions with actual performance and to identify the specific influence of Arabic on English writing.

2.1.2. Teachers' Questionnaire

The questionnaire aimed to reveal the different points of view of teachers concerning the influence of Arabic on EFL learners' writing skills. Based on the purposive sampling approach, it was delivered in person to four (4) teachers of English at Abdarrahmane Mira Secondary School on February 16, 2026.

The twelve (12) questions of the teachers' questionnaire are organized into four sections. There are three questions in each of the first and second sections, four questions in the third section, and two questions in the fourth section. The questionnaire consists of semi-structured questions.

➤ **Section One: background information**

It entails inquiring the teachers regarding their teaching experience in EFL within Algerian secondary institutions their highest academic qualifications the educational level they instruct their evaluation of the writing skill of second-year students the frequency of writing activities and common challenges faced by students in writing.

➤ **Section Two to Four: Arabic influence on Writing**

Section two examines whether Arabic affects how students write in English and how it manages to do so (for example through translation grammar and vocabulary).

Section Three investigates at what extent people rely on Arabic translation and which writing levels are influenced most (vocabulary, grammar, and structure). In Section Four, teachers express their opinions on highlighting the differences between Arabic and English and how they address Arabic influence in writing.

2.1.3. Students' Questionnaire

The questionnaire was distributed to second-year Secondary School students in person on February 16, 2026 in order to figure out how EFL students perceive regarding the way Arabic affects their English writing skills. The questionnaire was given directly to 48 participants in the classrooms, which made it easier for them to complete it instantly and made them interested more in it. This method of gathering data in person was straightforward and did not involve online platforms, even though there was a time limit. Therefore, all 48 students filled out the questionnaire; however, some students did not answer certain questions, which will be discussed in the analysis.

The questionnaire has three sections and a total of 12 questions. These include 11 closed-ended, Likert-scale, and one optional open-ended question. The first section (Questions 1-5) focuses on about general information and writing background. It asks about self-assessed writing levels, how difficult writing compares to other skills, the main challenges (like vocabulary, grammar, and organization), how often teachers provide assignments, and how typically students practice writing outside of class. The second section (Questions 6–8) deals with the way Arabic impacts writing, such as thinking in Arabic before translating, teachers allowing students **to** use Arabic, and employing Arabic words in case the student does not find the English equivalent word or expression. The third section (Questions 9–11) seeks at how individuals believe that Arabic influences the quality of their writing, such as how much it helps or hinders, whether it causes errors, at what extent it makes things unclear, as well an optional comments box.

➤ **Section One: General Information and Writing Background**

This section investigates how students assess their own level of English writing skills, how complex it is compared to other skills (including reading, speaking, and listening), what their main issues are, how often teachers assign tasks, and how frequently they practice outside the classroom.

➤ **Section Two: The way Arabic influenced English writing**

This section examines how often students translate from Arabic in their minds, if it is acceptable to use Arabic in class, and the way usually people use Arabic phrases as they cannot determine the English words.

➤ **Section Three: The manner in which students believe Arabic affects the quality of writing**

This section requests for opinions on how Arabic helps or discomfort, the way it causes errors. and how it affects writing clarity. There is also space for additional remarks.

2.1.4. Students' Written Paragraphs

On February 15, 2026, the Literature and Foreign Languages students were asked to write a guided paragraph of about 8–10 lines about "The benefits of technology in education" under simulated exam conditions (30 minutes, no help permitted). The total number of students was 28, but only 25 paragraphs were collected because three students were absent that day.

2.1.5. Data Analysis

This study has employed two questionnaires one for teachers and one for students supplemented by an analysis of students' written outputs, to address the research questions. Data were gathered and examined through a mixed-methods approach. To ensure objectivity, reliability, and validity, Microsoft Excel was utilized for statistical computations, generating tables and charts that succinctly visualized the findings. Questionnaires were processed quantitatively, while students' paragraphs underwent qualitative evaluation. Once all data were compiled, both instruments were analyzed using quantitative and qualitative techniques. Results from the questionnaires and written products were illustrated via tables and graphs, accompanied by detailed discussions and interpretations.

2.2. Data Analysis and Discussion

2.2.1. Analysis of Students' Questionnaire

Section one: General Information and Writing Background

Question 01: How would you evaluate your current level in English Writing?

Options	Number	Percentage
Excellent	6	12.5%
Average	29	60.42%
Good	9	18.75%
Poor	4	8.33%

Table 2: Learners' level

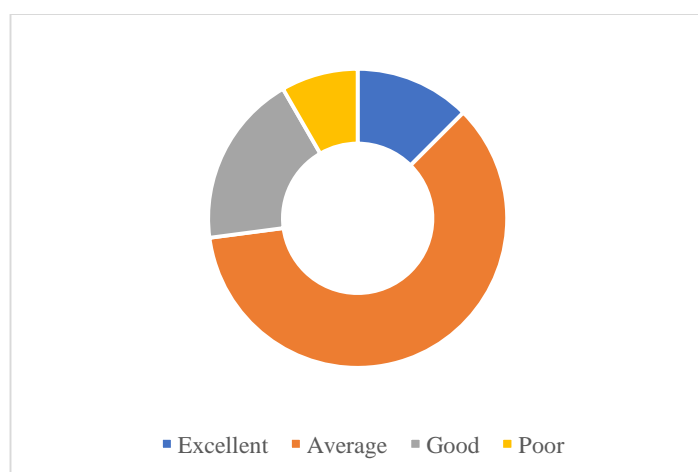


Figure 1: Learners' level

The findings indicate that (12.5%) of the participants are excellent in writing, while (18.75%) of them have a good level. In contrast, (60.42%) of the respondents are average, which represents the majority of students. This means that most students have a moderate level in writing and may face some difficulties. However, (8.33%) of the participants have a poor level, which shows that only a small number of students consider their writing level as weak compared to the others.

Question 02: How difficult is writing in English for you compared to other skills (reading, speaking, listening)?

Options	Number	Percentage
Very difficult	5	10.42%
Somewhat difficult	15	31.25%
Not really	15	31.25%
It is easy	13	27.08%

Table 3: Difficulty of writing compared to other language skills

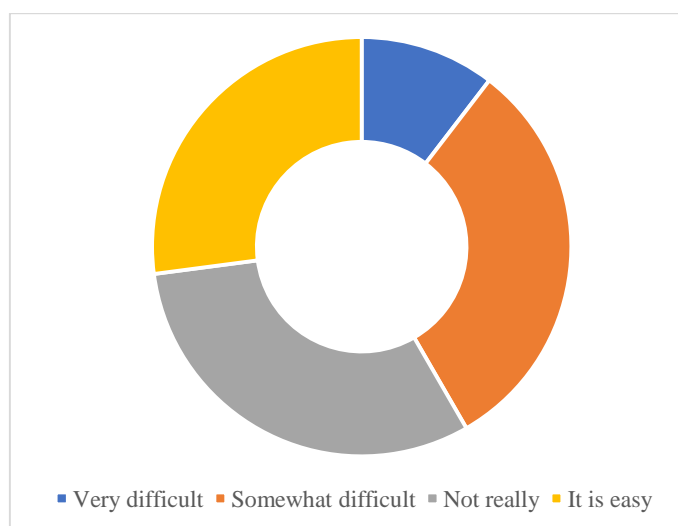


Figure 2: Difficulty of writing compared to other language skills

The results show that (31.25%) of the participants find writing somewhat difficult, while an equal percentage (31.25%) report that it is not really difficult. In addition, (27.08%) consider writing easy, whereas only (10.42%) of the respondents find it very difficult. This indicates that most students do not perceive writing as a highly difficult skill compared to the others, although a considerable number still experience some level of difficulty.

Question03: Which aspect of writing do you struggle with most?

Options	Number	Percentage
Finding appropriate vocabulary	17	35.42%
Using correct grammar	11	22.92%
Organizing ideas logically	11	22.92%
Spelling words correctly	4	8.33%
Punctuation and capitalization	5	10.42%

Table 4: Description of the aspects of writing that students struggle with

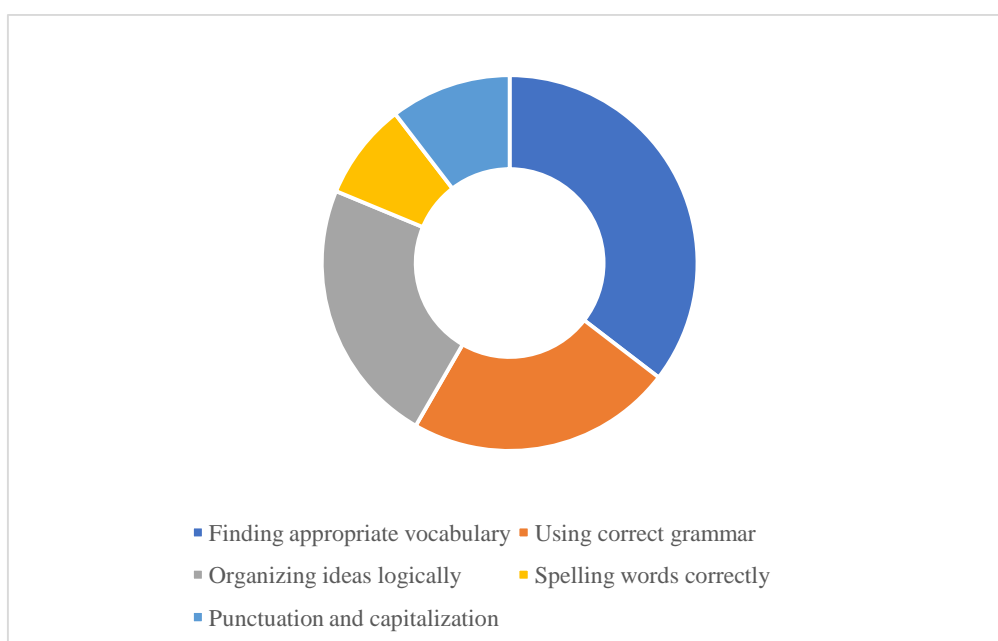
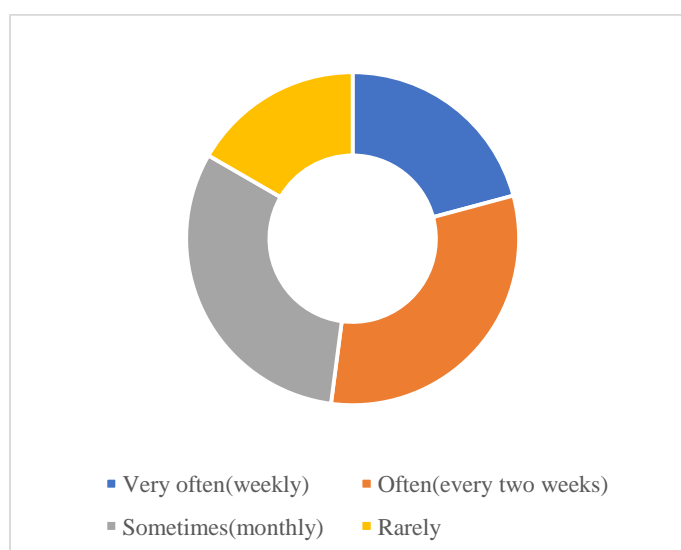


Figure 3: Description of the aspects of writing that students struggle with

The outcomes of this question show that (35.42%) of students struggle most with finding appropriate vocabulary. Moreover, an equal percentage of (22.92%) face difficulties in using correct grammar and organizing ideas logically. In addition, (10.42%) of the participants have problems with punctuation and capitalization, while only (8.33%) struggle with spelling words correctly. In other words, the majority of students experience difficulties mainly at the level of vocabulary, followed by grammar and organization, which indicates that expressing ideas accurately and coherently remains a challenge for many learners.

Question 04: How Frequently does your English teacher assign writing tasks?

Options	Number	Percentage
Very often(weekly)	10	20.83%
Often (every two weeks)	15	31.25%
Sometimes(monthly)	15	31.25%
Rarely	8	16.67%

Table 5: Frequency of assigning writing tasks to students*Figure 4: Frequency of assigning writing tasks to students*

This question attempts to determine how frequently students are assigned writing tasks by their English teacher. According to the results, (31.25%) of the students report that writing tasks are given often (every two weeks), while the same percentage (31.25%) indicate that they are assigned sometimes (monthly). In addition, (20.83%) state that writing tasks are given very often (weekly). However, (16.67%) of the students report that writing tasks are rarely assigned. This means that most students receive writing tasks on a regular but not very frequent basis, whereas a smaller number experience limited practice in writing.

Question 05: Do you practice writing in English outside the classroom (e.g., messages, social media, homework)

Options	Number	Percentage
Yes, regularly	21	43.75%
Yes, occasionally	14	29.17%
No, never	13	27.08%

Table 6: Students' practice of writing outside the classroom

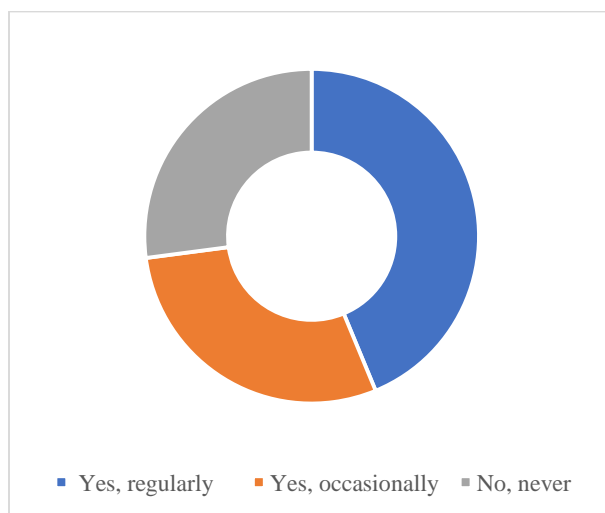


Figure 5: Students' practice of writing outside the classroom

The outcomes of this question show that (43.75%) of students regularly practice writing in English outside the classroom. Moreover, (29.17%) of them practice writing occasionally. However, (27.08%) of the students never practice writing outside the classroom. In other words, while the majority of students are engaged in writing activities beyond the classroom, a considerable number still lack regular practice, which may affect the development of their writing skills.

Section Two: Arabic Influence on English Writing

Question 06: When you write in English, do you first think in Arabic and then translate your ideas?

Options	Number	Percentage%
Always	13	27.08%
Often	5	10.42%
Sometimes	16	33.33%
Rarely	10	20.83%
Never	4	8.33%

Table 7: Students' reliance on Arabic when writing in English

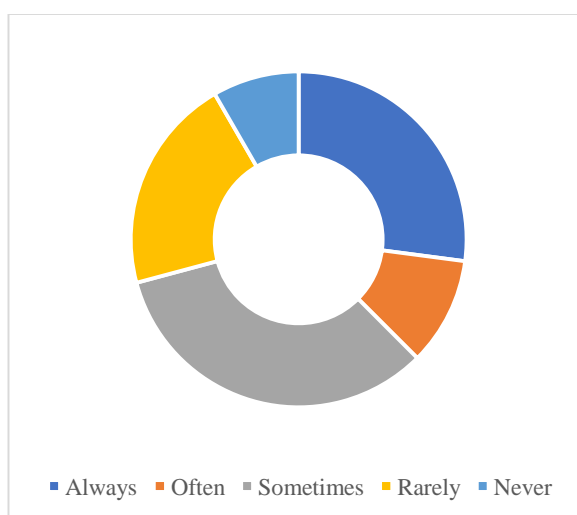


Figure 6: Students' reliance on Arabic when writing in English

Results show that (33.33%) of students sometimes think in Arabic before translating their ideas into English. Moreover, (27.08%) of them always rely on this strategy, while (20.83%) report that they rarely do so. In addition, (10.42%) of the participants often think in Arabic when writing in English. This indicates that the majority of students depend, to varying degrees, on their mother tongue when producing written texts in English.

Question 07: Does your English teacher allow you to use Arabic (Academic Arabic or Daridja) during writing activities?

Options	Number	Percentage
Always	4	8.33%
Often	6	12.5%
Sometimes	8	16.67%
Rarely	11	22.92%
Never	19	39.58%

Table 8: Teachers' permission for using Arabic during writing activities

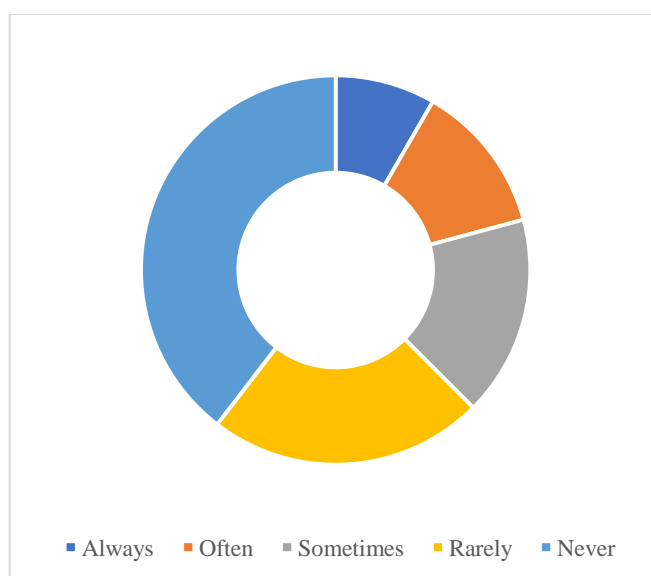


Figure 7: Teachers' permission for using Arabic during writing activities

The findings reveal that (39.58%) of students report that their teacher never allows the use of Arabic during writing activities. In addition, (22.92%) state that it is rarely allowed. Moreover, (16.67%) of the participants indicate that it is sometimes permitted, while (12.5%) say it is often allowed. However, only (8.33%) report that their teacher always allows the use of Arabic. This suggests that the use of Arabic in writing activities is generally restricted, with most teachers limiting or avoiding its use in the classroom.

Question 08: How often do you resort to Arabic words or expressions when you cannot find the English equivalent?

Options	Number	Percentage
Very often	2	4.88%
Often	9	21.95%
Sometimes	17	41.46%
Rarely	5	12.20%
Never	8	19.51%

Table 9: Frequency of Students resorting to Arabic when lacking English equivalents

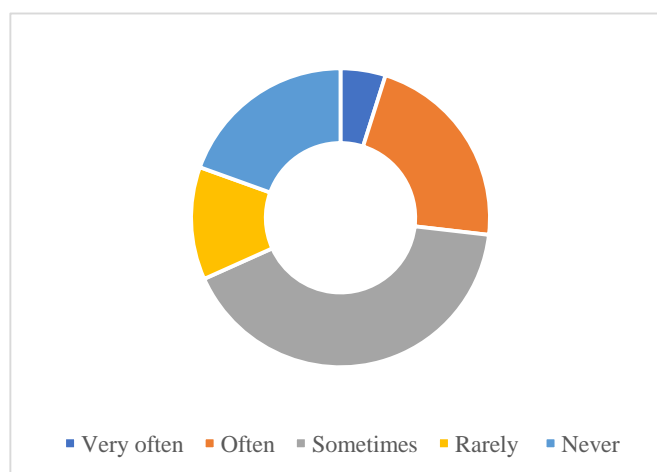


Figure 8: Frequency of Students resorting to Arabic when lacking English equivalents

The results indicate that (41.46%) of the students sometimes resort to Arabic words or expressions when they cannot find the English equivalent. Moreover, (21.95%) report that they often do so, while (12.20%) say they rarely rely on Arabic. In addition, only (4.88%) of the participants very often use Arabic in such situations, whereas (19.51%) never do so. However, 7 of the students did not provide an answer. This suggests that many students depend on Arabic to some extent when facing difficulties in finding appropriate English expressions.

Section Three: Perceived Effect of Arabic on Writing Quality

Question 09: In your opinion, does your knowledge of Arabic help or hinder your English writing? (Consider both Academic Arabic from school or Darija from daily life)

Options	Number	Percentage
Helps a lot	9	20.45%
Helps a little	15	34.09%
Makes no difference	15	34.09%
Hinders a little	4	9.09%
Hinders a lot	1	2.27%

Table 10: Students' opinion about the effect of Arabic on English writing

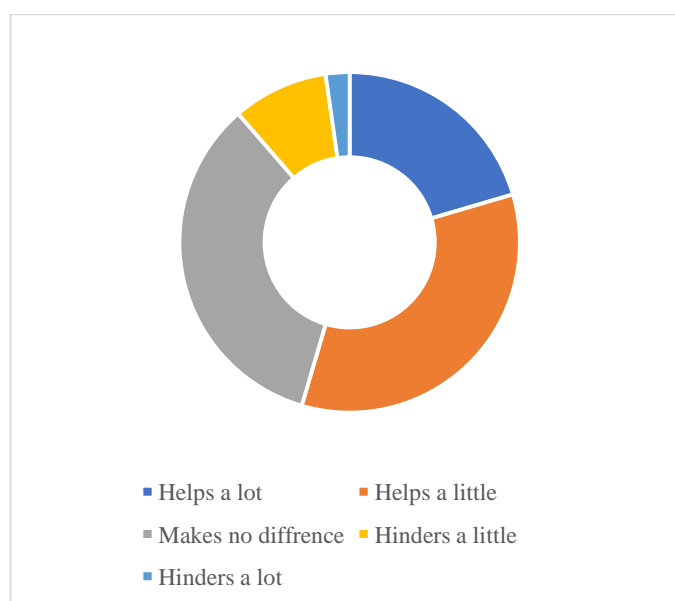


Figure 9: Students' opinion about the effect of Arabic on English writing

According to the findings, (34.09%) of the students believe that Arabic helps a little in their English writing, while an equal percentage (34.09%) think that it makes no difference. In addition, (20.45%) report that it helps a lot. On the other hand, (9.09%) state that Arabic hinders a little, whereas only (2.27%) believe that it hinders a lot. However, 4 of the students did not provide an answer. This indicates that most students perceive Arabic as having either a slight positive effect or no significant impact on their English writing.

Question 10: Do you believe that interference from Arabic is a cause of errors in your English writing?

Options	Number	Percentage
Yes, definitely	6	13.04%
Yes, probably	9	19.57%
Maybe	18	39.13%
No, probably not	5	10.87%
No, definitely not	8	17.39%

Table 11: Perception of Arabic interference as a source of writing errors

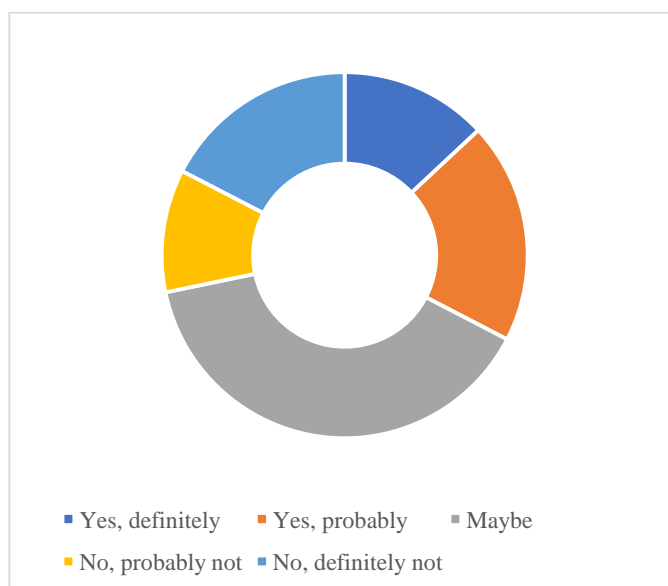


Figure 10: Perception of Arabic interference as a source of writing errors

The data indicate that (37.5%) of the students believe that Arabic influence may be a cause of errors in their English writing. Moreover, (18.75%) think that it probably causes errors, while (12.5%) are certain that it definitely does. On the other hand, (16.67%) report that it definitely does not cause errors, and (10.42%) believe it probably does not. However, (4.17%) of the students did not provide an answer. This suggests that many students remain uncertain, although a noticeable number acknowledge the possible influence of Arabic interference on their writing errors.

Question 11: In your opinion, how does Arabic influence the clarity of your English writing?

Options	Number	Percentage
Significantly impairs clarity	3	6.67%
Slightly impairs clarity	8	17.78%
Has no effect	20	44.44%
Slightly improves clarity	10	22.22%
Significantly improves clarity	4	8.89%

Table 12: Influence of Arabic on the clarity of English writing

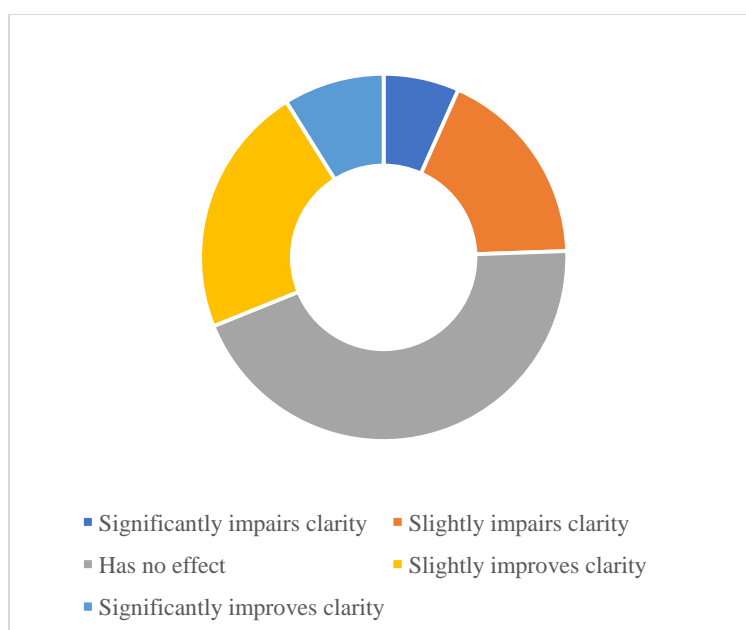


Figure 11: Influence of Arabic on the clarity of English writing

The analysis shows that, (44.44%) of students, believe that Arabic has no effect on the clarity of their English writing. Moreover, (22.22%) report that it slightly improves clarity, while (17.78%) think that it slightly impairs clarity. In addition, (8.89%) state that Arabic significantly improves clarity, whereas only (6.67%) believe that it significantly impairs clarity. However, 3 of the students did not provide an answer. This suggests that most students perceive Arabic as having either no effect or a slight influence on the clarity of their English writing.

Question 12 optional: If you have any additional comments about how Academic Arabic or Algerian Arabic (Darija) affects your English writing, write them bellow:

The students' responses show that (Academic Arabic and Darija) influence their English writing mainly in three ways. First, many students experience difficulty in translating ideas from Arabic into English, which leads to hesitation and problems in finding the right words. Second, there is evidence of grammatical and structural interference, Where Arabic sentence patterns affect English writing and cause minor errors. Third, one student highlights a lack of practice and exposure to English, which reduces fluency and makes improvement difficult without teacher guidance.

Overall, Arabic mainly affects English writing through translation difficulties, structural interference, and limited use of English in daily practice.

2.2.2. Analysis of Teacher's Questionnaire

Section One: Background Information

Question 01: How long have you been teaching English as a Foreign Language (EFL) in Algerian secondary schools?

Options	Number	Percentage %
1-5 years	00	00 %
6-10 years	00	00 %
11-15 years	02	66.67
More than 20 years	01	33.33

Table 13: Teachers' Teaching Experience

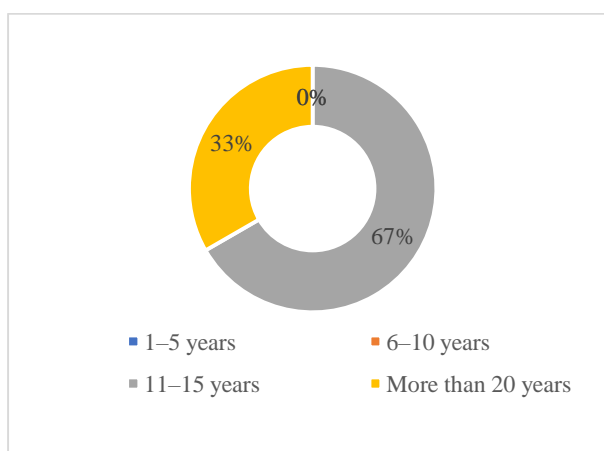


Figure 12: Teachers' Teaching Experience

The results show that the majority of teachers (66.67%) have 11-15 years of experience, while 33.33% have more than 20 years. No teachers fall into the 1-5- or 6-10-years categories.

This indicates that all three participating teachers are experienced, with a minimum of 11 years in the profession. The absence of novice teachers (0-10 years) means the sample represents only senior perspectives. One-third of the teachers have over 20 years of experience, suggesting they may have witnessed curriculum changes and persistent Arabic interference issues across different student cohorts.

Question 02: What Academic Qualifications do you have?

Options	Number	Percentage %
Licence	03	100
Master	00	00
Magister	00	00
Doctorate	00	00

Table 14: Teachers' Academic Qualifications

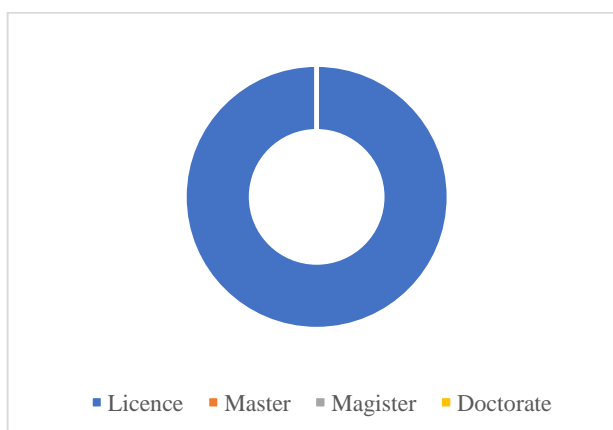


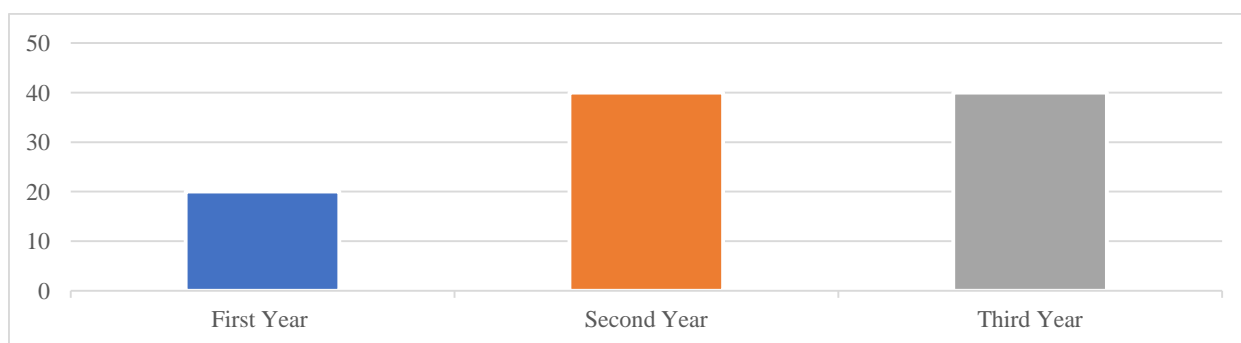
Figure 13: Teachers' Academic Qualifications

The results show that all teachers (100%) hold a license degree. None of the teachers possesses a master or doctorate.

This indicates that the entire sample is composed of teachers with undergraduate qualifications only. The absence of postgraduate degrees suggests that further academic specializations has not been pursued by any of the participants. Consequently, their familiarity with advanced theories in error analysis, contrastive analysis, or Arabic interference may be primarily derived from initial training rather than postgraduate research or study.

Question 03: Which secondary school levels do you currently teach?

Options	Number	Percentage %
First Year	01	20
Second Year	02	40
Third Year	02	40

Table 15: Secondary School Levels Taught by Teachers*Figure 14: Secondary School Levels Taught by Teachers*

Among the three teachers, one teacher (20%) teaches first year, while two teachers (40%) each teach second year and third year.

This means the majority of teachers 80% are responsible for upper levels second and third year. Only one teacher teaches the big new level. Therefore, the teachers' response about Arabic interference in writing are largely based on their experience with more advanced students who are expected to produce longer and more demanding written texts.

Section Two: Writing Instruction

Question 04: How would you assess the general level of second-year students in English writing?

Options	Number	Percentage %
Very Good	00	00 %
Good	00	00 %
Average	03	100 %
Weak	00	00 %

Table 16: Evaluation of Students' Level in Writing

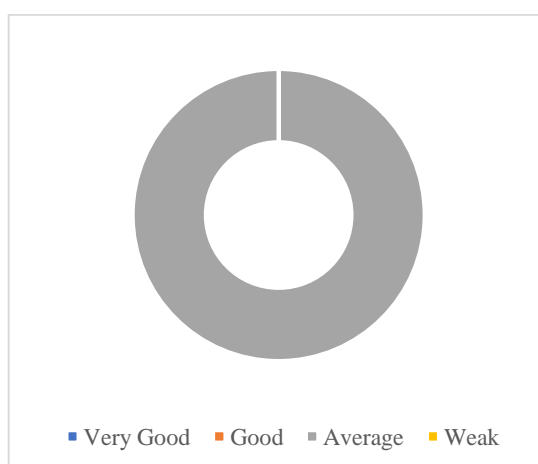


Figure 15: Evaluation of Students' Level in Writing

The three teachers (100%) rate the general writing level of second year students as "Average". None selected "Very good", "Good" or "Weak".

This is just that teachers perceive students as neither excelling or completely failing, but rather performing at the middling level. This "Average" assessment likely reflects the presence of persistent errors (including Arabic interference) that prevents students from reaching "Good" or "Very good", while still allowing basic communication to occur. The unanimous agreement is notable.

Question 05: How often do you include writing activities in your English lessons?

Options	Number	Percentage %
Always	00	00
Often	03	100
Sometimes	00	00
Rarely	00	00

Table 17: Frequency of Writing Activities

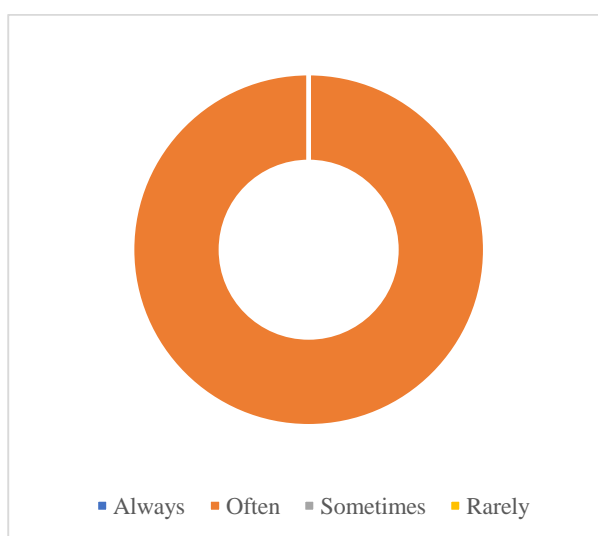


Figure 16: Frequency of Writing Activities

The findings (100%) of teachers reported that they "Often" include writing activities. None choose "Always", "Sometimes», or "Rarely".

This indicates that writing is a regular but not daily components of their teaching. The choice of "Often" rather than "Always" suggests that writing activities are balanced with other skills (reading, speaking, and listening). Given that all teachers recognize Arabic interference as a problem, these frequent writing activities likely provide them with ongoing evidence of Arabic transfer errors in student production.

Question 06: Which difficulties do students most commonly experience when writing in English?

Options	Number	Percentage %
Grammatical inaccuracies	2	25%
Insufficient vocabulary	3	37.5%
Spelling problems	1	12.5%
Difficulties in sentence building	2	25%
Weak organization of ideas	0	0%

Table 18: Common Writing Difficulties

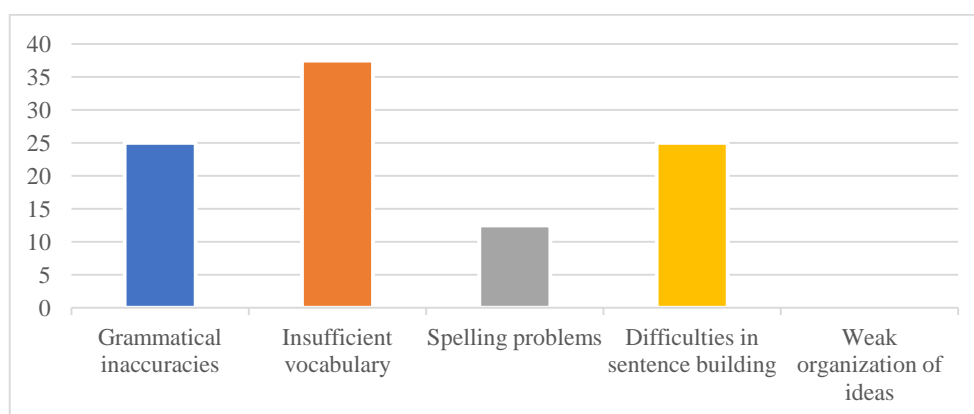


Figure 17: Common Writing Difficulties

Among the three teachers, responses were distributed as follows: "Insufficient vocabulary" was selected by three teachers (37.5%), "Grammatical inaccuracies" and "Difficulties in sentence building" where each selected by two teachers (25% each), "Spelling problems" was selected by one teacher (12.5%), and "Weak organization of ideas" was selected by none.

One teacher selected all options except "Weak organization of ideas", while the other two teachers made more restricted choices.

This shows that vocabulary deficiency is perceived as the most widespread problem, followed equally by Grammar and sentence structure issues. Spelling ranks lowest among reported difficulties. The fact that one teacher identified nearly all problems suggests that each teacher perceives the range of student difficulties differently. Notably, though the study focuses on Arabic influence, "Grammatical inaccuracies" and "Sentence building difficulties" (both common sites of Arabic transfer) are highly ranked, one organization of ideas (less directly linked to language transfer) is not seen as a problem.

Section Three: Arabic impact on students' writing

Question 07: From your observation, does students' mother tongue (Arabic) influence their writing production in English?

Options	Number	Percentage %
Yes	3	100%
No	0	0%

Table 19: Arabic Influence on Writing

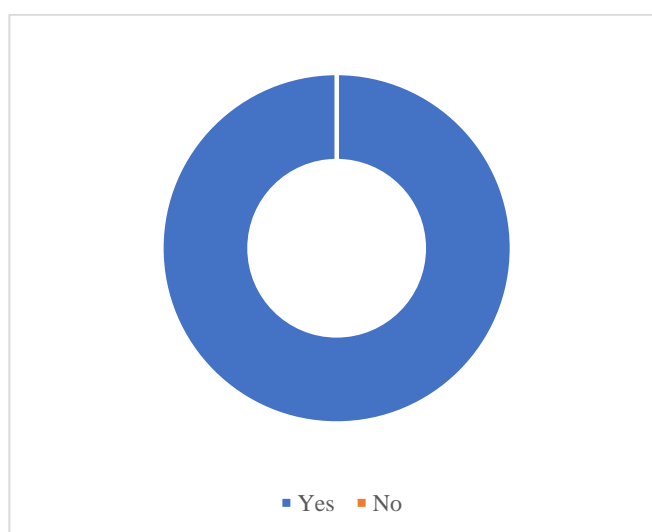


Figure 18: Arabic Influence on Writing

All three teachers (100%) answered "Yes". None selected "No".

This unanimous response confirms that teachers consistently observe Arabic influence in their students' written production. The result aligns with the studies hypothesis that Arabic affects English writing. Given that all three teachers hold license degrees and teach upper levels, their agreement across different classroom contexts strengthens the claim that Arabic transfer is a persistent and observable phenomenon, not merely a theoretical assumption.

Question 08: How does Arabic seem to affect students' writing expression?

Options	Number	Percentage %
Direct translation of Arabic expressions	3	50%
Incorrect sentence order	1	16.67%
Grammar influenced by Arabic structures	2	33.33%
Inappropriate vocabulary choice	0	0%

Table 20: Types of Arabic Interference

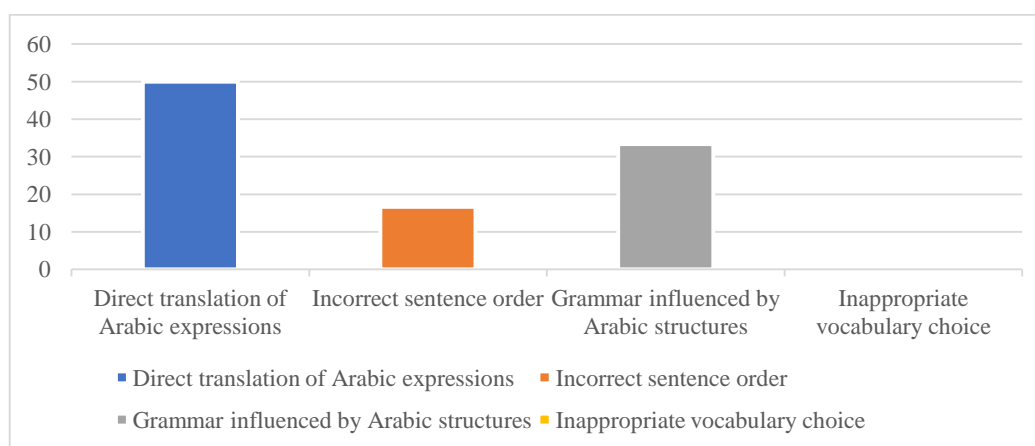


Figure 19: Types of Arabic Interference

The collected answers show that the three participants (100%) selected "Direct translation of Arabic expressions". Two teachers (33.33%) selected "Grammar influenced by Arabic structure". One teacher 16.67% selected "Incorrect sentence order". None selected "Inappropriate vocabulary choice".

The percentages exceed 100% because teachers could choose more than one option. The results show that direct translation is the most commonly cited type of Arabic influence (selected by all teachers), followed by grammar influence (selected by two teachers), and then incorrect sentence order (selected by one teacher). Vocabulary choice was not identified as a problem by any teacher.

This suggests that teachers observe Arabic influence primarily at the level of literal translation of phrases and expressions, other than word order or lexical transfer.

Question 09: When writing in English, do students tend to rely on translating their ideas from Arabic?

Options	Number	Percentage %
Yes	2	66.67%
No	0	0%
Sometimes	1	33.33%

Table 21: Students' Reliance on Translation

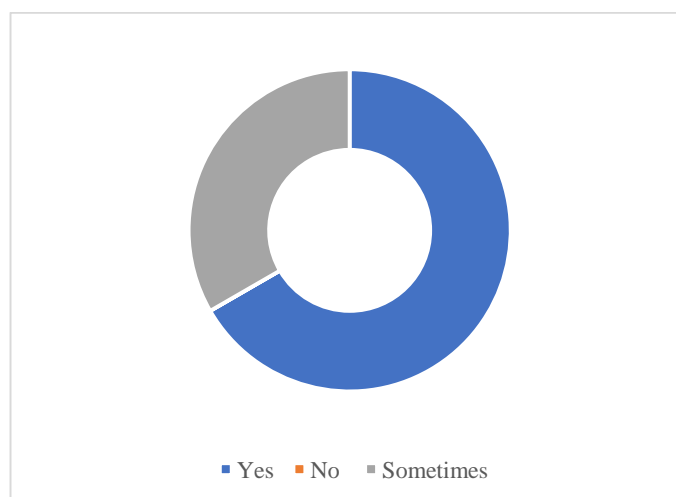


Figure 20: *Students' Reliance on Translation*

According to (66.67%) of teachers, students always rely on translating their ideas from Arabic into English. Meanwhile, (33.33%) of teachers believe that students sometimes use this strategy. None of the teachers selected "No".

This shows that translation from Arabic is a common strategy used by students, whether consistently or occasionally. No teacher reported that students avoid translation entirely.

Question 10: At which level of writing do you notice the influence of Arabic the most?

Options	Number	Percentage %
Vocabulary usage	1	20%
Grammar	2	40%
Sentence structure	2	40%
Paragraph organization	0	0%

Table 22: *Most Affected Writing Level*

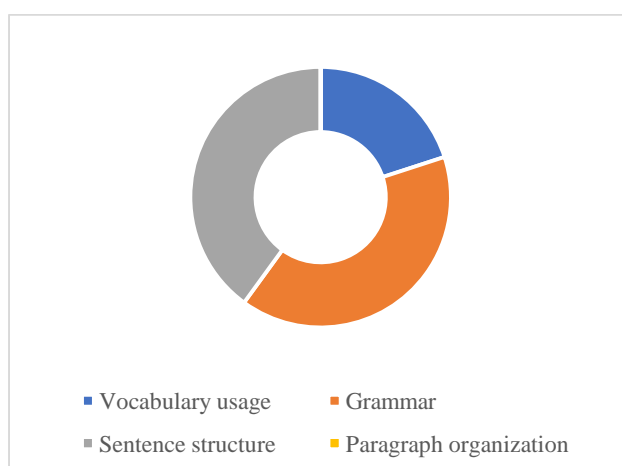


Figure 21: Most Affected Writing Level

As 40% of teachers stated, grammar is the level at which Arabic influence appears most. Furthermore, 40% of teachers also noticed Arabic influence at the level of sentence structure. On the other hand, 20% of teachers indicated vocabulary usage as the level at which interference is most noticeable. None of the teachers selected paragraph organization.

This shows that teachers observe Arabic influence primarily at the grammatical and syntactic levels, while vocabulary and paragraph organization are seen as less affected by Arabic transfer.

Section four: Teacher's view

Question 11: Do you believe that highlighting the structural differences between Arabic and English can help learners improve their writing skills?

Options	Number	Percentage %
Yes	1	33.33%
No	0	0%
Not sure	2	66.67%

Table 23: Teachers' belief about highlighting structural differences.

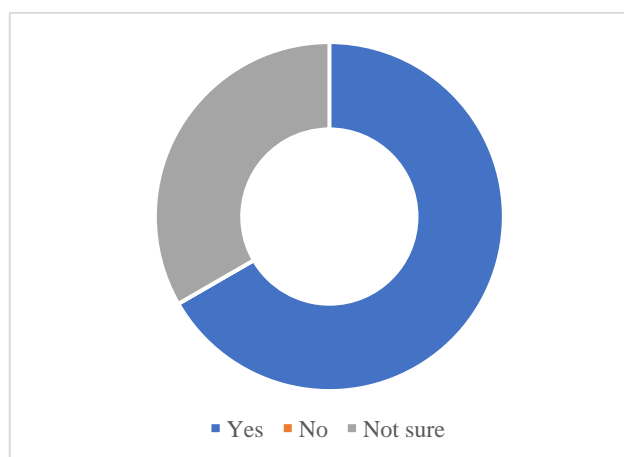


Figure 22: Teachers' belief about highlighting structural differences.

According to (33.33%) of the teachers, highlighting the structural differences between Arabic and English can help Learners improve their writing skills. On the other hand, (66.67%) of teachers are not sure about this. None of the teachers selected "No".

This indicates that the majority of teachers are uncertain about the effectiveness of CA in improving students' writing. Only one teacher is confident that making students aware of Arabic and English differences would be beneficial. This uncertainty May reflect a lack of training in contrastive teaching methods or hesitation about whether explicit grammar comparison translates into better writing performance.

Question 12: In your opinion, what teaching practice could help students overcome the influence of Arabic when writing in English?

A range of practical strategies was provided by the three teachers. Using videos, images and props, along with teaching British literature and civilization were mentioned. Such materials expose Learners to authentic cultural and linguistic contexts beyond mere grammar rules. Brainstorming through English keywords and mind maps, imitation, and correction codes were also advised, as these techniques encourage learners to generate ideas directly in English rather than translating from Arabic. Thinking in English vocabulary and building context via collocations and example sentences rather than isolated translation lists were emphasized, as memorizing word lists in isolation only reinforces the habit of mental translation. The strategy of providing students with typical English paragraphs was also highlighted, allowing students to internalize the logical flow and cohesion expected in English writing. Guided paraphrasing, giving Arabic sentences and asking students to convey the same meaning without word for word translation, was proposed as

a bridge between the two languages. Explicitly demonstrating differences in word order, verb tenses, and article use was another recommended practice, as these areas are the main causes of persistent errors for learners who master Arabic.

This reveals that teachers possess a repertoire of strategies to mitigate Arabic interference. These practices span visual aids, literary exposure, cognitive techniques such as mind maps and thinking in English, and contrastive methods including explicit structural comparisons and guided paraphrasing. The consistent rejection of isolated translation lists and literal translation directly targets the predominant form of influence documented in earlier questions.

2.2.3. Analysis of Students' Paragraphs

We asked second-year students in Abdarraahmane Mira Secondary school to write short paragraphs about a topic that concerns most learners: The Benefits of Technology in Education. The session lasted 40 minutes, and the class is of Literature and Foreign Languages stream. Out of 28 students enrolled, 25 were present while 3 were absent. Resulting in 25 papers for analysis. After examining these paragraphs, several common mistakes and errors were identified and then classified and organized in the following table:

Types of Errors	Incorrect form	Correct form
Grammatical Errors	a) Articles: 1- Technology is an important 2- plays an role b) Agreement: 1- technology, has. 2- humans's life.... 3- games that helps to.... 4- to access informations ... 5- it also help.... 6- play videos games... 7- our life... 8- we can enjoying... 9- we can also communication... 10- you can do it any think...	1- Technology is important... 2- plays a role... 1- technology has.... 2- human life 3- games that help to.... 4- to access information.... 5- it also helps... 6- play video games 7- our lives... 8- we can enjoy... 9- we can also communicate... 10- you can do anything...

	<p>c) Misuse of “To Be”:</p> <ol style="list-style-type: none"> 1- technology is giving funny ways.... 2- it's has many benefits... 3- it's plays... 4- technology very important... <p>d) Coordination :</p> <ol style="list-style-type: none"> 1- for students First: It helps to.... 2- with teachers even from far away, Second, it also helps.... 3- videos, games that helps... 4- from different regions, cultures to learn educate and developpe <p>e) Prepositions :</p> <ol style="list-style-type: none"> 1- close to different regions... 2- with your friends in studies things... 3- by facilitate... 4- via lessons in the internet... 5- access to information.. 6- help people to learning 7- enjoying with play... <p>f) Pronouns:</p> <ol style="list-style-type: none"> 1- that really helps to... 2- what is his benefits... 	<ol style="list-style-type: none"> 1- technology gives... 2- it has many benefits... 3- it plays... 4- technology is very important... <ol style="list-style-type: none"> 1- for students. First, it helps you to.... 2- with teachers even from far away. Second, it helps.... 3- videos and games that help.... 4- from different regions and cultures to learn, educate, and develop <ol style="list-style-type: none"> 1- close to people from different regions.... 2- with your friends about study matters... 3- by facilitating.... 4- via lessons on the internet... 5- access information.... 6- help people learn... 7- enjoy playing... <ol style="list-style-type: none"> 1- it really helps to... 2- what are its benefits...
Syntax	<p>a) Sentence Structure :</p> <ol style="list-style-type: none"> 1- Technology, plays an importante role 	<ol style="list-style-type: none"> 1- Technology plays an important role

	<p>2- First: It helps to communicate with your friends in studies things and also with teachers even from far away, Second, it also helps to develop our computer skills, encourage people to interact as videos, games that helps to interact with people from different regions.</p> <p>3- Technology is an important in our life and it's plays an role in education and it has many benefits.</p> <p>4- in the end technology very important in this time you can do it any think with it and without technology we can't develop.</p> <p>b) Word Order :</p> <p>1- helps us to discover our skills to use the computer</p>	<p>2- First, it helps you to communicate with friends in study matters and also with teachers even from far away. Second, it helps developing our computer skills and encourages people to interact through videos and games with others from different regions.</p> <p>3- Technology is very important in our life. It plays a role in education and has many benefits.</p> <p>4- In the end, technology is very important nowadays. You can do anything with it.</p> <p>1- helps us discover our computer skills...</p>
Lexis	<p>a) Word Choice :</p> <p>1- humans' things...</p> <p>2- study things...</p> <p>3- approving languages...</p> <p>4- Conclusion...</p> <p>5- life sections...</p> <p>6- tread information and lessons...</p> <p>7- help people too much...</p>	<p>1- human abilities...</p> <p>2- study matters...</p> <p>3- improving languages...</p> <p>4- In conclusion.....</p> <p>5- areas of life...</p> <p>6- exchange information and lessons...</p> <p>7- help people a lot...</p>
Semantic Errors	<p>a) Ideas :</p> <p>1- facilitate learning by study from home to gain more time</p>	<p>1- facilitates learning by allowing students to study from home, saving time</p>

	2- without technology we can't develop	2- without technology, development is more difficult
Substance	a) Capitalization: 1- it also... 2- also at home... 3- technology is ... 4- finally we can... b) Spelling: 1- importante 2- developpe 3- developpe 4- entract 5- benefec 6- Therdly 7- Fordly 8- Firstable 9- generl cultur 10- tread 11- cominicat	1- It also... 2- Also, at home... 3- Technology is... 4- Finally, we can... 1- important 2- develop 3- skills 4- interact 5- beneficial 6- Thirdly 7- Fourthly 8- First of all 9- general culture 10- trade 11- communicate

Table 24: Classification and Examples of Errors in Students' Paragraphs

2.2.4. Discussion of Results:

The findings from this study present a coherent picture across all three data sources. Arabic exerts a measurable and persistent influence on how second-year secondary school students produce written English, though the students themselves often remain unaware of the extent of this interference. What emerges is not merely a list of errors, but a window into the cognitive processes of learners who are actively negotiating between linguistic systems while attempting to compose in a language they rarely use outside the classroom.

2.2.4.1. Teachers' Perspectives: Unanimous Recognition of Arabic Transfer

The three participating teachers at Abderrahmane Mira Secondary School, despite varying years of experience, converged remarkably in their assessment of student writing. All rated the general level as "Average," a midpoint that arguably reflects the tension between students' ability to communicate basic ideas and their inability to do so with the grammatical and structural accuracy expected at this level. The absence of any teacher selecting "Good" or "Very Good" is telling; it suggests that Arabic-induced errors create a ceiling effect, preventing even motivated students from achieving higher proficiency bands.

The teachers' unanimous confirmation (100%) that Arabic influences student writing aligns with the first research hypothesis, but their responses also reveal something about classroom realities. All three teachers selected "direct translation of Arabic expressions" as the primary manifestation of interference, with two additionally identifying "grammar influenced by Arabic structures." This is significant because it indicates that teachers observe the translation process not as an occasional strategy but as a default cognitive pathway, what one might call a "translation reflex" that activates when students face expressive demands in English.

The fact that 66.67% of teachers reported students "always" rely on translating from Arabic, while the remaining 33.33% said "sometimes," raises an important pedagogical question: if translation is this pervasive, why do 66.67% of teachers remain "not sure" about whether highlighting structural differences between Arabic and English would help? This uncertainty may reflect a gap between recognizing the problem and knowing how to address it systematically. The teachers' suggested strategies, brainstorming in English, guided paraphrasing, explicit comparison of word order, are intuitively sound but appear to be applied without a structured contrastive approach. This disconnect between diagnosis and treatment deserves attention in teacher training programs.

When teachers identified grammar and sentence structure as the most affected levels by Arabic (40% each), they were essentially pointing to the deep structural contrasts documented in Chapter One. Arabic's VSO flexibility, its tolerance for pro-drop, and its present-tense copula deletion all map directly onto the errors visible in student paragraphs. The relatively low emphasis on vocabulary (20%) and the complete absence of paragraph organization from teacher responses is interesting; it may suggest that teachers have become accustomed to Arabic-influenced discourse

patterns and no longer register them as problematic, or that the examination system rewards grammatical accuracy over rhetorical organization.

2.2.4.2. Students' Self-Assessment: The Awareness Gap

The student questionnaire data reveal a notable gap between perceived and actual competence. While 60.42% rated their writing as "Average" and 18.75% as "Good," the written paragraphs expose a paradox between learners' self-perception and their actual performances, as many still struggle with basic grammatical accuracy. This overestimation is not unique to these learners; it reflects a broader phenomenon where limited exposure to authentic English models and a classroom culture focused on completion rather than precision leads students to believe they are performing adequately.

The difficulty ratings are particularly revealing. With 31.25% finding writing "somewhat difficult" and an equal percentage saying it is "not really" difficult, students appear to normalize their struggles. Only 10.42% found it "very difficult," yet these same students produced paragraphs with multiple agreement errors, missing subjects, and preposition misuse. This normalization effect may stem from the fact that English is learned as a third or fourth language in a context where functional communication, getting the message across, is prioritized over formal accuracy.

Students' identification of "finding appropriate vocabulary" as their primary struggle (35.42%) is consistent with what we see in their paragraphs. When students write "humans' things" instead of "human abilities," "study things" instead of "study matters," or "life sections" instead of "areas of life," they are not simply choosing wrong words; they are translating Arabic lexical fields that do not map neatly onto English semantic categories. The Arabic word "حاجات" (things/stuff), for instance, functions as a versatile placeholder that students overgeneralize into English, producing vague or semantically odd phrases.

The data on Arabic use during writing are instructive. While 39.58% of students reported that teachers "never" allow Arabic and 22.92% said "rarely," 27.08% admitted they "always" think in Arabic before writing, and 33.33% "sometimes" do so. This suggests that the prohibition of Arabic in the classroom does not eliminate its cognitive presence; students simply translate internally rather than externally. The 41.46% who "sometimes" resort to Arabic words when lacking English equivalents are likely underestimating this behavior, as the paragraphs show evidence of covert translation even when students believe they are thinking directly in English.

Perhaps most striking is students' ambivalence about whether Arabic helps or hinders their writing. With 34.09% saying it "helps a little," 34.09% saying it "makes no difference," and only 11.36% acknowledging any hindrance, students clearly do not experience Arabic interference as a barrier. This perception is understandable, Arabic is their cognitive home, the language through which they process experience, and yet it blinds them to the ways in which Arabic syntactic templates shape their English output. When 44.44% believe Arabic has "no effect" on clarity, they are essentially saying that their Arabic-influenced English sounds clear to them, which is precisely the problem: they lack the metalinguistic awareness to recognize when their English deviates from target norms.

2.2.4.3. Analysis of Written Paragraphs: Arabic at Work

The twenty-five paragraphs about "The Benefits of Technology in Education" provide concrete evidence of how Arabic interference operates at multiple linguistic levels simultaneously. Rather than treating these errors in isolation, it is more productive to examine how they cluster around specific Arabic-English structural mismatches.

1. Grammatical Errors: The Syntax of Translation

Subject-verb agreement errors appear with striking regularity: "technology have" (instead of "has"), "games that helps" (instead of "help"), "it also help" (instead of "helps"). These are not random slips but systematic patterns that reflect Arabic's different agreement morphology. In Arabic, the verb agrees with the subject in gender and number, but the agreement system operates differently. Singular feminine subjects take a specific verb form, and collective nouns pattern differently than in English. More importantly, Arabic allows noun-verb sequences where the verb form may not immediately signal plurality to an English reader, and students transfer this flexibility into English, producing "technology have" because the Arabic conceptualization of "technology" as a collective enabling force does not align with English grammatical number.

Student 1 wrote "Technology, plays an importante role," separating the subject with a comma as if setting it off as a topic. This comma insertion reflects Arabic topic-comment structure, where the topic is established first and then commented upon. In Arabic, this is a natural and frequent construction; in English, it creates a fragmentary effect that disrupts the flow. The same student wrote "games that helps to entract with people," where "helps" should be "help" to agree with the plural "games," and "entract" appears twice, a misspelling of "interact" that may reflect the absence of the /p/ phoneme in Arabic, leading to confusion between similar-sounding words.

The copula "to be" presents persistent difficulties, as seen in "it is has many benefits" (Student 5) and "technology is giving funny ways" (Student 4). Arabic does not require an overt copula in present-tense equational sentences; to say "she is a doctor," Arabic uses "هي طبيبة" (she doctor) without a verb equivalent to "is." Students who have internalized this pattern frequently omit "is" or overcompensate by inserting it where it does not belong, as in the ungrammatical "it is has." The contraction "it is" itself may represent a confusion between the possessive "its" and the contraction "it is," but in the context of Arabic interference, it also suggests that students are treating "has" as the main verb and adding "is" as a kind of grammatical padding, perhaps translating a complex Arabic verbal construction too literally.

Student 9 demonstrated this clearly: "Technology is an important in our life and it is plays an role in education." Here, the student had inserted "is" before "plays," creating a double verb construction that has no place in English but might reflect the Arabic tendency to use participial or auxiliary constructions where English uses simple verbs. The phrase "an important" without a following noun ("an important what?") suggests the student was thinking of Arabic "مهم" (important), which functions as a predicate adjective without requiring a noun, and translated it word for word without adjusting to English syntax.

Preposition errors reveal how differently Arabic and English conceptualize spatial and functional relationships. Student 2 wrote "via lessons in the internet" instead of "on the internet." Student 1 wrote "close from different regions" instead of "close to people from different regions," and "with your friends in studies things" instead of "about study matters." Student 8 wrote "tread informations and lessons" where "tread" should be "trade" or "exchange," but the preposition is absent entirely. The Arabic preposition "في" (fi, "in") is notoriously versatile, covering contexts where English uses "in," "on," "at," or "during," and students over-rely on "in" as a default. Similarly, "by facilitate our access" (Student 2) reflects the Arabic use of a single preposition before a verb form where English requires a gerund or infinitive construction.

2. Syntactic Errors: When Arabic Word Order Meets English Expectations

The sentence from Student 1, "Technology, plays an importante role in humans's life from different expects, specially in education that helps to solve diferente problemes," contains multiple layers of interference. The comma after "Technology" suggests the student is treating the subject as an Arabic-style topic-comment construction, where the topic is set off and then commented upon. Arabic permits and even encourages such fronting for emphasis, but in English

it creates a fragmentary effect. The phrase "from different expects" is almost certainly a calque from Arabic "من نواحي مختلفة" (from different aspects/angles), where "expects" substitutes for "aspects" due to phonological similarity or lexical confusion. The relative clause "that helps to solve different problems" lacks a clear antecedent, does "education" help solve problems, or does "technology"? This ambiguity reflects Arabic relative clause structure, where the antecedent is often recoverable from context rather than explicitly marked.

Run-on sentences and comma splices abound in the paragraphs, and their frequency here suggests Arabic rhetorical preferences. Arabic prose often employs coordination (و, "and") to link clauses that English would subordinate or separate into distinct sentences. When Student 1 wrote "First: It helps to communicate with your friends in studies things and also with teachers even from far away, Second, it also helps to develop our computer skills, encourage people to extract as videos, games that helps to interact with people from different regions," the relentless coordination and the use of "Second" after a comma rather than a period reflects an Arabic paragraph structure where ideas are accumulated through juxtaposition rather than hierarchically developed.

Student 7 produced a similarly dense paragraph: "first, it gives students quick access to information through the internet, videos, and online lessons, second, technology makes online learning possible, allowing us to study from home at Any time. it also makes lessons more interactive and fun without educational games and videos, furthermore, digital tools improve communication between teachers and classmates, finally, using technology help students learn essential computer skills for their future careers." Here, the student strings together six distinct ideas with only commas and weak connectors, creating a breathless accumulation that mirrors Arabic oral narrative style. The lowercase "first," "second," "furthermore," "finally" (except "Any" bizarrely capitalized) further suggest that the student does not perceive these as sentence starters requiring capitalization, possibly because Arabic does not use capital letters, making the concept of sentence-initial capitalization unfamiliar to these learners.

The word order in "helps us to discover our skills to use the computer" (Student 5) is particularly revealing. The intended meaning is "helps us discover our computer skills," but the student has placed "to use the computer" at the end, following an Arabic modification pattern where the head noun is followed by its modifiers in sequence. Arabic favors right-branching structures where qualifiers pile up after the noun, whereas English often pre-modifies or uses

compounds. The result is an English sentence that is comprehensible but stylistically foreign, requiring the reader to reassemble the semantic relationships.

Student 6 produced "Secondable, because of technology, people can communicate with their families and friends or work mates. however, we could also understand any lesson by communicating with teachers or your classmates." The invented form "secondable" appears to be a conflation of two influences. The student likely misheard 'second of all,' a common oral variant, and rendered it as 'secondable' by analogy with 'first of all.' This reconstruction is then shaped by Arabic derivational morphology, where suffixes are productively attached to roots. Similar forms in the data - 'Firstable,' 'Therdly,' 'Fordly' - confirm that students are working from oral models rather than written ones, and are applying Arabic morphological habits to English forms they have not fully acquired.

3. Lexical Errors: Calques and Literal Translation

The lexical errors in these paragraphs are perhaps the clearest evidence of Arabic interference because they show not just word-form mistakes but conceptual mapping from Arabic to English. Student 1's "humans' things" (instead of "human abilities" or "human affairs") suggests the student was thinking of Arabic "أشياء الناس" or "شؤون الناس," broad terms that encompass activities, concerns, and possessions. English requires more specific lexical choices, but the Arabic source term's semantic range encourages overgeneralization.

"Study things" and "studies things" (from Students 1 and 2) both attempts to render Arabic "أشياء الدراسة" or "مواضيع الدراسة," where "things" is a natural collocation. In English, "study matters," "study topics," or "academic subjects" would be more appropriate, but the student reaches for "things" because it is the default translation of "أشياء" or "حاجات." Student 2's "improving languages" is almost certainly a mistranslation of Arabic "تحسين اللغات" or "تطوير اللغات" (improving/developing languages), where the root for "improve" (حسن) or "develop" (طور) has been confused with a form related to "approve" (وافق).

"Life sections" (Student 4) instead of "areas of life" or "aspects of life" reflects Arabic "مجالات الحياة" or "نواحي الحياة," where "مجال" (field/area) or "ناحية" (side/aspect) has been rendered too literally. The student knows "sections" from geometry or textbook organization and applies it to life domains because the Arabic term's semantic boundaries do not match English usage. Student 8's "tread information" is particularly interesting, it may be a phonological error for "trade information," but it could also represent confusion between Arabic "تداول" (exchange/circulate) and

"تجارة" (trade), with the student selecting an English word that partially matches the Arabic phonology.

Student 4 also provided "old outils," using the French word for "tools" rather than the English equivalent. This is not Arabic interference per se, but it confirms the trilingual nature of these learners' mental lexicons. French vocabulary surfaces when the English equivalent is not readily accessible, and the student does not recognize that "outils" is not an English word. Similarly, "facilitated writing and reading" (where "facilitated" should be "facilitates") shows French lexical influence combined with Arabic syntactic patterns.

Student 9 wrote "technology it is help people too much to learning a new language." Here, "too much" translates Arabic "كثيراً" or "بزاف" (in Darija), which functions as an intensifier equivalent to "a lot" or "very much." The student has rendered it literally as "too much," which in English carries a negative connotation of excess that is not intended. The infinitive "to learning" instead of "to learn" reflects Arabic verbal noun (مصدر) patterns, where the gerund and infinitive are not distinguished as they are in English.

4. Semantic and Discourse-Level Patterns

At the discourse level, Arabic influence manifests in how students organize and develop their ideas. Several paragraphs begin with broad, almost proverbial statements before moving to specific points. Student 4 began with "Technology is a big part of our life now," Student 7 began "Technology is very important in today's school," and Student 9 began "Technology is an important in our life." This reflects Arabic rhetorical preferences for general-to-specific organization and for establishing shared context before introducing new information. English academic writing, by contrast, often favors specific claims early, followed by elaboration.

The use of enumeration markers, "First," "Second," "Finally," appears in nearly every paragraph, but their implementation reveals Arabic organizational habits. In Arabic, such markers often introduce parallel propositions of equal weight, whereas English expects them to signal a logical progression or hierarchy. When Student 1 placed "First: It helps to communicate" and "Second, it also helps to devloppe" in the same breathless sentence separated only by a comma, the result is a flattening of rhetorical structure that English readers experience as monotonous or unclear.

Student 3's paragraph is structurally the most successful, using "First," "Second," "Moreover," "Finally" with reasonable clarity and fewer grammatical errors. Yet even here, "you can access to information" shows Arabic preposition influence (the verb "access" does not take "to" in English, but Arabic "الوصول إلى" does), and "technology has both negative and positive side" omits the plural marker on "side," possibly because Arabic collective nouns do not require plural marking in the same way.

Student 9's paragraph illustrated another Arabic discourse feature: the concluding generalization that restates the introduction almost verbatim. "In the end technology very important in this time you can do it any think with it and without technology we can't develop" circles back to the opening claim with minimal development in between. This circularity, common in Arabic oral and written traditions where repetition serves a confirmatory function, conflicts with English expectations of linear argumentation where the conclusion should synthesize and advance beyond the introduction. The omission of "is" before "very important," the misspelling "think" for "thing," and the run-on structure all reinforce the pattern of Arabic syntactic habits overriding English norms.

5. The Multilingual Factor: French Interference

While this study focuses on Arabic influence, some of the paragraphs contain clear traces of French that complicate the interference picture. "Developpe" (Student 1), "facilitate" used as a direct translation of French "faciliter" in contexts where English prefers "make easier" or "help," and the spelling "bark" for "park" (a known French-Arabic phonological substitution) all indicate that these learners are managing three linguistic systems. French influence tends to appear at the lexical and orthographic levels, while Arabic operates more deeply in syntax and discourse. This layered interference means that a student might produce a sentence like "Technology plays an important role in education, it help us in our daily life by facilitate our acces to information" (Student 2) where "facilitate" is French-lexical, "acces" is French-orthographic, and the comma splice with missing subject in the second clause is Arabic-syntactic.

Student 4's "old outils" is a particularly clear example of French lexical intrusion, as is "it is a facilitated writing and reading" where the French past participle pattern overrides English verb morphology. The spelling "developpe" appears in multiple paragraphs (Students 1, 4, and others), reflecting the strong presence of French orthography in the Algerian educational system. Students

who have learned French before English, or who encounter French spellings in other subjects, naturally transfer these orthographic patterns when uncertain about English conventions.

2.2.4.4. Synthesis and Implications

Bringing together the three data sources, several key findings emerge:

-First, Arabic interference is not a surface phenomenon but a deep structural influence that affects how students conceptualize and encode meaning in English. The errors are systematic enough to be predictable: subject-verb agreement problems, copula omission, preposition misuse, literal translation, coordinate rather than subordinate structures, and they cluster around the specific points of Arabic-English contrast identified in Chapter One.

-Second, there is a significant awareness gap. Teachers recognize the problem but are uncertain about solutions; students largely do not recognize the problem at all. This asymmetry suggests that pedagogical interventions must target not just error correction but consciousness-raising, helping students recognize when their English is being shaped by Arabic templates.

-Third, the prohibition of Arabic in the classroom appears ineffective because students translate covertly. The 27.08% who "always" think in Arabic before writing and the 33.33% who "sometimes" do so are likely underreporting; the paragraphs suggest that nearly all students engage in some level of mental translation, even if they are not aware of it.

-Fourth, the persistence of these errors despite years of English instruction indicates that natural exposure and implicit learning are insufficient to overcome deep L1 transfer. The structural differences between Arabic and English are simply too great to be bridged without explicit contrastive instruction.

Finally, the study confirms the complexity of the Algerian multilingual context. Students are not simply transferring from L1 (Arabic) to L3 (English); they are navigating an L2 (French) that has its own historical and institutional presence. The result is a unique interlanguage that bears traces of all three systems, with Arabic dominating syntax and discourse, French influencing lexis and spelling, and English emerging as a partially acquired target system.

These findings carry implications for curriculum design, teacher training, and classroom practice. If Arabic interference is as pervasive and deep as the data suggest, then writing instruction must move beyond error correction toward proactive contrastive awareness. Students need to see not just that "technology have" is wrong, but why Arabic's agreement system leads them to this error. They need to practice not just writing more, but writing with attention to the specific points

where Arabic and English diverge. And teachers need support in translating their intuitive recognition of Arabic transfer into systematic pedagogical strategies that address the root causes rather than the surface symptoms.

The limitations acknowledged in this study, single-site focus, small sample, single writing task, mean that these findings should be understood as a detailed snapshot rather than a universal claim about all Algerian secondary students. Yet the consistency across questionnaires and written production, and the alignment with the theoretical framework of contrastive analysis, suggest that the patterns identified here are likely representative of broader trends in Arabic-influenced English acquisition across Algeria.

Conclusion:

This chapter has outlined the research methodology used to investigate the influence of Arabic on EFL learners' writing. A mixed-methods approach was adopted, combining students' and teachers' questionnaires with the analysis of written paragraphs to ensure reliable and comprehensive data. The findings revealed that most students have an average level in writing and face difficulties mainly in vocabulary, grammar, and organization. Both students and teachers confirmed the presence of Arabic interference. This was clearly supported by the analysis of students' written productions, which showed various errors reflecting negative transfer from Arabic, such as literal translation and incorrect sentence structure. Overall, the results demonstrate that Arabic plays a significant role in shaping learners' English writing. These findings highlight the need for appropriate teaching strategies to reduce this interference and improve students' writing skills.

Limitations of the study:

Despite the valuable findings obtained in this study, some limitations should be acknowledged:

-First, the research was conducted in only one secondary school, namely Abderrahmane Mira Secondary School in Bouira, which limits the generalizability of the results to other educational contexts in Algeria.

-Second, the sample size was relatively small, including only 48 students and 3 teachers. Although this was sufficient for a case study, a larger and more diverse sample could provide more representative and reliable results.

-Third, another limitation concerns the data collection instruments. The questionnaires relied mainly on self-reported data, which may be influenced by students' and teachers' subjective perceptions. In addition, the written test was limited to a single task and topic, which may not fully reflect students' overall writing abilities.

Therefore, future research is recommended to involve larger samples, multiple schools, and a wider range of writing tasks in order to obtain more comprehensive and generalizable findings.

General Conclusion

General conclusion

This dissertation investigated the influence of Arabic on the English writing skills of second-year secondary school students at Abderrahmane Mira Secondary school in the Wilaya of Bouira. The study provided a comprehensive understanding of Arabic interference in the Algerian EFL context Through classroom observations which enabled us to administer two questionnaires to three teachers and 48 students, and analyze a sample of students' written paragraphs.

The research highlighted that writing in a foreign language is a complex, recursive process that requires grammatical accuracy, lexical precision and syntactic control. It plays a critical role in shaping learners' abilities to communicate effectively in academic and real-world contexts. English writing is not merely a mechanical exercise of translating ideas from Arabic; It is a process that involves managing multiple linguistic systems, suppressing deeply entrenched L1 patterns and constructing texts that conform to English rhetorical and structural norms. As such, writing instruction must go beyond mere error correction and address the broader linguistic and cognitive needs of learners operating in a multilingual environment.

The findings of this study revealed that Arabic interference manifests systematically across multiple linguistic levels in students' English writing. Grammatical errors, such as subject-verb agreement nonalignment, copula omission, article misuse and incorrect preposition usage, were widely observed. These errors were compounded by syntactic issues including Arabic influenced word order, run-on sentences reflecting coordination heavy Arabic rhetoric and fragmented topic comment structures. Lexical errors in the form of literal translations, calques and semantic over-generalizations further demonstrated how Arabic conceptual frameworks shape English output. These traditional interference patterns are embedded in the structural and typological distance between Arabic and English and are further reinforced by constraints such as limited exposure to English outside the classroom and exam-oriented instruction.

The research also demonstrated that learners face a range of challenges in English written expression : Spelling errors stemming from bad pronunciation, inconsistent application of English grammatical rules and limited retention of target language structures were commonly reported. These issues are intensified by the fact that many students have little exposure to English beyond the classroom. In Algeria, Arabic and many French expressions (involved in the Algerian dialects) dominate daily communication, leaving English confined to a limited presence at school. This

restricted exposure limits the natural reinforcement needed for language acquisition and makes English writing in a more isolated and cognitively demanding process.

Despite these challenges, the study observed that if teachers employed strategies such as guided paraphrasing, brainstorming in English and explicit comparison of structural differences between Arabic and English, student engagement and accuracy would improve noticeably. Teachers recognized the value of such approaches but often lacked the training, resources, or confidence to implement them systematically. The inconsistent application of contrastive strategies highlights a significant gap between theoretical understanding and classroom practice. While teachers unanimously acknowledged Arabic interference as a persistent problem, two thirds remained uncertain whether highlighting structural differences would actually improve student writing, revealing a need for more practical, evidence-based teacher training.

This research also explored the theoretical foundations underpinning Arabic interference, drawing on Error Analysis, Contrastive Analysis and language Transfer theory. These frameworks emphasize the importance of distinguishing interlingual errors (stemming from Arabic or French influence) from intralingual developmental errors. Taken together, they suggest that writing up instruction should be multifaceted, incorporating contrastive awareness, metalinguistic discussion and the meaningful practice in English, to ensure lasting improvement in written accuracy and coherence.

To address the identified challenges, this study proposes several recommendations:

- At the pedagogical level, writing instruction should adopt a blended approach that combines process oriented writing with contrastive analysis and metalinguistic awareness. Teachers should be encouraged to integrate explicit comparison of Arabic and English structures, guided paraphrasing exercises, brainstorming in English to reduce reliance on mental translation. These techniques are particularly effective for young learners who benefit from understanding why errors occur, not merely that they are wrong. Curriculum developers should also consider reducing content overload to allow more time for writing practice, revision and consolidation for target language patterns.

- At the systemic level, inspectors and curriculum designers should invest in teacher training programs that focus on practical strategies rather than abstract theory. Training should equip teachers with the tools and confidence to identify Arabic induced errors, explain their origins, and design activities that target specific points of structural divergence. For schools in under-resourced

areas, inspectors and teachers can establish regional resource hubs or digital repositories to distribute low-cost teaching materials. Furthermore, increasing student's exposure to authentic English through media, literature, and digital platforms can help extend language learning beyond the classroom, reinforcing target language patterns and reducing dependence on Arabic templates.

The implications of this study go beyond writing instruction alone. They point to a broader need for alignment between pedagogical theory, classroom reality and systemic support. Writing is not simply a component of language learning; it is a foundational skill that underpins academic achievement and communicative competence. Without the ability to produce accurate, coherent, and rhetorically appropriate written texts, learners struggle to develop other essential skills such as reading comprehension, critical thinking, and oral expression. Therefore, improving writing instruction can have a ripple effect, enhancing students' overall language proficiency and academic success.

Moreover, the study has positively confirmed the three research hypotheses outlined at the outset. It confirmed that the most common errors in students' English writing, grammatical, lexical and syntactic, significantly stem from structural differences between Arabic and English. It also indicated that Arabic interference negatively affects learners' vocabulary selection, grammatical correctness, and sentence structure through negative transfer and literal translation. Most notably, the study affirmed that Arabic interference significantly impairs the clarity, coherence, and overall quality of students' written English texts. These findings not only support the initial hypotheses but also reinforce the call for pedagogical reform in writing instruction that explicitly addresses Arabic influence.

In conclusion, this study reaffirms that English writing instruction in Algerian secondary education must be approached as a dynamic, learner centered process that acknowledges and strategically addresses Arabic interference. For Algerian students to thrive in English language learning, instruction must evolve to become more engaging, contrastively informed and responsive to learners' multilingual realities. Teachers, curriculum designers and policymakers should work collaboratively to remove barriers and promote best practices. By doing so, they can ensure that writing is not just about avoiding errors but about fostering the ability to write clear, coherent, and meaningful texts in a new language. With sustained effort, targeted contrastive instruction and systemic innovation, writing teaching in Algerian secondary schools can become a pathway not only to language proficiency but also to broader educational and personal empowerment realities.

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Teacher's Questionnaire

Dear Teacher,

This questionnaire seeks to collect data on the influence of Arabic on the writing skills of Algerian secondary school learners, with a focus on second-year students. To support our master's dissertation in Didactics, we kindly ask you to respond to the questions below. Your insights, opinions, and experience would be greatly appreciated. Thank you for your participation.

Section One : Background Information**1. How long have you been teaching English as a Foreign Language (EFL) in Algerian secondary schools?**

- 1–5 years
- 6–10 years
- 11–15 years
- More than 20 years

2. Highest Academic Qualification

- Licence
- Master
- Magister
- Doctorate

3. Which secondary school level do you currently teach?

- First Year
- Second Year
- Third Year

Section Two: Writing Instruction

4. How would you assess the general level of second-year students in English writing?

- Very good
- Good
- Average
- Weak

5. How often do you include writing activities in your English lessons?

- Always
- Often
- Sometimes
- Rarely

6. Which difficulties do students most commonly experience when writing in English?

- Grammatical inaccuracies
- Insufficient vocabulary
- Spelling problems
- Difficulties in sentence building
- Weak organization of ideas

Section Three: Arabic Impact on Students' Writing

7. From your observation, does students' mother tongue (Arabic) influence their written production in English?

- Yes
- No

8. How does Arabic seem to affect students' written expression?

- Direct translation of Arabic expressions
- Incorrect sentence order
- Grammar influenced by Arabic structures
- Inappropriate vocabulary choice

9. When writing in English, do students tend to rely on translating their ideas from Arabic?

- Yes No
 - Sometimes

10. At which level of writing do you notice the influence of Arabic the most?

- Vocabulary usage
- Grammar
- Sentence structure
- Paragraph organization

Section Four: Teacher's View

11. Do you believe that highlighting the structural differences between Arabic and English can help learners improve their writing skills?

- Yes No
 - Not sure

12. In your opinion, what teaching practices could help students overcome the influence of Arabic when writing in English?

Students' Questionnaire:

Dear second-year secondary school student,

This questionnaire is part of a research study examining how Arabic influences English writing. Your honest answers are important for understanding this phenomenon. All responses are confidential and will be used for academic purposes only. Thank you for your participation.

Section One: General Information and Writing Background**1. How would you evaluate your current level in English writing?**

- | | |
|------------------------------------|-------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Good |
| <input type="checkbox"/> Average | <input type="checkbox"/> Poor |

2. How difficult is writing in English for you compared to other skills (reading, speaking, listening)?

- Very difficult
- Somewhat difficult
- Not really
- It is easy

3. Which aspect of writing do you struggle with most? (Select one)

- Finding appropriate vocabulary
- Using correct grammar
- Organizing ideas logically
- Spelling words correctly
- Punctuation and capitalization

4. How frequently does your English teacher assign writing tasks?

- Very often (weekly)
- Often (every two weeks)
- Sometimes (monthly)
- Rarely

5. Do you practice writing in English outside the classroom (e.g., messages, social media, homework)?

- Yes, regularly
- Yes, occasionally
- No, never

Section Two: Arabic Influence on English Writing

6. When you write in English, do you first think in Arabic and then translate your ideas?

- Always
- Often
- Sometimes
- Rarely
- Never

7. Does your English teacher allow you to use Arabic (Academic Arabic or Darija) during writing activities?

- Always
- Often
- Sometimes
- Rarely
- Never

8. How often do you resort to Arabic words or expressions when you cannot find the English equivalent?

- Very often
- Often
- Sometimes
- Rarely
- Never

Section Three: Perceived Effect of Arabic on Writing Quality

9. In your opinion, does your knowledge of Arabic help or hinder your English writing? (Consider both Academic Arabic from school or Darija from daily life)

- Helps a lot
- Helps a little
- Makes no difference
- Hinders a little
- Hinders a lot

10. Do you believe that interference from Arabic is a cause of errors in your English writing?

- Yes, definitely
- Yes, probably
- Maybe
- No, probably not
- No, definitely not

11. In your opinion, how does Arabic influence the clarity of your English writing?

- Significantly impairs clarity
- Slightly impairs clarity
- Has no effect
- Slightly improves clarity
- Significantly improves clarity

12. Optional: If you have any additional comments about how Academic Arabic or Algerian Arabic (Darija) affects your English writing, please write them below:

Thank you for your valuable time and participation.

A Sample of Students' Paragraphs

Abdarrahmane Mira Secondary School
Second year student (Foreign languages)

Task:

Technology plays an important role in education, write a short paragraph about the benefits of technology in education.

Guidelines:

Write 8 to 10 lines

Use simple and clear sentences

Organize your ideas (introduction, supporting ideas, conclusion)

You can use these ideas:

- Access to information (internet, videos, lessons)
- Online learning (study from home)
- Interactive learning (videos, games)
- Communication with teachers and classmates
- Learning computer skills

Technology plays an important role in human life from different aspects especially in education that helps to solve different problems. Technology is a good method for helping in education that helps to organize ideas for students. First, it helps to communicate with our friends in studies and also with teachers in a language people can understand as videos, games that help to interact with people from different regions.

Simply, it helps to access information that are important for students and also learn lessons there.

Technology is a variable that makes great changes from different regions, cultures to learn, educate and develop languages. This improves their abilities.

Abdarrahmane Mira Secondary School
Second year student (Foreign languages)

Task:

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Guidelines:

Write 8 to 10 lines

Use simple and clear sentences

Organize your ideas (introduction, supporting ideas, conclusion)

You can use these ideas:

- Access to information (internet, videos, lessons)
- Online learning (study from home)
- Interactive learning (videos, games)
- Communication with teachers and classmates
- Learning computer skills

Technology plays an important role in education, it helps us in our daily life. ^{lives}
by facilitating our access to information via lessons on the internet and facilitate
learning by study from home to gain ^{online} more time.

It also helps us to communicate with people all across the world,

improving our ^{improving our} learning languages by watching videos or even play video games,

we can also understand any lessons by ^{playing} talking to teachers or
classmates via computers.

In conclusion, technology ~~is~~ is very ^{beneficial} beneficial for us if we keep
using it in a good way.

Abdarrahmane Mira Secondary School
Second year student (Foreign languages)

Task:

Technology plays an important role in education, write a short paragraph about the benefits of technology in education.

Guidelines:

Write 8 to 10 lines

Use simple and clear sentences

Organize your ideas (introduction, supporting ideas, conclusion)

You can use these ideas:

- Access to information (internet, videos, lessons)
- Online learning (study from home)
- Interactive learning (videos, games)
- Communication with teachers and classmates
- Learning computer skills

Technology plays a crucial role in education and in our daily lives.

First, with technology you can access to information easily from home. Second, you can interact with people around the world by playing video games which can help you improve your language. Moreover, you can study online by communicating with teachers and classmates and learn computer skills.

Finally, technology has both negative and positive sides so we should use it carefully.

Abdarrahmane Mira Secondary School
Second year student (Foreign languages)

Task:

Technology plays an important role in education, write a short paragraph about the benefits of technology in education.

Guidelines:

Write 8 to 10 lines

Use simple and clear sentences

Organize your ideas (introduction, supporting ideas, conclusion)

You can use these ideas:

- Access to information (internet, videos, lessons)
- Online learning (study from home)
- Interactive learning (videos, games)
- Communication with teachers and classmates
- Learning computer skills

Technology is a big part of our life now, and it's starting to replace the old ^{tools} ~~utils~~ even in our daily activities like education. Schools are using iPads and TVs ^{such as} in their classes, that ^{tools} helps the students to understand more and ^{which} it ^{facilitates} ~~to~~ facilitates writing and reading ^{also} at home, phones helps ^{facilitates} ~~to~~ facilitates students to communicate with teachers and ^{to} ~~to~~ understand lessons. We can learn new words with different languages and skills in different ^{areas of} ~~life~~ sections. In conclusion, technology is ^{provides} ~~giving~~ providing funny ways to learn without being bored. ^{fun}

Abdarrahmane Mira Secondary School
Second year student (Foreign languages)

Task:

Technology plays an important role in education, write a short paragraph about the benefits of technology in education.

Guidelines:

Write 8 to 10 lines

Use simple and clear sentences

Organize your ideas (introduction, supporting ideas, conclusion)

You can use these ideas:

- Access to information (internet, videos, lessons)
- Online learning (study from home)
- Interactive learning (videos, games)
- Communication with teachers and classmates
- Learning computer skills

Technology plays an important role in education, ...
It has many benefits, but what are these benefits?
First, with technology, students can study from their
homes, so they can save time. Secondly, teachers also can
communicate with their students early. Finally, technology
helps us to discover our computer skills
to use the computer computer skills.
Today, technology is making our education easier.

Abdarrahmane Mira Secondary School
Second year student (Foreign languages)

Task:

Technology plays an important role in education, write a short paragraph about the benefits of technology in education.

Guidelines:

Write 8 to 10 lines

Use simple and clear sentences

Organize your ideas (introduction, supporting ideas, conclusion)

You can use these ideas:

- Access to information (internet, videos, lessons)
- Online learning (study from home)
- Interactive learning (videos, games)
- Communication with teachers and classmates
- Learning computer skills

Technology in education.

Technology ~~have~~ ^{has} a very important role in education. It can help people in their daily ~~life~~ ^{lives} maybe in a good way and maybe not.

First of all, Technology can help students in studying and learning ~~or~~ ^{and} improving new languages, ~~or~~ ^{and} developing new things. ~~secondly~~ ^{Skills} because of technology, people can communicate with their families and friends ~~or~~ ^{workmates}.

~~however~~ ^{Moreover}, we can ~~also~~ ^{understand} any lesson by communicating with teachers or ~~your~~ ^{families} classmates.

In conclusion, Technology can help us in many ~~things~~ ^{ways} if we use it in a good way.

Abdarrahmane Mira Secondary School
Second year student (Foreign languages)

Task:

Technology plays an important role in education, write a short paragraph about the benefits of technology in education.

Guidelines:

Write 8 to 10 lines

Use simple and clear sentences

Organize your ideas (introduction, supporting ideas, conclusion)

You can use these ideas:

- Access to information (internet, videos, lessons)
- Online learning (study from home)
- Interactive learning (videos, games)
- Communication with teachers and classmates
- Learning computer skills

Technology is very important in today's schools because it changes the way we learn. First, it gives students quick access to information through the internet, videos, and online lessons. Second, technology makes online learning possible, allowing us to study from home at any time. It also makes lessons more interactive and fun with educational games and videos. Furthermore, digital tools improve communication between teachers and classmates. Finally, using technology helps students learn essential computer skills for their future careers. In conclusion, technology makes education easier, faster and more engaging for everyone.

Abdarrahmane Mira Secondary School
Second year student (Foreign languages)

Task:

Technology plays an important role in education, write a short paragraph about the benefits of technology in education.

Guidelines:

Write 8 to 10 lines

Use simple and clear sentences

Organize your ideas (introduction, supporting ideas, conclusion)

You can use these ideas:

- Access to information (internet, videos, lessons)
- Online learning (study from home)
- Interactive learning (videos, games)
- Communication with teachers and classmates
- Learning computer skills

Technology in education have an important role, ^{and} it have a lot of benefits in our daily life. Firstly, we can use it to bread informations and lessons. Secondly, it help to study from home and fasilate the way of learning. Therdly, we are able to cominicat with teachers and watch education videos. Fordly, it help to learn a new language and learn more about general culture. Finally, technology help us and fasilate our life if we use it correctly.

Task:

Technology plays an important role in education, write a short paragraph about the benefits of technology in education.

Guidelines:

Write 8 to 10 lines

Use simple and clear sentences

Organize your ideas (introduction, supporting ideas, conclusion)

You can use these ideas:

- Access to information (internet, videos, lessons)
- Online learning (study from home)
- Interactive learning (videos, games)
- Communication with teachers and classmates
- Learning computer skills

Technology is an important in our life and it plays an role in education, and it has many benefits.

Firstly, technology it helps people to much to learning a new language and we can share an information with a friend. you can also study from home (online learning) to save time. Secondly, we can enjoying with play video games and watching TV or films (interactive learning). finally we can also communication with people in whole world and teachers and classmates.

in the end technology very important, in this time you can do it any. think without ^{is} and without technology we can't develop anything