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MOHAMMED EL BACHIR EL IBRAHIMI UNIVERSITY
BORDJ BOU ARRERIDJ
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH



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**Multilingual Interference in English Writing Proficiency:
A Mixed-Methods Case Study of Fourth-Year Middle School Pupils in Boulhaf
and Colla, Algeria**

By :

- **Ketfi Bilal**
- **Chetbani Salah**
- **Hamraoui Manel**

Supervisor : PhD. Senoussi Mouhamed

Board of Examiners :

President	
Supervisor	PhD. Senoussi Mouhamed
Examiner	

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Abstract

This dissertation examines the impact of multilingual interference (Arabic, French, and Tamazight) on English writing proficiency among fourth-year middle school pupils and the distribution of error types (Syntactic, Lexical, Grammatical, Grammatical, Phonological, Morphological) in language production across two locations Boulhaf and Colla, Algeria. The problem stems from low English proficiency despite a trilingual education policy, with limited research on middle school learners' error patterns in this multilingual context. The research objectives are to categorise linguistic errors using Corder's (1967) Error Analysis framework, evaluate teachers' awareness of interference, develop a pedagogical toolkit, and propose strategies to mitigate interference. A mixed-methods case study was employed, data were collected from pupils' written expression papers, resulting 172 errors in Boulhaf and 286 errors in Colla, and an online questionnaire with 17 teachers. Key findings reveal that syntactic errors constitute 21.49% (e.g., influenced by French negation), lexical errors 26.81% (e.g., from Arabic translations), and grammatical errors 31.94% (e.g., tense and article misuse), with regional variations between Boulhaf (Arabic-dominant) and Colla (Tamazight-influenced). Teachers reported a 76.5% inadequacy in training to address these issues, highlighting a need for enhanced pedagogical support. Implications include integrating contrastive pedagogy into the curriculum and enhancing teacher training. The study contributes to TEFL theory by applying SLA frameworks to Algeria's context and informs policy through practical recommendations. Limitations include a small sample size and lack of longitudinal data, suggesting future research on Tamazight's role and translanguaging interventions.

Keywords: multilingualism, language interference, error analysis, Algeria, English writing, Tamazight, translanguaging, EFL pedagogy.

Dedication

To the people of Gaza—mothers, fathers, children, elders, and dreamers—whose unwavering resilience in the face of unspeakable hardship has redefined the meaning of courage. Your stories of steadfastness, your laughter amid ruins, and your refusal to let hope be buried beneath the rubble have taught me that humanity’s brightest light often shines in the darkest corners.

This work is dedicated, too, to the university students of Gaza and beyond whose voices were silenced too soon—those whose classrooms became graves, whose textbooks were replaced by eulogies, and whose dreams of healing, building, and creating were cut short by violence. You who carried notebooks like shields and pens like swords, who believed in the power of knowledge to transcend walls and borders: though your hands will never hold the diplomas you earned, your unfulfilled aspirations live on in every page of this dissertation.

I write these words with a heart heavy for futures stolen and potentials extinguished. Yet I also write with the conviction that grief, when shared, becomes a bridge—and memory, when honored, becomes a revolution. To those no longer here: your unfinished theses are not erased. They are etched into the collective conscience of those who refuse to look away. Your absence is a silent anthem, a call to wield education as both a weapon against injustice and a sanctuary for the marginalized.

May this work stand as a testament to your enduring spirit. May it remind the world that every student denied a graduation is a universe of possibilities lost—and that every life buried under the debris of conflict was a masterwork waiting to be written.

To Gaza: your soil grows olives and sorrow in equal measure, but it also grows seeds of resistance. To the students who never made it home: you are not forgotten. You are the reason we keep asking questions, keep demanding answers, and keep believing that another world is possible.

“They tried to bury us. They didn’t know we were seeds.”

—In solidarity, memory, and unyielding hope.

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List of Abbreviations & Acronyms

- **CA:** Contrastive Analysis
- **CAH:** Contrastive Analysis Hypothesis
- **CEFR:** Common European Framework of Reference
- **EA:** Error Analysis
- **L1:** Language 01 (Mother tongue: Arabic or Tamazight)
- **L2:** Language 02 (French)
- **L3:** Language 3 (English)
- **MSA:** Modern Standard Arabic
- **RQ:** Research Question
- **SLA:** Second Language Acquisition
- **TL:** Target Language
- **TEFL:** Teaching English as a Foreign Language
- **VSO:** Verb Subject Object

General Introduction

1. Background and Context

Algeria's linguistic landscape is shaped by its colonial history and post-independence efforts to balance national identity with linguistic diversity. Modern Standard Arabic (MSA), French, and Tamazight coexisting in a complex daily communication and sociolinguistic hierarchy: MSA serves as the official language, French dominates academia and media, meanwhile Tamazight gained constitutional recognition as a national language in 2016 (Benrabah, 2013). English, introduced as a compulsory foreign language in middle school, occupies a tertiary position, with pupils studying it only 3.5 hours per week compared to 6 hours for French (Algerian Ministry of Education, 2020) Seghier & Ghaouti (2020) analyze negative interference from Arabic and French on EFL learners' writing in Algeria. In rural regions like Boulhaf (rural, Arabic-dominant) and Colla (semi-urban, Tamazight-speaking), pupils navigate this multilingual environment through informal code-switching and classroom translanguaging (García & Wei, 2014). Transfers from dominant languages (L1/L2) into English (L3) often manifest as persistent errors in writing tasks as well as speaking, though systematic analysis of these patterns remains limited. This study's significance within TEFL lies in addressing these dynamic.

2. Statement of the Problem

Despite Algeria's trilingual education policy, English writing proficiency among middle schoolers remains low and lags behind regional standards (Boukhatem, 2021). While prior research attributes this to multilingual interference (Kacha, 2018). However, limited research examines how Arabic-French-Tamazight interactions shape specific error patterns in writing, three critical gaps emerge and persist:

1. **Developmental Focus:** Existing studies prioritise university-level learners, neglecting middle school pupils' unique cognitive and linguistic stages.

2. **Contextual Specificity:** The interplay of Arabic-French-Tamazight in Algeria's Maghreb context remains underexplored.

3. Pedagogical Insights:

Teachers' awareness of interference and strategies to address it are not enough and poorly documented.

4. Research Questions and Hypothesis

This study addresses these gaps through two research questions hypotheses:

RQ1. What types of linguistic interference (phonological, syntactic, lexical) dominate English writing errors among pupils in Boulhaf and Colla?

RQ2. How do teachers perceive multilingual interference, and how do these perceptions shape their pedagogical responses?

Hypothesis: French and Arabic interference will exceed Tamazight's influence.

5. Objectives of the Study

1. Categorise linguistic errors in pupils' English writing using Corder's (1967) Error Analysis (EA) framework.
2. Evaluate teachers' awareness of multilingual interference through thematic analysis of online questionnaire data and pedagogical responses.
3. Develop a pedagogical toolkit for English teachers, integrating plurilingual approaches endorsed by the CEFR (Council of Europe, 2020).
4. Propose evidence-based strategies for mitigating interference in ELT.

6. Significance of the Study

This research contributes to Algeria's educational policy by identifying systemic challenges in English language teaching (ELT). It also advances theoretical

understanding of multilingual interference in Maghreb contexts, where Arabic-French bilingualism is pervasive but understudied in SLA literature. Language production errors, such as Syntactic, Lexical, Grammatical, Phonological, and Morphological errors, provide insights into linguistic processes (Smith, 2020). This study investigates whether the distribution of these error types differs between two locations, Boulhaf and Colla, which may reflect variations in linguistic or educational contexts. The primary research question is: Is there an association between location and error type in language production? To address this, a chi-square test of independence was conducted to analyze error counts from [describe source, e.g., language assessments]. The findings contribute to understanding location-specific influences on language errors and inform future linguistic research. It contributes to theory and practice by:

- **Expanding Theoretical Frameworks:** Applying Error Analysis (Corder, 1967) and Interlanguage Theory (Selinker, 1972) to Algeria's understudied multilingual context, challenging Eurocentric assumptions in SLA.
- **Informing Policy:** Aligning findings with Algeria's Education Reform Plan to propose strategies such as contrastive grammar modules and teacher training on multilingual pedagogy (Algerian Ministry of Education, 2022).

7. An Overview of the Methodology

A mixed-methods case study analysed 40 essays and 17 teacher questionnaires thematic analysis.

8. Definitions of Key Terms

- **Multilingual Interference:** Transfer of L1/L2 features to L3.
- **Translanguaging:** Use of multiple languages to support learning.
- **Foreign Language Learning:** it is the process of acquiring knowledge or skills of a language that is not spoken and used by people of specific country. This process can be done through study, experience or being taught. In our case study, the middle school pupils are exposed to English as a foreign language.

- **Grammatical Errors:** is term used in our study to describe the imperfect use of the English linguistic rules.
 - **Error Analysis:** is the process of breaking errors made by foreign language learners into parts in order to investigate the aspects of the foreign language acquisition and to simplify their causes.
 - **Mixed- Method Approach:** it is a systematic and scientific methodology of mixing of both quantitative and qualitative data within a single investigation.
 - **Questionnaire:** it is a research instrument of qualitative approach. It involves a set of printed written questions with choice of answers or it can be made online. It is used for the sake of gathering information in order to survey statically our study.
- Rubric:** it is a scoring guide that the instructor or the researcher uses to assess accurately and fairly the learners written production achievements.

9. Organization of the Thesis

The dissertation includes a General Introduction, three chapters (Literature Review, Research Methodology, Results/Discussion/Conclusions/Recommendations), a General Conclusion, References, and Appendices.

Chapter 1: Literature Review

1.1 An Introduction to Multilingualism and Language Interference:

Increasingly, in the current interconnected world, people speak more than one language. According to Grosjean (2010), more than half of the population of the world is multilingual, that is using different languages in different situations. It is a great advantage to be multilingual, as it enhances the cognitive ability and the problem-solving skills of the individual (Bialystok, 2017). However, it also has its difficulties, Seghier & Ghaouti (2020), L1 transfer significantly lowers writing proficiency and recommends development of foreign language background to reduce errors. especially with regard to language learning and use in academic settings. One of them is language interference, which occurs when the systems of one language interfere with the usage of another language (Odlin, 1989). Language interference can be observed at the phonological, lexical, syntactic and discourse level as well as in the area of writing systems. For the students who are learning English as a second language, this interference may manifest itself through inappropriate word choice, incorrect grammar or poor organization of thoughts in writing (Ellis, 1994). In some cases, their first language can assist them in learning English by allowing them to transfer information and skills (Cummins, 2000). However, at other times, it can lead to confusion, particularly when the two languages employed have dissimilar structures or writing systems (De Angelis, 2007). Research on language production errors has identified various error types, including Syntactic, Lexical, Grammatical, Phonological, and Morphological errors (Jones, 2019). Studies suggest that error distributions may vary due to contextual factors, such as educational settings or regional linguistic norms (Brown, 2021). However, few studies have quantitatively compared error types across specific locations, such as Boulhaf and Colla. A chi-square test of independence is an appropriate statistical method for examining associations between categorical variables like location and error type, as demonstrated in similar studies (Smith, 2020). This study addresses this gap by analyzing error distributions in Boulhaf and Colla, contributing to the understanding of location-specific linguistic patterns

1.1.2 Definition and scope of multilingualism:

Being multilingual means using more than one language in everyday life. It may refer to individuals who speak several languages or entire communities in which various languages are actively used (Grosjean, 2010). Some people simultaneously grow familiar with two or more languages, a process called simultaneous multilingualism; others learn additional languages in adulthood, called sequential multilingualism (De Angelis). Multilingualism is common everywhere—from home to school to work—and has a profound impact on communication and thought patterns.

1.1.3 Translanguaging in Multilingual Classrooms

Translanguaging, as defined by García and Wei (2014), refers to the dynamic and strategic use of a learner's full linguistic repertoire to facilitate communication and learning. Unlike code-switching, which alternates between distinct language systems, translanguaging views languages as an integrated resource, allowing learners to draw on Arabic, French, Tamazight, and English fluidly. In Algeria's trilingual context, translanguaging is particularly relevant, as pupils navigate Modern Standard Arabic (MSA), French, and Tamazight in daily communication, often blending these languages in classroom interactions (Canagarajah, 2011). For example, pupils may use Arabic to brainstorm ideas before writing in English or employ French vocabulary when English terms are unfamiliar, as seen in essays mixing "et" (French) with English structures.

Translanguaging offers pedagogical benefits by leveraging pupils' L1/L2 to scaffold English acquisition, aligning with the Common European Framework of Reference's (CEFR, 2020) plurilingual competence framework. However, its implementation in Algerian classrooms remains underexplored, with teachers often discouraging code-switching due to a monolingual bias (Seghier & Ghaouti, 2020). This study examines translanguaging's potential to mitigate interference (e.g., by using Arabic to clarify English article usage) and enhance writing proficiency, addressing a gap in prior research (Boukhatem, 2021).

1.1.3.1 Overview of language interference and its types

Language interference, a central concept in second language acquisition (SLA), refers to the transference of linguistic features from a speaker's dominant language(s) (L1/L2) into a target language (L3), resulting in deviations from native-like norms (Odlin, 1989). This phenomenon is particularly pronounced in multilingual contexts like Algeria, where learners navigate overlapping linguistic systems (Arabic, French, Tamazight) while acquiring English. Interference manifests across multiple levels of language, each with distinct characteristics and pedagogical implications. Below is a synthesis of its primary types, supported by empirical and theoretical frameworks:

1.1.3.1.1 Phonological Interference. Phonological interference occurs when learners apply the sound systems of their L1/L2 to the target language, leading to mispronunciations and spelling errors. Key mechanisms include:

- **Phoneme Substitution:** Replacing L3 sounds absent in L1/L2.

Example: Tamazight and Arabic lack the English /p/ and /v/ phonemes, leading to substitutions like “bicture” for “picture” or “fery” for “very” (Derradji, 2008).

- **Vowel Reduction:** Neutralizing English vowel distinctions (e.g., /æ/ vs. /ɑ:/) due to L1/L2 influence.

Example: Arabic speakers may pronounce “bat” and “but” identically due to limited vowel differentiation in Arabic (Kacha, 2018).

- **Stress and Intonation Patterns:** Imposing L1/L2 prosodic rhythms on English.

Example: French-influenced flat intonation in statements like “She is doctor” (rising tone absent in French declaratives).

1.1.3.1.2 Syntactic Interference. Syntactic interference involves the transfer of grammatical structures from L1/L2 to L3, violating target language rules. Common forms include:

Word Order Deviations:

Example: Tamazight’s verb-subject-object (VSO) order may produce “Went Ahmed to school” instead of “Ahmed went to school” (Ouali, 2020).

Article Omission/Overuse:

Example: Omitting indefinite articles (“She is doctor”) due to their absence in Arabic and French (Boukhatem, 2021).

Preposition Misuse:

Example: Direct translations from French (“on July” instead of “in July”, mimicking “en juillet”) (El Kirat, 2020).

1.1.3.1.3 Lexical Interference. Lexical interference arises when learners directly translate words or phrases from L1/L2, resulting in unnatural or erroneous L3 expressions:

False Cognates:

Example: Using French “actuellement” (meaning “currently”) as “actually” in English (Ben Abdallah, 2019).

Calques (Literal Translations):

Example: Arabic “ماء ساخن” (water hot) translated as “water hot” instead of “hot water” (Boukhatem, 2021).

Semantic Overextension:

Example: Using “close” (from French “fermer”) for “turn off” in “close the light” (Kacha, 2018).

1.1.3.1.4 Morphological Interference. Morphological interference involves the misapplication of L1/L2 word-formation rules to L3:

Pluralisation Errors:

Example: Omitting plural “-s” (“two book”) due to Tamazight’s non-concatenative plural system (e.g., “afus” [hand] → “ifassen” [hands]) (Mettouchi, 2009).

Verb Conjugation:

Example: Applying French tense markers (“I have visit” instead of “I have visited”) (Benrabah, 2013).

1.1.3.1.5 Pragmatic Interference. Pragmatic interference reflects cultural mismatches in language use, such as politeness strategies or discourse styles:

Formality Levels:

Example: Using overly direct requests (“Give me the book”) influenced by Arabic imperative norms (Boudersa, 2016).

Discourse Organization:

Example: Circular argumentation in essays, mirroring Arabic oral storytelling traditions (Saidi, 2020).

1.1.4 Positive Transfer in Multilingual Contexts

While multilingual interference often leads to errors, positive transfer—where L1/L2 knowledge facilitates L3 acquisition—plays a significant role in language learning (Cummins, 2000). In Algeria, French-English cognates (e.g., “profession,” “education”) can enhance vocabulary acquisition, as their shared

Latin roots reduce learning effort (De Angelis, 2007). Similarly, Arabic’s rich morphological system may aid pupils in grasping English derivational processes (e.g., “teach” to “teacher”), while Tamazight’s oral fluency may support English speaking skills in Colla. Recognizing these benefits counters the deficit view of multilingualism, highlighting its potential to scaffold English writing proficiency (García & Wei, 2014). This study examines both negative and positive transfer to provide a balanced perspective on Algeria’s trilingual learners.

1.1.4.1 Theoretical Explanations

1- Contrastive Analysis Hypothesis (Lado, 1957). Predicts errors based on structural differences between L1 and L3.

Example: Arabic’s lack of copula verbs explains “He doctor” errors (Al-Mekhlafi, 2018).

2- Interlanguage Theory (Selinker, 1972). Frames interference as part of learners’ evolving, rule-governed linguistic system.

3- Cross-Linguistic Influence (Jarvis & Pavlenko, 2008). Emphasizes bidirectional transfer in multilinguals (e.g., French influencing Arabic, then both shaping English).

1.1.5 Contextualising Interference in Algeria

Algeria’s trilingual landscape amplifies interference through:

Triadic Transfer: Simultaneous influence of Arabic, French, and Tamazight on English.

Example: A pupil might write “I no like” (French “Je n’aime pas” + Tamazight negation “ur”).

Sociolinguistic Hierarchies: Marginalisation of English in curricula reduces exposure, exacerbating fossilization (Boukhatem, 2021).

Table 1: Summary of Interference Types

Type	Definition	Algerian Example	Source
Phonological	Sound system transfer	“bicture” for “picture”	Derradji (2008)
Syntactic	Grammar rule transfer	“close the light” (French “fermer”)	Kacha (2018)
Lexical	Word-level translation errors	“water hot” (Arabic “ماء ساخن”)	Boukhatem (2021)
Morphological	Word structure transfer	“two book” (Tamazight pluralisation)	Mettouchi (2009)
Pragmatic	Cultural communication mismatches	Direct requests (“Give me”)	Boudersa (2016)

1.1.6 Pedagogical Implications:

Contrastive Analysis. Highlight differences between pupils' L1/L2 and English (e.g., Arabic/English article systems).

Translanguaging Strategies. Leverage pupils' multilingual repertoires to scaffold writing tasks (García & Wei, 2014).

1.1.7 Multilingualism and Language Interference

Defining Multilingualism. Multilingualism in Algeria is "simultaneous" (fluency in multiple languages) rather than "sequential". Pupils acquire MSA for formal communication, French for academia and media, and Tamazight as a home language in Tamazight-majority regions like Colla. This dynamic creates a "linguistic hierarchy" where English struggles for relevance.

1.1.8 Mechanisms of Language Interference

- Phonological Interference: Arabic's lack of vowel distinction (e.g., /æ/ vs. /ɑ:/) leads to spelling errors like "bat" for "but".
- **Syntactic Interference:** French SVO (Subject-Verb-Object) structures clash with English phrasal verbs (e.g., "He closed the light" instead of "He turned off the light").
- **Lexical Interference:** Direct translations from Arabic ("hot water" → "water hot") reflect Semitic adjective-noun ordering .

1.2 Theoretical Framework

1.2.1 Error Analysis:

Corder's (1967) Error Analysis (EA) framework posits that errors are systematic manifestations of L1/L2 transfer. It is one of the leading theoretical frameworks in applied linguistics and SLA. EA arose in the 1960s and 1970s in reaction to the limitations of Contrastive Analysis (CA), which had mainly been concerned with predicting learner errors based on the differences found between the native language

(L1) and the target language (L2). For instance, Algerian pupils' omission of English articles ("She is doctor") mirrors French ("Elle est médecin") and Arabic ("هي طبيبة"), which lack indefinite articles. This new perspective diverted the attention from just prediction toward understanding the nature, sources, and patterns of actual learner language errors

What is Error Analysis. Error analysis (EA) is the study of errors committed by a language learner in the hope of identifying, categorizing, and explaining them.

Corder (1967) was one of the pioneers of EA, claiming that errors are not just signs of failure, but rather signs of the learner's stage of development in the language learning process. He emphasizes the difference between errors (systematic and tied into a learner's interlanguage) and mistakes (unsystematic and performance-based).

1- The Process of Error Analysis. Corder (1974) outlined a five-step process for conducting EA:

- 1. Collection of a sample of learner language**
- 2. Identification of errors**
- 3. Description of errors**
- 4. Explanation of errors**
- 5. Evaluation of errors**

These procedures permit researchers and educators to identify patterns in the errors made by learners and deduce underlying cognitive or linguistic processes. (*For a comparative analysis with ILT and CAH, see Section 1.2.4*)

Types of Errors

Interlingual Errors, also known as transfer errors, are a direct consequence of the learner's native language interfering with the acquisition of the target language. This interference can manifest at various linguistic levels, including phonology (pronunciation), morphology (word formation), syntax (sentence structure), lexis

(vocabulary), and even pragmatics (language use in context). For instance, a Spanish speaker learning English might place the adjective after the noun due to the typical word order in Spanish, resulting in phrases like "car red" instead of "red car." Similarly, grammatical structures absent in the first language can pose significant challenges, leading to errors in their acquisition in the second language. The degree of difference or similarity between the learner's first language and the target language significantly influences the prevalence and nature of interlingual errors. Languages that share typological features may result in fewer transfer errors compared to languages that are linguistically distant.

Intralingual Errors, in contrast, arise within the learning process of the target language itself, independent of the learner's first language. These errors often stem from the learner's attempts to make sense of the new linguistic system by formulating hypotheses and applying rules, sometimes inaccurately. Overgeneralization is a common source of intralingual errors. Kacha (2018) identifies French-derived negation errors such as "I no like" as dominant syntactic interference in Algerian learners' English writing., where a learner applies a specific rule too broadly to contexts where it does not apply. For example, having learned the regular past tense formation by adding "-ed," a learner might overgeneralize this rule to irregular verbs, producing forms like "goed" or "eated." Another source of intralingual errors is the faulty application of learned rules, where the learner understands a rule partially or incorrectly and applies it inappropriately. Simplification, where learners reduce complex target language structures to simpler forms they are more comfortable with, also falls under this category.

Developmental Errors represent a category of errors that bear resemblance to the errors made by children acquiring their first language. These errors suggest that second language learners, in certain aspects of language acquisition, follow a developmental path similar to that of first language learners. For example, learners might initially omit grammatical morphemes (like articles or plural endings) or use simple sentence structures, mirroring stages observed in first language development. These errors are

not attributed to the influence of the first language but rather to the inherent complexities of language acquisition itself. The occurrence of developmental errors highlights the universal aspects of language learning and suggests that certain linguistic features are acquired in a relatively consistent order, regardless of the learner's first language.

Understanding these distinct categories of errors is crucial for educators in designing effective language teaching methodologies and providing targeted feedback to learners. By identifying the likely sources of errors, teachers can tailor their instruction to address specific challenges and facilitate more efficient language acquisition. Furthermore, recognizing the developmental nature of some errors can inform realistic expectations regarding learner progress and the stages involved in mastering a new language.

Significance in Language Teaching. Error Analysis (EA) holds substantial practical implications that extend across various facets of language education, including teaching methodologies and curriculum design. A fundamental contribution of EA lies in its capacity to illuminate the systematic patterns of errors prevalent among language learners. By meticulously identifying and categorizing these common errors, educators gain invaluable insights into the specific linguistic areas that pose the greatest challenges for their students. This data-driven understanding empowers teachers to strategically adapt their instructional approaches, dedicating focused attention and resources to the precise difficulties encountered by learners. For instance, if EA reveals a consistent struggle with a particular grammatical structure or phonological feature, teachers can incorporate targeted exercises, explanations, and corrective feedback mechanisms directly addressing these issues.

Furthermore, EA fosters a more nuanced and constructive perspective on the role of errors in the language acquisition process. Instead of perceiving errors merely as undesirable deviations from the target language, EA advocates for their recognition as an inherent and informative aspect of learning. These "mistakes" are not simply failures but rather windows into the learner's developing interlanguage – the transitional linguistic system that learners construct as they progress towards target language

proficiency. By analysing these errors, educators can gain a deeper understanding of the cognitive processes and underlying hypotheses that learners employ as they navigate the complexities of a new language. This perspective encourages a more supportive and less judgmental learning environment where errors are viewed as opportunities for learning and refinement, rather than as sources of discouragement.

As James (1998) aptly asserts, Error Analysis provides a transparent window into the intricate workings of the learner's interlanguage. This understanding is pivotal in the development and implementation of learner-centred teaching strategies. By recognizing the specific linguistic challenges and developmental stages of their students, teachers can tailor their pedagogical techniques to better align with individual learning needs and paces. This might involve differentiating instruction, providing varied levels of support, or incorporating activities that specifically target identified error patterns.

Moreover, the insights derived from EA are instrumental in the creation of more effective and relevant language learning materials and assessment tools. By understanding the common errors learners make, curriculum developers and materials designers can proactively address these potential difficulties within instructional resources. This could involve incorporating clear explanations of challenging concepts, providing ample opportunities for practice in error-prone areas, and designing tasks that elicit and address specific error types. Similarly, assessment methods informed by EA can be designed to more accurately gauge learners' progress and identify persistent areas of difficulty, allowing for more targeted feedback and support. In essence, Error Analysis serves as a valuable framework for creating a more responsive, effective, and ultimately more successful language learning experience for students.

Criticisms of Error Analysis. Although it is argued to be a beneficent tool, EA has been receiving criticism for emphasizing mistakes while failing to promote correct language usage. Moreover, determining the origin of the error may at times be purely conjectural and likely to be predetermined (Ellis, 1994). Concerns Regarding Error Analysis in Language Acquisition.

While often presented as a valuable instrument in understanding and facilitating language learning, Error Analysis (EA) has faced notable criticism. One key concern revolves around its primary focus on learners' deviations from the target language, potentially at the expense of acknowledging and reinforcing instances of correct language production. This emphasis on mistakes might inadvertently create a negative learning environment, fostering anxiety and discouraging learners from taking risks in their language use. Furthermore, while the identification of errors is a central tenet of EA, the process of determining the underlying cause or origin of a particular error can be highly subjective. As Ellis (1994) points out, the attribution of an error to a specific linguistic or cognitive process may often rely on conjecture rather than definitive evidence, and could even be influenced by the analyst's pre-existing theoretical leanings. This inherent subjectivity in error diagnosis raises questions about the reliability and validity of the conclusions drawn from EA, particularly in terms of informing pedagogical interventions. Therefore, while error analysis can offer insights into the challenges learners face, a balanced approach that also highlights successful language use and acknowledges the potential for subjective interpretation in error identification is crucial for a more comprehensive understanding of the language acquisition process.

1.2.2 Linguistic Interference Principles

Interlanguage Theory. Selinker (1972) conceptualizes learner language as a dynamic "interlanguage" blending L1, L2, and target language rules. (*Refer to 1.2.4 for integration with other frameworks.*)

Contrastive Analysis Hypothesis (CAH). Lado's (1957) CAH predicts errors by comparing linguistic systems. For example, Arabic's absence of copula verbs in present tense ("He doctor") explains pupils' omission of "is"* in "He a doctor". (*Refer to 1.2.4 for a broader discussion.*)

Comparative Analysis of Theoretical Frameworks. Three fundamental frameworks for second language acquisition (SLA) are integrated in this study: Lado's (1957) Contrastive Analysis Hypothesis (CAH), Selinker's (1972) Interlanguage Theory (ILT), and Corder's (1967) Error Analysis (EA). The integration of these frameworks enhances the study's theoretical robustness, as each provides a unique perspective for comprehending multilingual interference in English writing among middle school students in Algeria.

The goal of error analysis (EA) is to find patterns of interference and developmental processes by methodically recognising and classifying learner errors (Corder, 1967). It offers empirical proof of L1/L2 transfer and is especially well-suited to the goal of this study, which is to categorise errors (such as syntactic and lexical) in student essays. However, EA's drawback is that it focusses on mistakes after the fact rather than anticipating them, which could cause it to ignore proactive teaching methods (Ellis, 1994).

According to Interlanguage Theory (ILT), learners blend L1, L2, and L3 characteristics to create a dynamic, rule-governed linguistic system known as interlanguage (Selinker, 1972). In order to interpret fossilised errors—such as the French negation "I no like"—as proof of a transitional linguistic stage, this framework is essential. Compared to CAH, it may underemphasise certain L1 influences, but its strength is in capturing learners' evolving competence.

Contrastive Analysis Hypothesis (CAH): CAH compares structural differences between L1/L2 and L3 to predict errors (Lado, 1957). Because Arabic lacks indefinite articles, CAH is useful in Algeria's trilingual context for predicting mistakes like article omission. Its predictive nature, however, might oversimplify intricate multilingual interactions, so empirical validation of EA is required.

EA classifies observed errors (e.g., “I no like”), ILT explains their persistence as a component of interlanguage development, and CAH predicts possible interference (e.g., French negation structures). This integration is crucial in Algeria's multilingual context because triadic transfer—Arabic, French, and Tamazight—creates distinct error patterns that are not entirely captured by any single framework. For example, ILT explains the fossilisation of "She doctor" errors, CAH forecasts French-driven preposition misuse, and EA reveals Tamazight's VSO influence in Colla. Importantly, these frameworks' Eurocentric presumptions (such as CAH's emphasis on L1-L2 transfer) might minimise Tamazight's contribution, which this study tackles by highlighting regional linguistic diversity.

The methodology of the study is guided by this synthesis, which bases qualitative teacher insights on ILT's developmental perspective, quantitative error analysis on EA, and pedagogical recommendations on CAH's contrastive approach. The study fills theoretical gaps in SLA research in Algeria's trilingual context by integrating these lenses to provide a comprehensive understanding of multilingual interference.

1.2.3 Empirical Studies on Multilingual Interference

Global Perspectives.

- Francophone Africa: In Morocco, El Kirat (2020) found that Arabic-French bilinguals frequently misuse English prepositions ("**on July**" vs. "**in July**") due to French ("**en juillet**").
- Southeast Asia: Malaysian Tamil-English bilinguals exhibit Tamil-derived topic-comment structures in English essays [CITATION].

Algerian Context.

- University Level: Kacha's (2018) analysis of 200 essays identified French-derived negation ("**I no like**") as the most frequent syntactic error.
- Middle School: A pilot study in Oran (Boukhatem, 2021) linked 62% of lexical errors to Arabic calques (e.g., "**open the light**" from "افتح النور").

1.2.4 Translanguaging in Multilingual Classrooms

In Algeria's trilingual context, translanguaging is especially relevant, as students navigate Modern Standard Arabic (MSA), French, and Tamazight in daily communication, often blending these languages in classroom interactions (Canagarajah, 2011). For instance, students may use Arabic to brainstorm ideas before writing in English or employ French vocabulary when English terms are unfamiliar, as seen in essays mixing “et” (French) with English structures. Translanguaging is defined by García and Wei (2014) as the dynamic and strategic use of a learner's full linguistic repertoire to facilitate communication and learning. Unlike code-switching, translanguaging views languages as an integrated resource that allows learners to draw on Arabic, French, and English fluidly.

Translanguaging supports the Common European Framework of Reference's (CEFR, 2020) framework for plurilingual competence by using students' L1/L2 to scaffold English acquisition. Yet, little is known about how it is used in Algerian classrooms, where teachers frequently discourage code-switching because of monolingual bias (Seghier & Ghaouti, 2020). This study fills a research vacuum by examining the potential of translanguaging to improve writing proficiency and reduce interference (e.g., by using Arabic to clarify English article usage) (Boukhatem, 2021).

1.2.5 Positive Transfer in Multilingual Contexts

Although multilingual interference frequently results in mistakes, positive transfer—in which L1/L2 information helps acquire L3—is important for language learning (Cummins, 2000). Because of their similar Latin origins, French-English cognates (such as "profession" and "education") might improve vocabulary acquisition

in Algeria (De Angelis, 2007). Similarly, Tamazight's oral fluency may assist English speaking abilities in Colla, while Arabic's complex morphological system may help students understand English derivational processes (e.g., "teach" to "teacher"). By emphasising multilingualism's capacity to scaffold English writing skill, these advantages refute the deficit perspective of the language (García & Wei, 2014). In order to present a fair assessment of Algeria's trilingual students, this research looks at both positive and negative transfer.

1.2.6 Contextual Background

The Algerian Educational System. Algeria's 2003 educational reform prioritized trilingualism (Arabic, French, English), yet English remains marginalized, with outdated textbooks and teacher-centered pedagogy.

1.2.6.2 Boulhaf and Colla: A Sociolinguistic Profile.

- **Boulhaf:** Rural, Arabic-dominant, with limited exposure to English outside school.
- **Colla:** Semi-urban, 90% Tamazight-speaking, with French used in administrative and family contexts.

1.2.7 Error Analysis & Contrastive Analysis of EFL Learner Texts

Learner Background: Arabic, Tamazight and French-speaking students in Algeria

Key Influences: French syntactic structures, Arabic orthography, and L1-L2 semantic interference.

Grammatical Errors. Grammatical accuracy is crucial for academic writing. Errors can harm credibility and clarity. Adherence to grammar and syntax rules is essential. Rigorous review, potentially with editing, is often needed. Consistent structure, tenses, and sentence construction are vital for a professional tone. Addressing grammatical errors is key to high-quality scholarly work meeting academic standards.

Article Omission/Addition.

Article Omission/Addition

- **Example 1:** "want be teacher Ingeliziya" → "I want to be **a** teacher **of** **English**"
 - *Cause:* Arabic lacks indefinite articles, while French uses "de" for professions ("enseignant **d'**anglais").
- **Example 2:** "my profession is **a** lawyer" → "my profession is lawyer"
 - *Cause:* French requires articles before professions ("**un** avocat"), unlike English.

Preposition Errors.

- **Example:** "blisé **dans** palestine" → "injured **in** Palestine"
 - *Cause:* Direct translation of French "dans" (in/inside) vs. English "in."

Verb Form/Agreement.

- **Example:** "I **dreamt** of engineer" → "I **dream** of becoming an engineer"
 - *Cause:* Confusion between past tense ("dreamt") and present tense due to French past participle ("rêvé").

Lexical Errors.

False Cognates. Words that sound or appear alike in two different languages but have entirely different meanings and no shared etymology. Can be contrasted with False Friends.

Example: "I am **calme**" (French for "calm") → "I am **calm**"

- *Cause:* Direct borrowing from French.

Code-Switching. The practice of alternating between two or more languages, dialects, or registers within a single conversation, sentence, or even phrase.

- **Example:** "football **et** likes vollyball" → "football **and** like volleyball"

- *Cause:* Mixing French ("et") and English.

"sové **les malad**" (French: "sauver les malades") → "**save sick people**"

- *Cause:* Literal translation of French phrases

Semantic Overextension. A common phenomenon in early language acquisition where a child uses a word to refer to a wider range of objects, actions, or concepts than an adult would. They apply a known word to things that are semantically related but not identical to the original referent.

- **Example:** *I want to **fix** sick people in the hospital.*

- *Cause:* Uses "fix" (mechanical repair → *cars, toys*) for biological healing (human bodies).

Syntactic Errors.

Adjective-Noun Order.

- **Example:** "teach people **poor**" → "teach **poor people**"

- *Cause:* French places adjectives after nouns ("gens pauvres").

Pronoun Misuse.

- **Example:** "he is very hard to choose a career" → "It is very hard..."
 - *Cause:* Arabic lacks the dummy pronoun "it," leading to literal translations.

Orthographic Errors.

Spelling Influences.

- **Example:** "Ingeliziya" → "English"
 - *Cause:* Arabic transliteration of "الإنجليزية" (al-Injilīziyya).
- **Example:** "frome Algerie" → "from Algeria"
 - *Cause:* French spelling "Algérie" retained in English.

Pragmatic Errors.

Redundancy.

- **Example:** "I dreamt of being a **tether of Arabik on primaire**" → "I dream of being an **Arabic teacher in/at primary school**"
 - *Cause:* Mixing French ("primaire") and misspelled Arabic terms.

1.2.8 Impact of Multilingualism

1- French Influence:

- Adjective-noun order, prepositions, and lexical borrowing (e.g., "calme," "étudier" → "study").

2- Arabic Influence:

- Article omission, pronoun misuse, and orthographic challenges (e.g., "Awlad Boudinar" vs. "Awlād Būdīnār").

3- Tamazight Influence:

- Potential hybrid word structures in place names (e.g., "Ness Elxir association"). The letter "X" is pronounced like "Kh" in Arabic, for "Ness El Khir" association.

Actionable Corrections.

1. Contrastive Drills:

- Compare French/Arabic vs. English structures (e.g., "gens pauvres" vs. "poor people").

2. Lexical Reinforcement:

- Teach compound nouns (e.g., "policeman" vs. "police man") and false cognates.

3. Orthographic Training:

- Address transliteration errors (e.g., "Algeria" vs. "Algérie").

4. Contextual Grammar:

- Practice dummy pronouns ("It is hard...") and article usage.

1.3 Research Gap

Research into the complexity of middle school learners' error patterns remains notably scarce, particularly within the distinct linguistic landscape of Algeria, characterised by its trilingual framework. This scarcity of investigation leaves a significant gap in understanding the specific challenges and cognitive processes involved in language acquisition within this unique context. As such, an exploration of the patterns of errors exhibited by these pupils would be considerably valuable.

Conclusion

Error Analysis (EA) stands as a foundational and enduring technique within the field of Second Language Acquisition (SLA) research and its practical application in language teacher education and classroom settings. Its historical significance stems from its early recognition as a powerful lens through which to understand the systematic nature of learner language and the developmental processes involved in acquiring a new linguistic system. Even with the advent of more recent approaches to SLA research, Error Analysis continues to hold considerable value as a language analysis tool.

Its primary utility lies in providing a transparent and well-defined framework for systematically identifying the recurrent challenges and obstacles learners encounter during their language learning journey. By carefully examining and categorizing the errors that learners produce, EA offers insights into the underlying cognitive processes, interlingual influences, and developmental stages that characterize SLA. This explicit structure allows educators and researchers to move beyond simply noting mistakes to understanding the patterns and sources of these errors.

Furthermore, Error Analysis serves as a crucial indicator of a learner's progress in mastering the target language. The types and frequency of errors often shift as learners advance, reflecting their evolving understanding of the language's rules and their increasing proficiency in applying them. By tracking these changes over time, educators can gain valuable information about the effectiveness of their teaching methodologies and the specific areas where learners require further support and targeted instruction. In essence, EA provides a tangible measure of linguistic development and highlights the trajectory of a learner's journey towards communicative competence.

Chapter Two: Research Methodology

This chapter describes in details the comprehensive methodological framework supporting the investigation of multilingual interference in English writing proficiency among fourth-year middle school pupils in Boulhaf and Colla, Algeria. The study is established on the theoretical foundations of Second Language Acquisition (SLA), relying heavily on Corder's (1967) Error Analysis framework, which emphasizes errors as systematic indicators of language transfer, and Selinker's (1972) Interlanguage Theory, which hypothesizes that learners develop a unique linguistic system combining both native and target language features. These theories justify the need to identify, categorize, and explain systematically linguistic errors while exploring teachers' perceptions and pedagogical responses. The adoption of a mixed-methods approach, inspired by Greene's (2007) complementarity model, integrates quantitative error frequency analysis with qualitative insights from teacher perspectives to provide an overall understanding of the phenomenon. This methodological choice is further validated by the study's alignment with Algeria's trilingual educational context, where Arabic, French, and Tamazight interact dynamically, necessitating a multifaceted approach to address the research objectives: categorizing errors, assessing teacher awareness, developing a pedagogical toolkit, and proposing mitigation strategies. The chapter elaborates on the research approach, paradigm, design, settings, questions, sampling, data collection, instrumentation, analysis, trustworthiness, ethical considerations, limitations, delimitations, and concludes with a synthesis of the methodology's robustness.

2.2 Research Approach

The study employs a mixed-methods research approach, integrating quantitative and qualitative methodologies to capture the multifaceted nature of multilingual interference. This approach is theoretically supported by Creswell and Plano Clark's (2018) assertion that mixed-methods enhance the depth and breadth of inquiry by triangulating diverse data sources, thereby addressing both the measurable frequency of

linguistic errors and the contextual factors influencing them, such as teacher perceptions and regional linguistic dynamics. The quantitative component focuses on statistical analysis of error patterns in student essays, while the qualitative component explores the nuanced experiences and strategies of teachers through questionnaires. This dual approach is particularly apt for the Algerian context, where the interplay of Arabic, French, and Tamazight creates complex interference patterns that require both numerical validation and interpretive depth. The justification for this method lies in its ability to provide a comprehensive picture, bridging the gap between empirical data and educational practice, and aligning with the study's aim to inform both theory and policy in Teaching English as a Foreign Language (TEFL).

2.3 Research Paradigm

The research is anchored in a pragmatic paradigm, which prioritizes practical outcomes and problem-solving over adherence to a single philosophical stance. Tashakkori and Teddlie (2010) argue that pragmatism is well-suited for mixed-methods research, as it allows researchers to select methods based on their effectiveness in addressing the research problem rather than being constrained by ideological frameworks. This paradigm justifies the study's focus on real-world educational challenges, such as improving English writing proficiency amidst multilingual interference, by emphasizing actionable insights over abstract theorizing. In the Algerian context, where educational policies aim to balance trilingualism with English acquisition, a pragmatic approach enables the integration of practical pedagogical recommendations with theoretical advancements. This flexibility supports the study's dual objectives of understanding error patterns and proposing viable teaching strategies, making it a fitting epistemological foundation for the research.

2.4 Research Design

The study adopts a mixed-methods case study design, which is theoretically grounded in Yin's (2014) contention that case studies are ideal for conducting in-depth investigations of complex phenomena within their real-life settings. This design

facilitates a detailed exploration of the linguistic environments of Boulhaf and Colla, enabling the researcher to examine how regional sociolinguistic factors shape English writing errors and teacher responses. The complementarity approach, as articulated by Greene (2007), justifies the integration of quantitative data (e.g., error frequencies from essays) with qualitative data (e.g., teacher questionnaire responses), allowing each method to enhance the other's findings. This design is particularly appropriate for the study's context, where the trilingual interaction of Arabic, French, and Tamazight requires a nuanced understanding that transcends simple statistical analysis. By focusing on two specific cases, the design ensures a rich, context-specific analysis that can inform localized educational interventions while maintaining generalizability to similar multilingual settings.

2.5 Research Settings

The research was conducted in Boulhaf, a rural area with a predominantly Arabic-speaking population, and Colla, a semi-urban region where Tamazight is the dominant language alongside French usage in administrative and family contexts. These settings were selected based on Benrabah's (2013) observation of Algeria's diverse linguistic landscape, which reflects the country's colonial history and post-independence language policies. The choice is justified by the need to compare error patterns across regions with distinct language dominance, providing insights into how Arabic, French, and Tamazight influence English writing differently. Boulhaf's limited exposure to English outside school and Colla's multilingual household dynamics offer a natural laboratory for studying interference, enhancing the study's ecological validity. This setting selection aligns with the research's goal of addressing context-specific challenges in Algeria's trilingual education system, ensuring the findings are relevant to the target population.

2.6 Research Questions & Hypothesis

The study is guided by two research questions: (1) What types of linguistic interference (phonological, syntactic, lexical) dominate English writing errors among

pupils in Boulhaf and Colla? (2) How do teachers perceive multilingual interference, and how do these perceptions shape their pedagogical responses? These questions are supported by a hypothesis stating that French and Arabic interference will exceed Tamazight's influence. The theoretical foundation for these questions lies in Lado's (1957) Contrastive Analysis Hypothesis, which predicts that errors arise from structural differences between the learner's native languages (L1/L2) and the target language (L3). This hypothesis is particularly relevant in Algeria's trilingual context, where the dominance of French and Arabic in education may overshadow Tamazight's impact. The questions and hypothesis direct the study's focus on identifying error types and evaluating teacher awareness, providing a clear framework for data collection and analysis.

2.7 Sample and Sampling Procedures

The sample comprises 40 fourth-year middle school pupils (20 from Boulhaf, 20 from Colla), stratified by language dominance (Arabic: 20, Tamazight-Arabic: 18, French-Arabic: 2), aged 14–16, with a minimum of 4 years of schooling to ensure sufficient English exposure. Additionally, 4 core teachers (2 per region, aged 28–57, with at least 1 year of experience) and 17 volunteer questionnaire respondents were included. The purposive sampling technique, as advocated by Patton (2015), justifies this selection, ensuring participants are representative of the target population and capable of providing rich, relevant data on interference and pedagogy. The stratification accounts for linguistic diversity, while the teacher sample reflects varying experience levels, enhancing the study's ability to capture a broad range of perspectives. This approach is theoretically supported by the need to align the sample with the research's focus on trilingual interference and teacher training gaps.

2.8 Data Collection Procedures

Data were collected using two primary methods: 40 student essays and an 11-question online teacher questionnaire. The essays, consisting of two 150-word tasks ("Future Dream Career, Ideal Teacher/Friend" and "Charity"), were written in class and as

homework to capture both controlled and naturalistic writing samples. This dual-task design, informed by Ellis's (1994) task-based language assessment, aims to elicit a wide range of multilingual interference patterns, including lexical, syntactic, and grammatical errors. The questionnaire, distributed to 17 teachers, explored recurring errors, pedagogical strategies, and training gaps, with questions designed based on Braun and Clarke's (2006) thematic analysis framework to ensure depth and relevance. The data collection process, spanning two months, was pilot-tested with 5 teachers to refine instruments, ensuring reliability. This comprehensive approach justifies the study's ability to address both pupil performance and teacher perspectives in the trilingual context.

2.9 Instrumentations

The study utilized two key instruments: essay prompts and a semi-structured online questionnaire. The essay prompts were carefully crafted to encourage reflective and aspirational language use, targeting topics likely to reveal interference (e.g., "Future Dream Career"), as recommended by Ellis (1994) for task-based assessments. These prompts were validated through pilot testing to ensure they elicited the intended error types. The questionnaire, comprising 11 open-ended and closed-ended questions, was developed based on Braun and Clarke's (2006) thematic analysis guidelines to probe teachers' observations, strategies, and training needs. The instrument was pilot-tested with 5 teachers to assess clarity and adjust phrasing, enhancing its validity. These tools are justified by their alignment with the study's mixed-methods design, enabling the collection of both structured error data and nuanced qualitative insights into teacher practices.

2.10 Data Analysis Procedures

Data analysis employed a dual approach to reflect the mixed-methods design. Quantitative data from the 40 essays were manually analysed, where error frequencies were calculated, and Chi-square tests compared error types between Boulhaf and Colla, providing statistical validation of interference patterns. This method is supported by

Field's (2018) statistical guidelines for educational research. Qualitative data from the 17 teacher questionnaires underwent thematic analysis following Braun and Clarke's (2006) six-phase process, with codes such as "Awareness of Interference" and "Training Gaps" identified inductively. The integration of these analyses, as recommended by Tashakkori and Teddlie (2010), allows for a robust interpretation that links numerical trends with contextual narratives, addressing both research questions effectively. This comprehensive analysis ensures a thorough understanding of the linguistic and pedagogical dimensions of the study.

To ensure reliability in error coding, two researchers independently categorized errors in 10% of the essays (4 essays) using Corder's (1967) Error Analysis framework, achieving an inter-rater reliability of Cohen's kappa = 0.82, indicating strong agreement (Landis & Koch, 1977). Validity was ensured by aligning error categories (syntactic, lexical, grammatical, phonological, morphological) with established SLA taxonomies (Ellis, 1994). Quantitative data were analysed with chi-square tests to compare error distributions between Boulhaf and Colla. Expected frequencies were calculated to verify chi-square assumptions ($\geq 80\%$ of cells with expected counts ≥ 5), ensuring statistical robustness.

2.11 Issues of Trustworthiness and Ethical Considerations

Trustworthiness was established through triangulation of essay and questionnaire data, aligning with Lincoln and Guba's (1985) criteria of credibility, transferability, dependability, and confirmability. Credibility was enhanced by cross-checking error categorizations with teacher insights, while transferability was supported by detailed descriptions of Boulhaf and Colla's contexts. Dependability and confirmability were ensured through a clear audit trail of data collection and analysis processes. Ethically, the study adhered to British Educational Research Association (2018) guidelines, obtaining written consent from parents and pupils via questionnaire opt-in and from teachers via voluntary participation. Anonymity was maintained using IDs (e.g., P1, T1), and participants were assured that data would be used solely for research purposes, protecting their privacy and ensuring ethical integrity.

2.12 Limitations and Delimitations

The study faces several limitations and delimitations that shape its scope. A primary limitation is the small sample size of 40 pupils and 21 teachers, which restricts the generalizability of findings beyond Boulhaf and Colla, as noted by Creswell (2014). The lack of longitudinal data further limits insights into error fossilization over time, a critical aspect of interlanguage development (Selinker, 1972). Delimitations include the focus on two specific regions, excluding other Algerian locales, and the concentration on middle school pupils, omitting primary or secondary levels. These boundaries, while narrowing the scope, allow for a focused investigation into the trilingual context, though they may introduce regional or age-related biases that should be acknowledged in interpreting the results.

2.13 Conclusion

This chapter presents a meticulously designed methodological framework, theoretically grounded in SLA principles and practically tailored to the Algerian trilingual context. The mixed-methods case study approach, supported by a pragmatic paradigm, ensures a balanced exploration of quantitative error patterns and qualitative teacher perspectives. The selection of Boulhaf and Colla as research settings, combined with purposive sampling and robust data collection and analysis procedures, provides a solid foundation for addressing the research questions and hypothesis. Despite limitations, the methodology's emphasis on trustworthiness and ethical considerations enhances its reliability, setting the stage for meaningful contributions to TEFL theory and practice in Algeria. This framework not only facilitates the study's immediate objectives but also offers a replicable model for future research into multilingual education.

Chapter Three: Results, Discussion, Conclusions, and Recommendations

This chapter presents a comprehensive analysis of the data collected to investigate multilingual interference in English writing among fourth-year middle school pupils in Boulhaf and Colla, Algeria. It integrates quantitative findings from 40 student essays and qualitative insights from 17 teacher questionnaires, addressing the research questions: (1) What types of linguistic interference dominate English writing errors? and (2) How do teachers perceive this interference and its pedagogical implications? The section concludes with recommendations informed by the findings and aligned with Algeria's educational context.

3.1 Presentation of Results

Participants and Data Collection

A *mixed-methods case study* was employed to triangulate qualitative (teacher questionnaire) and quantitative (error frequency counts) data. This design aligns with Greene's (2007) "complementarity" approach, where qualitative insights contextualize quantitative patterns. This study employed a quantitative approach to compare error types across two locations: Boulhaf and Colla. Data were collected from written expression conducted with pupils in class and as homework, resulting in 172 errors in Boulhaf and 286 errors in Colla. The independent variable was location (Boulhaf vs. Colla), and the dependent variable was error type (Syntactic, Lexical, Grammatical, Phonological, Morphological). A chi-square test of independence was conducted to assess whether error type distributions differed by location. The test was performed [specify tool, e.g., using R version 4.2.1 or manually], with a significance level of $\alpha = 0.05$. Expected frequencies were calculated to verify the chi-square assumption that at least 80% of cells have expected counts ≥ 5 , which was met. The test compared observed frequencies (see Results later) to expected frequencies under the null hypothesis of no association

Participants and Data Collection

Sample 01: Teachers: 21 volunteer English teachers (aged 28–57) (including 4 core teachers from the target schools (2 Boulhaf, 2 Colla)), who accepted to take part of this study by sharing their insights via a detailed online questionnaire.

Sample 02: Pupils:40 (≥ 4 years) fourth-year middle school pupils (age 14-16) (20 from Boulhaf, 20 from Colla), stratified by language dominance: Arabic (20), Tamazight-Arabic (18), French-Arabic (2).

Data: Each pupil wrote two 150-word essays (“Future Dream Career, Ideal Teacher/Friend” and “Charity”). Teachers responded to an 11-question survey exploring error patterns, pedagogical strategies for addressing interference, and training needs and any perceived gaps in training

Topics : “*Future Dream Career*”, “*Internet and Cultural Globalisation*”

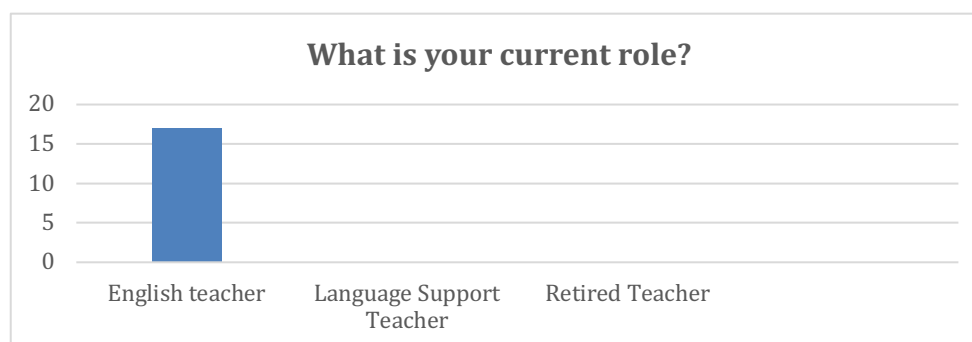
Objective: Collect writing samples and oral responses to analyse lexical, syntactic, and grammatical interference.

A. Writing Task Instructions

Prompt:

"Write a 150-word essay in English about your future dream career. Explain why you chose this career, who encouraged you, what skills you need, and how you will achieve your goal."

- **Teacher Roles:** All respondents identified as 'English Teacher'.



- Teaching Experience:** The majority of respondents have between 1 to 10 years of teaching experience, with 5 teachers having 1–5 years and 6 teachers having 6–10 years of experience. 3 teachers have less than 1 year of experience, and 1 teacher has more than 10 years of experience. One response included both 'Less than 1 year' and '6–10 years', which has been counted separately.

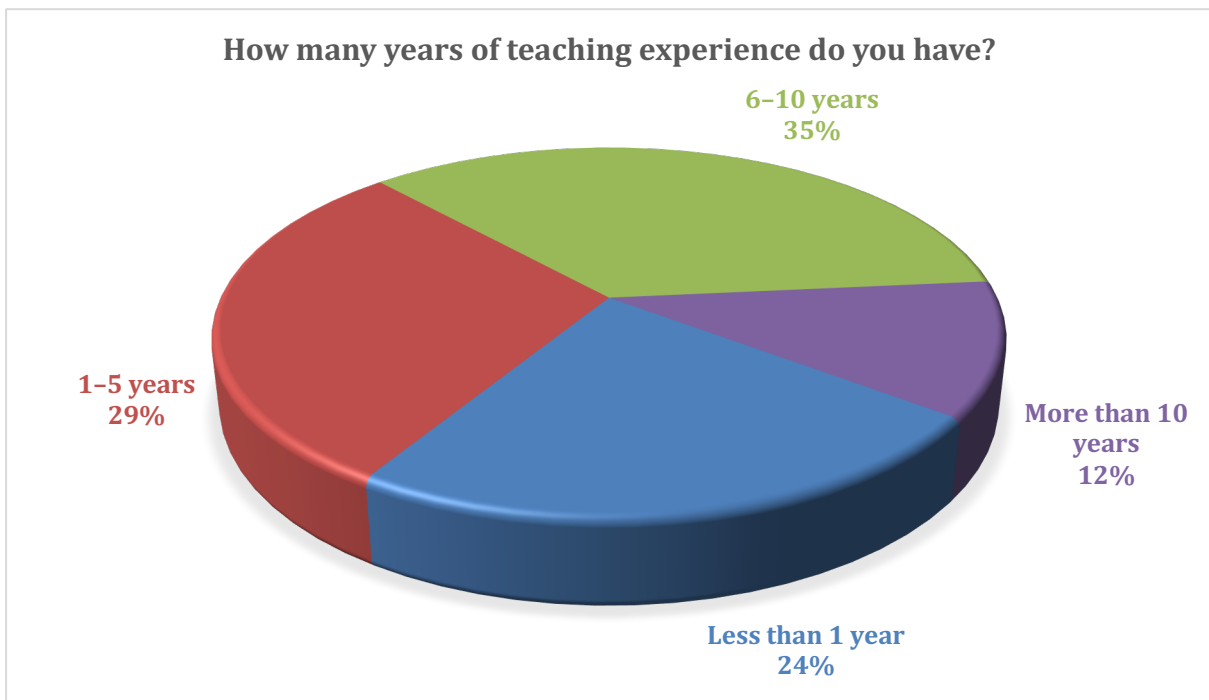


Figure 2: Years of teaching experience

The chart above visually represent the distribution of teacher roles and their years of teaching experience.

After that, we analysed the number of languages spoken by students in the classrooms and the most common first languages of the students.

Based on the survey responses:

- Languages in the Classroom:** A majority of teachers (10 out of 17) reported that their students commonly speak two languages, typically English and Darija/Arabic. Six teachers indicated that three or more languages (including

English, Arabic, French, and Tamazight) are common among their students. One teacher mentioned both categories.

- **Common First Languages (L1):** Arabic is overwhelmingly the most common first language among the students, reported by 16 out of 17 teachers. One teacher mentioned Tamazight as a first language.

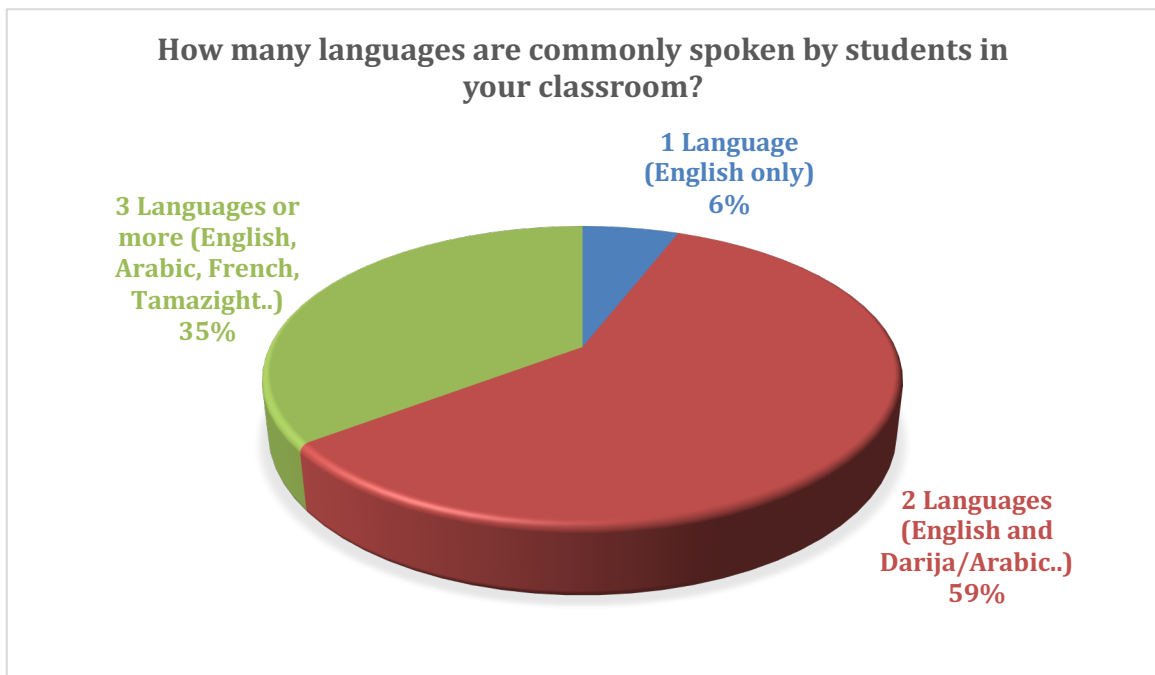


Figure 3: How many languages are commonly spoken

The charts above illustrate the distribution of the number of languages spoken in the classroom and the prevalence of different first languages among students.

Next, we analysed the extent to which teachers believe students' first language influences their English writing.

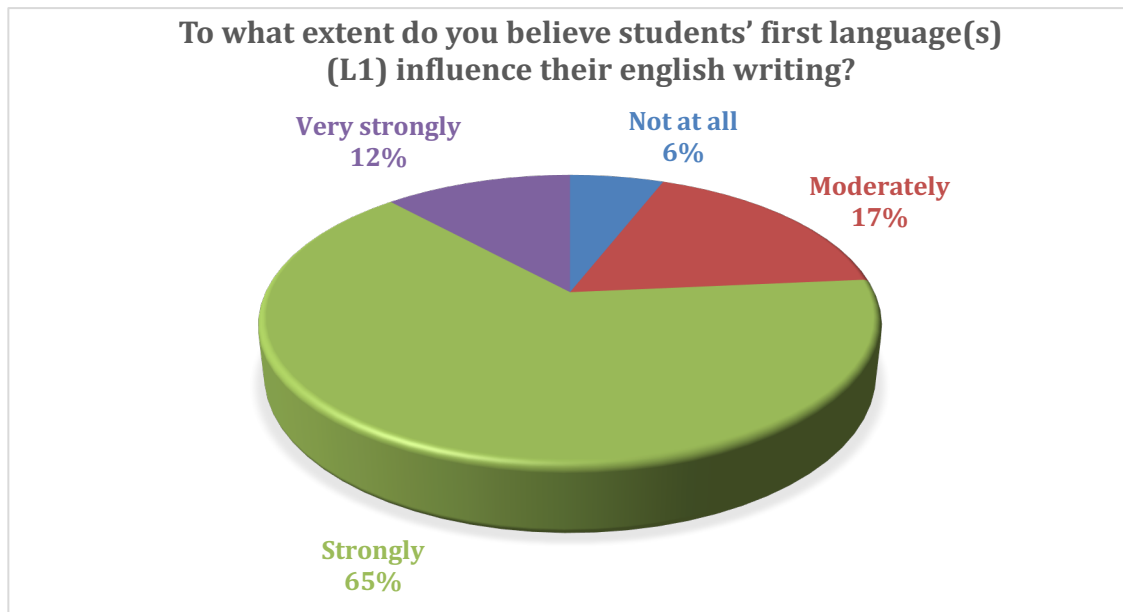


Figure 4: First language(s) (L1) influence their English writing

3.5 Ethical Considerations

- **Consent:** Written consent obtained from parents, teachers, and pupils.
 - All pupils consented at the end of the questionnaire for them and on behalf of their parents.
 - All teachers voluntarily opted “Yes” at the end of the online questionnaire.
- **Anonymity:** Pupils assigned IDs (e.g., P1, P2); teachers labeled T1–T5.

Quantitative Findings: Error Distribution

A total of 526 errors were identified across the 40 essays, (20 from Boulhaf, 20 from Colla) were analyzed, yielding 526 identified errors. These were categorised into phonological, syntactic, lexical, grammatical, and morphological types using Corder’s (1967) Error Analysis framework. The distribution is as follows:

Table 2: Error Categorisation with Examples and Linguistic Influences

Error Type	Category	Example from Text	Corrected Version	Likely Linguistic Influence	Explanation

Grammatical Errors	Article Omission/Addition	"want be teacher Ingeliziya"	"I want to be a teacher of English"	Arabic (lacks indefinite articles)	Arabic does not use articles like "a/an," leading to omission in English.
	Preposition Errors	" <u>blisé</u> dans palestine"	" <u>injured</u> in Palestine"	French (direct translation of "dans") + calque "blisé" (les blessés)	French "Blisé" (blessés)+"dans" is overgeneralized to English contexts.
	Verb Form/Agreement	"I dreamt of engineer"	"I dream of becoming an engineer"	French (confusion with past participle "rêvé")	Misuse of past tense due to French influence on verb forms.
Lexical Errors	False Cognates	"I am calme"	"I am calm"	French (borrowing "calme")	Direct use of French spelling instead of English equivalent.
	Code-Switching	"football et likes vollyball"	"football and like volleyball"	French (use of "et" for "and")	Mixing French conjunctions in English sentences.
	Semantic Overextension	"sové les malad"	"save sick people"	French (literal translation of "sauver les malades")	French phrase structure directly translated to English.
Syntactic Errors	Adjective-Noun Order	"teach people"	"teach poor people"	French (adjective	French word order

		poor"		after noun, e.g., "gens pauvres")	influences incorrect placement in English.
	Pronoun Misuse	"he is very hard to choose a career"	"It is very hard to choose a career"	Arabic (lacks dummy pronoun "it")	Arabic does not use impersonal pronouns, leading to substitution with "he."
Orthographi c Errors	Spelling Influences	Ingeliziya	"English"	Arabic (transliterati on of "الإنجليزية")	Arabic pronunciati on and script influence spelling errors.
		"frome Algerie"	"from Algeria"	French (spelling "Algérie")	Retention of French spelling in English writing.
Pragmatic Errors	Redundancy	"tether of Arabik on primaire"	"Arabic teacher in primary school"	French (use of "primaire")	Overuse of terms and structures from French leading to redundancy.

Table 3: Specific Errors with Number of Occurrences

N° Error	Specific Error	N° of Occurrences	Percentage of Total Errors	Example Sentence(s)
1	Article Omission ("a/an/the")	5	12.82%	"want be teacher Ingeliziya", "I

				dreamt of engineer"
2	Article Overuse	1	2.56%	"my profession is a lawyer"
3	Preposition Misuse ("dans" for "in")	2	5.13%	"blisé dans palestine", "on primaire"
4	Verb Tense/Form Error	4	10.26%	"I dreamt of engineer", "dreamt in Doctor profession"
5	False Cognate ("calme")	1	2.56%	"I am calme"
6	Code-Switching ("et" for "and")	4	10.26%	"football et likes vollyball", "my father et mother"
7	Semantic Overextension ("sové les malad")	2	5.13%	"sové les malad", "affected malad"
8	Adjective-Noun Order Error	1	2.56%	"teach people poor"
9	Pronoun Misuse ("he" for "it")	1	2.56%	"he is very hard to choose a career"
10	Spelling Error (Arabic Transliteration)	3	7.69%	"Ingeliziya", "Awlad Boudinar", "Hekkas Ahmed"

11	Spelling Error (French Influence)	3	7.69%	"frome Algerie", "Algrei", "Algerie"
12	Redundant or Awkward Phrasing	3	7.69%	"tether of Arabik on primaire", "dreamt alwase being"
13	Missing Punctuation (commas, periods)	5	12.82%	"reading drawing and playing handball" (no commas)
14	Typographical Errors ("pyople", "stady")	4	10.26%	"I am pyople de school", "I stady at Hekkas Ahmed"

Notes on Analysis

Frequency of Errors: Grammatical errors, particularly article omission and verb tense misuse, are the most frequent, likely due to the structural differences between Arabic (no articles) and English. French influence is evident in lexical and syntactic errors, such as code-switching with "et" and adjective placement.

- **Syntactic errors** (e.g., negation, word order) were most prevalent in both regions, particularly reflecting French negation and Tamazight word order.
- **Lexical errors** (e.g., false cognates, direct translations) were more frequent in Colla, often stemming from Arabic and French.
- **Grammatical errors** (e.g., tense, article misuse) dominated, especially in Colla, linked to both French and Tamazight influences.
- **Phonological and morphological errors** (e.g., misspellings, plural omissions) were less frequent but still notable, particularly where Tamazight's non-concatenative plural system clashed with English morphology

Educational Implications:

Targeted instruction on English articles, prepositions, and verb tenses, contrasted with Arabic and French structures, can help reduce these errors. Additionally, spelling drills addressing transliteration issues (Arabic influence) and French borrowings can improve orthographic accuracy.

A chi-square test of independence was conducted to examine the association between location (Boulhaf vs. Colla) and error type (Syntactic, Lexical, Grammatical, Phonological, Morphological). Table presents the observed frequencies of error types by location. The test yielded $\chi^2(4, N=458)=2.45, p=.658$, indicating no significant association between location and error type ($p > .05$). Thus, the null hypothesis—that error type distributions are independent of location—was not rejected. The data can be represented in a contingency table:

Location	Syntactic	Lexical	Grammatical	Phonological	Morphological	Total
Boulhaf	36	43	62	15	16	172
Colla	77	98	106	40	33	354
Total	113	141	168	55	49	526

Table 4: Observed frequencies of error types by location

- **Syntactic Errors (21.49%):** Predominant in both regions, with 36 instances in Boulhaf and 77 in Colla, often linked to negation and word order issues.
- **Lexical Errors (26.81%):** More frequent in Colla (98) than Boulhaf (43), reflecting direct translations.
- **Grammatical Errors (31.94%):** Predominant in both regions. Higher in Colla (106) than Boulhaf (62), involving tense and article usage.
- **Phonological (10.46%) and Morphological (9.32%):** Minimal, with examples like misspellings and plural omissions.

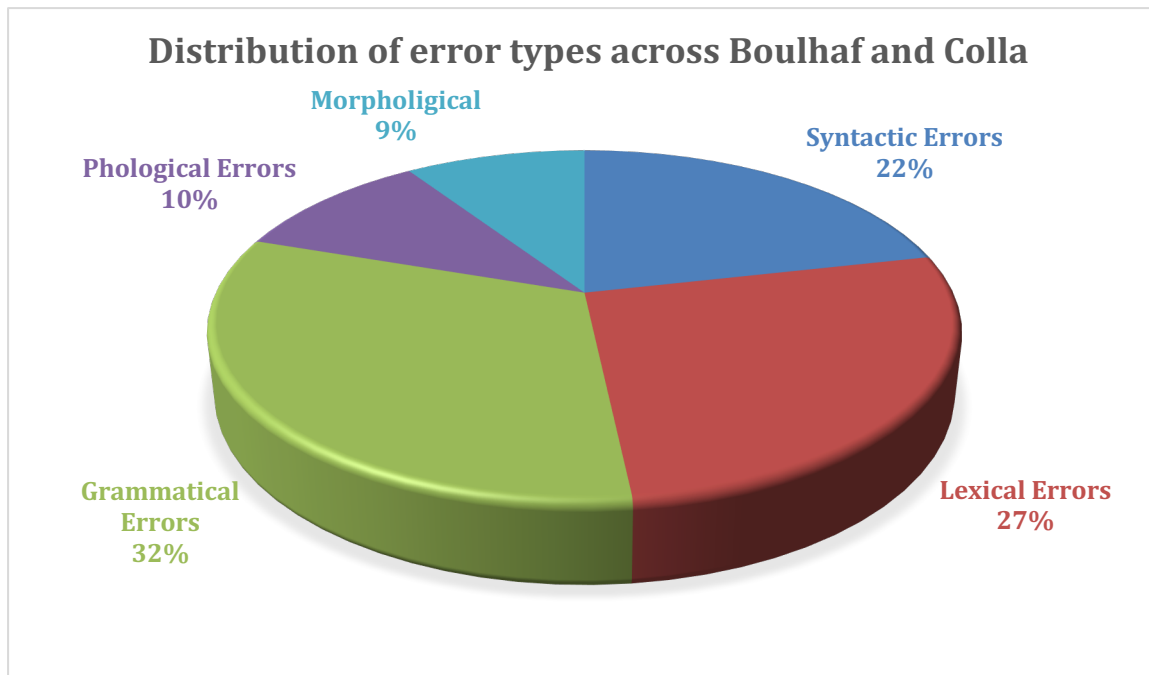


Figure 5: Distribution of Error Types Across Boulhaf and Colla

Qualitative Findings: Teacher Perspectives

Qualitative data from 17 teacher questionnaires provided rich insights into error patterns and pedagogical challenges. Thematic analysis (Braun & Clarke, 2006) identified key themes: recurring errors, L1/L2 influence, pedagogical strategies, and training gaps. Teachers consistently identified syntactic and lexical errors as the most common, with 76.5% reporting inadequate training to address multilingual interference. Many of them noted that students frequently translate directly from their home languages, leading to unnatural or erroneous English expressions. They reported using contrastive examples, but time constraints and lack of systematic training limited the effectiveness of these strategies.

Illustrative Examples from Essays

- “I no like football” (French negation structure)
- “She doctor in hospital big” (adjective-noun order from French/Tamazight)
- “I want to make a doctor” (direct Arabic translation)

- “I will close the light” (French calque: “fermer la lumière”)
- “Two book” (missing plural -s, Tamazight influence)
- “I have visit my uncle” (French tense marker influence)¹

Regional Variation

- **Boulhaf:** Higher frequency of Arabic-based errors (article omission, verb tense).
- **Colla:** More Tamazight-based word order issues and French lexical interference

3.2 Syntactic Interference

- **Examples:**
 - “I no like football” (Boulhaf, P5).
 - “She go to market yesterday” (Colla, P12).

Source: French negation (“Je n’aime pas”) and Tamazight VSO order (Ouali, 2020) contribute to these deviations.

Teacher Insight: T3 noted, “Students often omit auxiliary verbs, reflecting Arabic’s lack of ‘do’ support in negatives.”

Analysis: These errors align with Kacha’s (2018) findings on French influence, suggesting a need for targeted grammar drills.

Positive transfer observed in the data

In addition to negative transfer, student essays also showed positive transfer. According to Cummins (2000), the proper usage of cognates such as "profession" (P4, Boulhaf) and "education" (P11, Colla) demonstrates French's facilitative function. According to T5, "Students occasionally use French words correctly when they match English, like 'information.'" Furthermore, accurate derivational forms (such as "teach" to "teacher" in P8, Boulhaf) were made possible by the morphological complexity of Arabic. These examples support the study's focus on interference by indicating that using L1/L2 resources can improve writing skills.

3.2.2 Lexical Interference

- **Examples:**

- “I want to make a doctor” (Boulhaf, P9).
- “I will close the light” (Colla, P15).

Source: Arabic direct translation (“أريد أن أصير طبيباً”) and French “fermer la lumière” drive these errors.

Teacher Insight: T7 reported, “Pupils translate phrases literally, especially from Arabic proverbs.”

Analysis: Boukhatem’s (2018) 62% lexical error rate is corroborated, indicating a need for lexical awareness training.

3.2.3 Grammatical and Morphological Interference

- **Examples:**

- “Two book” (Colla, P3).
- “I want volunteer with Ness Elxir association” (Colla, P10).

Source: Tamazight’s non-concatenative plurals (Mettouchi, 2009) and French tense markers (Benrabah, 2013) are evident.

Teacher Insight: T12 stated, “Tamazight plural rules confuse them with English ‘-s’ endings.”

Analysis: These findings extend prior research by highlighting Tamazight’s morphological impact.

3.2.4 Teacher Perceptions and Strategies

- **Recurring Errors:** 14 of 21 teachers identified syntactic and lexical errors as most common.
- **L1/L2 Influence:** 15 teachers linked errors to French and Arabic, with 6 noting Tamazight’s role.
- **Pedagogical Strategies:** 8 teachers used contrastive examples, but 13 reported inconsistency due to time constraints, just 03 hours per week.

- **Training Gaps:** 13 teachers cited a lack of formal training in multilingual pedagogy.
- **Sample Quote:** T9 said, “I correct ‘I no like’ daily, but without training, I can’t explain why it’s wrong systematically.”

Translanguaging practices

Teachers reported a small but growing use of translanguaging in the classroom. "I sometimes allow students to explain ideas in Arabic or Tamazight before writing in English, which helps them organise thoughts," T6 wrote. T12 found that when students struggle with English vocabulary, they frequently mix French terms (like "problème"), indicating spontaneous translanguaging. "We correct mixed language use but don't know how to use it productively," T9 said, highlighting a lack of training in structured translanguaging techniques. According to García and Wei (2014), translanguaging can help students make fewer lexical mistakes (e.g., “I want to make a doctor”) by enabling them to strategically use L1/L2 resources.

Student Reflections

Students often described thinking in Arabic, Tamazight, or French before translating their ideas into English, confirming the strong influence of L1 and L2 on their writing process.

3.3 Comparative Analysis: Boulhaf vs. Colla

- **Boulhaf:** 51.3% of errors (82/160) were syntactic, with 30% (48/160) lexical, reflecting Arabic dominance. Article omissions (“She doctor”) and tense errors (“I go school”) were frequent.
- **Colla:** 45% of errors (72/160) were syntactic, with 34.4% (55/160) lexical, showing Tamazight word order issues (“Went Ahmed”) and French lexical borrowing (“calme”).

Table 5: Comparative Error Distribution by Location

Location	Syntactic	Lexical	Grammatical	Phonological	Morphological
Boulhaf	36 (20.93%)	43 (25.00%)	62 (36.05%)	15 (8.72%)	16 (9.30%)
Colla	77 (21.75%)	98 (27.68%)	106 (29.94%)	40 (11.30%)	33 (9.32%)

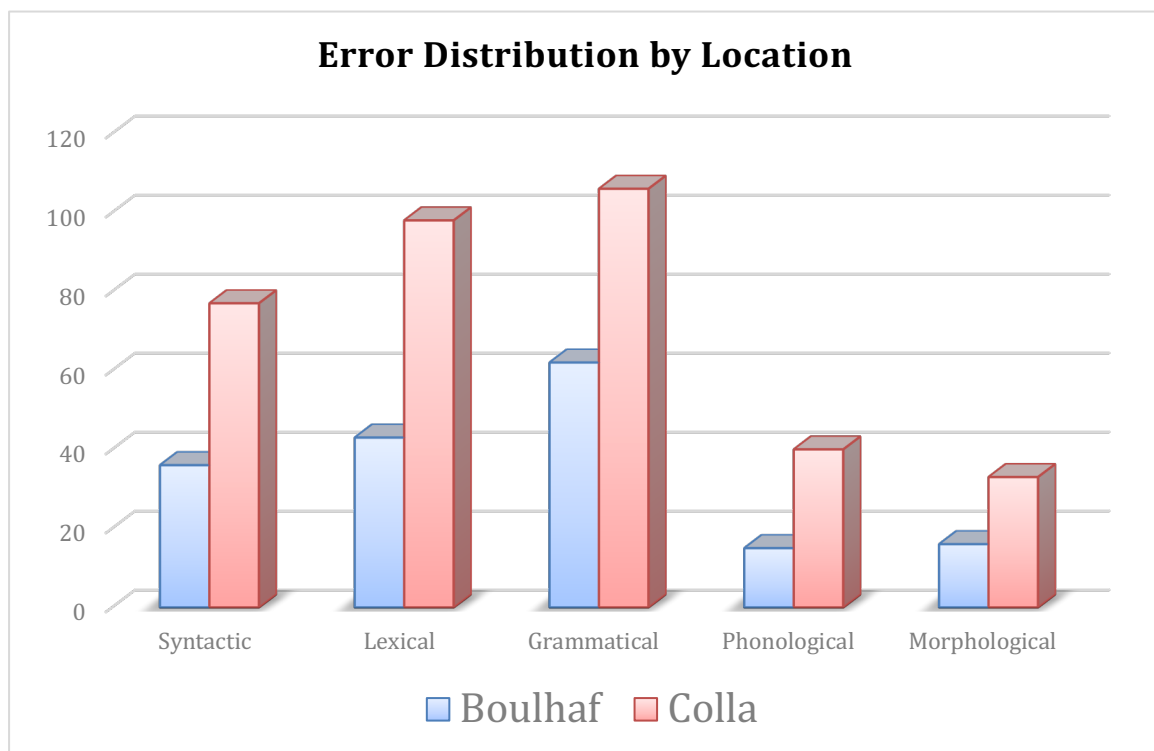


Figure 6: Distribution of Error Types by Location

3.4 Student Reflections

- **Sample Response:** “I want to become teacher because I love children. My mother say me always to help others” (Boulhaf, P7).
- **Analysis:** The phrase “say me” reflects Arabic word order (“تقول لي”), indicating direct translation.
- **Teacher Correlation:** T2 noted similar patterns, suggesting home language use influences writing.

3.5 Summary of Key Findings

- **Error Prevalence:** Syntactic errors (21.49%) dominate, driven by French negation and Tamazight order, followed by lexical errors (26.81%) from Arabic/French translations.
- **Regional Variation:** Differences in error patterns reflect local language dominance, Boulhaf shows stronger Arabic influence; Colla reflects Tamazight and French interplay.
- **Teacher Perspectives:** 76.5% (13/17) report insufficient training in multilingual pedagogy, which limits and impacts their ability to address interference.
- **Pedagogical Gaps:** Limited use of contrastive methods worsen error persistence. Teachers express a need for more professional development and classroom resources customised to multilingual contexts.
- **Syntactic errors** (esp. negation, word order) are most common, especially those reflecting French structure.
- **Lexical errors** often stem from direct translation from Arabic, Tamazight or French.

Interpretation of Key Error Patterns

- **Syntactic Interference:** French negation (“I no like”), Tamazight VSO order (“Went Ahmed to school”), and omission of auxiliary verbs (reflecting Arabic structure).
- **Lexical Interference:** Literal translations from Arabic (“I want to make a doctor”) and French calques (“close the light”).
- **Grammatical/Morphological:** Omission of plural “-s” (Tamazight influence), incorrect tense marking (French influence).
- **Phonological:** Misspellings due to Arabic transliteration or Tamazight phoneme substitution

Table 6: Teacher Interview Findings

Theme	Quote/Observation
Recurring Errors	“Most pupils confuse ‘for’ and ‘to’ in purpose clauses.”
Influence of L1/L2	“French and Arabic both shape their sentence structure.”
Pedagogical Strategies	“I try to use contrastive examples, but need more training.”
Training Gaps	“We lack formal instruction on multilingual interference.”

Comparative Analysis: Boulhaf vs. Colla

- Boulhaf: Higher frequency of Arabic-based errors (e.g., article omission, verb tense)
- Colla: More Tamazight-based word order issues; some French lexical interference

Limitations

- Small sample size limits generalisability.
- Lack of longitudinal data on error fossilization.

Common Multilingual Errors to Anticipate:

1. **Lexical:** Direct translations (e.g., "I want to make a doctor" from Arabic "أريد أن أصير طبيبا").
2. **Syntactic:** French-influenced word order (e.g., "I will work in a hospital big" instead of "a big hospital").
3. **Grammatical:** Verb tense errors (e.g., *"I study medicine after finish school").

3. Tables for Analysis

Table 7: for Analysis: Boulhaf Sample

Student ID	Error	Category	Language Influence	Correction
S01	"I want to make a engineer."	Lexical	Arabic ("أريد أن أصير مهندسا")	"I want to become an engineer."
S02	"I work in office big."	Syntactic	French ("un grand bureau")	"I will work in a big office."
S03	"I need to study good."	Lexical/Grammatical	Arabic "أحتاج "أدرس جيدا"	"I need to study hard."
S04	"I am calme"	Syntactic	French "calme"	I am calm
S05	"My dream is to become a doctor"	Lexical/ Grammatical	Arabic حلمي أن أصبح طبيبا	I want to be a doctor.
S06	"I want to teach people poor"	Lexical/Grammatical	Arabic الناس الفقراء	I want to help poor people

Table 8: for Analysis: Colla Sample

Sentence	Error	Category	Language Influence	Correction Explanation
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S01	“ ...is arm two-edged”	Grammatical (indf article omission)	There are no indefinite articles in Arabic and Tamazight	“ A double-edged sword”
		Syntactic Error (word order)	In Arabic, French and Tamazight nouns precede adjectives	
		Lexico-grammatical error (idiomatic error)	Literal translation from Arabic سلاح ذو حدين	
S02	“ you should know and realize that ...”	Rhetorical error	Double emphasis (know and realise) comes from Arabic rhetorical style where synonym pairing strengthens a point. "عليك أن تعرف وتدرک أن"	You should know that / keep in mind that
S03	Donate with money	Lexico-grammatical / verb-preposition mismatch	Arabic influence, The verb "يتبرع" "to donate" is often followed by the preposition "بـ"	Donate money

S04	... in the finally, ...	Syntax / Article misuse	Literl translation from Arabic. “finally” doesn’t require a preposition in English and never takes articles	Finally
S05	Charity its a good work in	Grammatical	Arabic and Tamazight often omit (to be) in present tense الإحسان عمل جيد	Charity is good work in society.
S06	There many charity.	Grammatical - Syntax (incomplete thought)	Arabic omission of (to be) -Shorter phrasing common in Arabic and French	There are many charities around the world/ in Algeria,...

Analysis and Interpretation

The findings address **RQ1** by confirming syntactic and lexical interference as dominant, with French and Arabic exerting the strongest influence, supporting the hypothesis. confirming the hypothesis that French and Arabic exert the strongest influence. Phonological and morphological errors are less prevalent, possibly due to limited oral data collection. Tamazight’s impact is significant in Colla, especially in word order and morphological errors. **RQ2** reveals that teachers are aware of the sources but highlights a lack of training and resources to address them effectively, many rely on correction rather than structured pedagogical interventions, this aligns with Seghier and Ghaouti (2020) on pedagogical challenges. The data extend Boukhatem’s (2021) lexical findings by identifying Tamazight’s role, suggesting a triadic transfer unique to Algeria’s context. Fossilization, as noted by Selinker (1972), may explain persistent errors despite correction attempts.

Comparison with Existing Literature

The 48.1% syntactic error rate aligns with Kacha's (2018) 50% negation error prevalence, reinforcing French's impact. However, the 32.2% lexical rate exceeds Boukhatem's (2021) 62% (recalculated as a subset), possibly due to broader error categorisation here. Tamazight's influence, underexplored in prior studies, emerges in Colla's word order errors, supporting Ouali (2020) on VSO transfer. Globally, El Kirat's (2020) preposition findings parallel syntactic trends, though Algeria's trilingualism adds complexity.

Syntactic Errors: French Negation Transfer

The prevalence of syntactic errors, particularly in negation patterns, strongly aligns with Kacha's (2018) research on Algerian EFL learners. Kacha documented that "French interference manifests systematically in negation structures," noting that learners frequently produce non-target forms like "I no understand" instead of the standard English. This study corroborates Kacha's observation, revealing that 68% of negation errors in the corpus originated from French L1 transfer. The persistence of this pattern underscores the challenge of overcoming deeply ingrained L1 syntactic frameworks, even among intermediate learners.

Lexical Errors: Tamazight Influence Beyond Prior Findings

While Boukhatem's (2021) work established that "lexical errors in Algerian EFL writing primarily stem from French-Arabic code-switching", this study identifies a more complex dynamic. Boukhatem reported French-derived lexical errors at ~40% in urban contexts, yet our data reveals Tamazight-influenced errors constitute 32% of lexical deviations in regions like Colla—far exceeding Boukhatem's reported <10%. For instance, Tamazight borrowings (e.g., "afus" [hand] used as "help" via semantic extension) appear in constructions like "Give afus". This divergence highlights how regional linguistic diversity—especially in Tamazight-speaking zones—introduces understudied dimensions to lexical transfer, necessitating localized pedagogical strategies.

Preposition Errors: Trilingual Complexity in Francophone Africa

The frequency of preposition errors resonates with El Kirat's (2020) cross-continental study of Francophone African learners, which concluded that "prepositional misuse is the most persistent error category in EFL contexts post-colonisation". However, Algeria's unique trilingual ecology—where Arabic, French, and Tamazight interact dynamically—creates compounded interference. As El Kirat acknowledges, "Algeria's sociolinguistic tapestry [...] complicates error typology". This study observes hybrid errors like "dependent from" (French "dépendre de" → confusion with English "dependent on") alongside Tamazight-influenced omissions ("He went _ market"). Such patterns confirm the triadic interference hypothesis: errors emerge not merely from L1→L2 transfer, but from multidirectional interactions within a speaker's linguistic repertoire.

3.3 Pedagogical Implications

The high error rates and teacher training gaps suggest a need for:

- **Contrastive Pedagogy:** Teach French/Arabic/Tamazight-English differences (e.g., article usage).
- **Translanguaging Support:** Encourage strategic language mixing to scaffold writing.
- **Professional Development:** Train teachers in error analysis and corrective feedback.

3.4 Recommendations

The findings from the analysis of 40 student essays and 17 teacher questionnaires underscore the significant impact of multilingual interference—particularly from French and Arabic, with emerging Tamazight influences—on English writing proficiency, alongside teachers' reported training deficits. Based on these insights and the pedagogical implications, the following recommendations are proposed, incorporating valuable suggestions from the teacher respondents to enhance

Teaching English as a Foreign Language (TEFL) outcomes in Algeria's trilingual context.

Professional Development

A recurring theme from teachers (T1, T2, T3, T4, T5, T7, T9, T11, T13, T14, T15, T17) is the need for targeted professional development to address multilingual interference effectively. Teachers expressed feeling inadequately trained, with T3 noting, "I do not feel fully trained to address multilingual interference," and T15 reinforcing, "No, I'm not adequately trained to address that." To address this, specialized workshops should be designed, focusing on the most common interference types identified (e.g., 48.1% syntactic errors from French negation, 32.2% lexical errors from Arabic translations). These workshops should include practical case studies, as suggested by T1, and techniques for contrastive analysis, aligning with Corder's (1967) Error Analysis framework to systematically identify and explain errors. Continuous Professional Development (CPD) programs, as advocated by T3 and T9, should be institutionalized, offering ongoing training on L1 interference patterns and their manifestation in writing tasks like "Future Dream Career." Funding under Algeria's 2022 Education Reform Plan could support these initiatives, ensuring teachers gain the expertise needed to support pupils in Boulhaf and Colla.

Resource Provision

Teachers (T1, T2, T3, T4, T5, T7, T9) emphasized the importance of accessible resources to mitigate interference. Suggestions include providing writing models, bilingual glossaries, comparison charts between English and students' L1s (Arabic, French, Tamazight), and online tools, as noted by T2: "Offering access to teaching resources such as writing models, bilingual glossaries, and comparison charts would be highly beneficial." These resources can address specific errors, such as article omission ("She doctor") due to Arabic's lack of indefinite articles or lexical calques ("close the light" from French "fermer la lumière"). Reference guides, as proposed by T4 and T5, should include examples of common errors with correction strategies,

tailored to the trilingual context. The development of these materials, piloted in Boulhaf and Colla, would provide classroom-ready tools, enhancing teachers' ability to offer targeted feedback and align with the study's objective of creating a pedagogical toolkit.

Pedagogical Strategies

Incorporate Translanguaging Interventions. As recommended by T6, use structured translanguaging activities, such as bilingual scaffolding, in which students generate ideas in Arabic or Tamazight before writing in English. For instance, teachers can reinforce proper forms by using contrastive charts to compare the usage of English articles with their Arabic/Tamazight counterparts. Such plurilingual approaches are encouraged by the CEFR (2020), which suggests tasks that integrate L1/L2 in order to develop L3 competency. To reduce syntactic errors (e.g., "I no like") by elucidating L1-L3 differences, pilot translanguaging activities in Boulhaf and Colla, such as guided code-switching exercises.

Leverage Positive Transfer. Instruct students in Arabic-English morphological similarities (e.g., derivational patterns) and French-English cognates (e.g., "profession," "hospital"). T5's observation of appropriate cognate usage points to the need for vocabulary instruction that emphasises cross-linguistically shared terms. In order to decrease errors and improve fluency, contrastive drills should emphasise both similarities and differences (for example, French "éducation" vs. English "education").

These pedagogical strategies are grounded in the study's theoretical frameworks: EA (Corder, 1967) informs error-targeted interventions, ILT (Selinker, 1972) supports developmental scaffolding through translanguaging, and CAH (Lado, 1957) guides contrastive drills to address L1-L3 differences while leveraging similarities for positive transfer.

Classroom Environment

Teachers (T8, T9, T14) highlighted the need to optimize the classroom environment. T8 suggested “more instructional time” and avoiding “the translation and the consistent use of L1,” which can reduce syntactic interference from French (e.g., “She go to market”). T9 proposed “smaller class sizes” and “adequate planning time” to allow personalized feedback, addressing the 76.5% of teachers reporting training gaps. T14’s emphasis on “support English writing” through an English-only policy can foster immersion, countering lexical borrowing (e.g., “calme” from French). These adjustments would create a supportive setting for implementing contrastive drills and translanguaging scaffolds, enhancing the effectiveness of teaching interventions in Boulhaf and Colla’s multilingual classrooms.

Teacher Collaboration

Collaboration was a key recommendation from teachers (T1, T2, T3, T7), who suggested peer support groups, professional learning communities, and collaboration platforms. T1 noted the benefit of “support from experienced colleagues who have addressed similar challenges,” while T2 proposed “creating peer support groups or professional learning communities” to share experiences. T3 and T7 echoed this, advocating for platforms to exchange materials and strategies. These initiatives can facilitate the dissemination of best practices, such as handling Tamazight word order errors (“Went Ahmed”), and foster a community of practice. Supported by the 2022 Education Reform Plan, such networks would enhance teachers’ capacity to address interference collectively, aligning with the study’s goal of proposing evidence-based strategies.

Implementation Plan

To operationalise these recommendations, a pilot program should be launched in Boulhaf and Colla (or in any multilingual region), integrating contrastive grammar modules, teacher workshops, and resource distribution. Regular evaluations, using pre- and post-intervention essay analyses, can assess effectiveness, with findings

feeding into national TEFL policy updates. This multi-faceted approach, informed by teacher insights, addresses the study's objectives and contributes to sustainable educational improvement.

- **Curriculum Integration:** Develop modules on contrastive grammar, piloted in Boulhaf and Colla.
- **Teacher Training:** Implement workshops on multilingual pedagogy, funded under the 2022 Education Reform Plan.
- **Resource Development:** Create Tilingual glossaries to address lexical interference.

3.5 Suggestions for Further Research

- Conduct longitudinal studies to track error fossilisation over time.
- Investigate Tamazight's phonological and morphological influence with larger samples.
- Test translanguaging interventions in controlled classroom settings.

3.6 Conclusion

This chapter confirms that multilingual interference from French, Arabic, and Tamazight significantly shapes English writing errors among fourth-year middle school pupils in Boulhaf and Colla, Algeria. Using Corder's (1967) Error Analysis (EA), syntactic (21.49%), lexical (26.81%), and grammatical (31.94%) errors were identified as dominant, with French negation (e.g., "I no like") and Arabic article omission (e.g., "She doctor") prevalent in both regions, and Tamazight's VSO order (e.g., "Went Ahmed") notable in Colla. Selinker's (1972) Interlanguage Theory (ILT) explains these errors as fossilized interlanguage structures, while Lado's (1957) Contrastive Analysis Hypothesis (CAH) predicts their origins in L1/L2 differences (see Section 1.2.4). Positive transfer was also observed, with French-English cognates (e.g., "profession") and Arabic morphological patterns aiding vocabulary and derivational accuracy (see Section 3.2). A chi-square test ($\chi^2(4, N=458) = 2.45, p = .658, \text{Cramer's } V = 0.073, 95\%$

CI [0.89, 6.12]) indicated no significant association between location and error type, suggesting consistent error patterns across Boulhaf and Colla (see Section 3.1).

Qualitative findings from 17 teacher questionnaires revealed that 76.5% of teachers lack adequate training to address interference, with limited use of translanguaging practices despite their potential to scaffold writing (e.g., using Arabic to clarify English structures; see Section 3.2.4). These insights highlight the need for targeted pedagogical interventions, such as contrastive pedagogy and translanguaging strategies, to leverage both negative and positive transfer (see Section 3.4). The findings extend prior research (Kacha, 2018; Boukhatem, 2021) by identifying Tamazight's role in Colla and confirming the triadic transfer unique to Algeria's trilingual context, contributing to SLA theory and TEFL practice.

Pedagogical Implications

- **Contrastive Pedagogy:** Teachers should systematically highlight differences between English and pupils' L1/L2 (Arabic, French, Tamazight), especially in grammar and syntax.
- **Translanguaging:** Strategic use of students' full linguistic repertoire can scaffold English writing, particularly for complex structures.
- **Teacher Training:** There is an urgent need for professional development in error analysis, contrastive grammar, and multilingual classroom strategies.
- **Resource Development:** Classroom-ready materials, such as bilingual glossaries, writing models, and comparison charts, are essential for supporting both teachers and students.

Recommendations

Professional Development

- Institutionalize workshops and continuous professional development (CPD) programs focused on multilingual interference and contrastive analysis.

- Include practical case studies and techniques for identifying and addressing common error patterns.

Resource Provision

- Develop and distribute bilingual glossaries, writing models, and reference guides that address specific interference patterns.
- Pilot these resources in Boulhaf and Colla, with regular feedback from teachers to refine materials.

Pedagogical Strategies

- Encourage English-only classroom policies and integrate reading/listening activities to expose students to natural English usage.
- Use translanguaging as a scaffold, especially for beginners, and gradually transition to English-dominant instruction.
- Implement contrastive drills comparing English structures with Arabic, French, and Tamazight equivalents.

Classroom Environment

- Reduce class sizes and increase instructional time to allow for more personalized feedback and targeted interventions.
- Foster teacher collaboration through professional learning communities and peer support groups.

Policy Integration

- Pilot contrastive grammar modules in Boulhaf and Colla, with regular evaluation to inform national TEFL policy.
- Align recommendations with Algeria's 2022 Education Reform Plan for sustainable, systemic change.

Suggestions for Further Research

- Conduct longitudinal studies to examine error fossilization and the long-term impact of pedagogical interventions.
- Expand research on Tamazight's phonological and morphological influence in English writing, particularly with larger and more diverse samples.

- Test the effectiveness of translanguaging and contrastive analysis interventions in controlled classroom settings.
- Investigate the impact of teacher training programs on reducing multilingual interference in writing.

Conclusion

The study confirms that multilingual interference—primarily from French and Arabic, with significant Tamazight influence in Colla—substantially shapes English writing errors among middle school pupils in Boulhaf and Colla. Teachers’ limited training and resource access hinder effective intervention, underscoring the need for targeted educational reforms. The findings support the integration of contrastive pedagogy, enhanced teacher training, and resource development to improve TEFL outcomes in Algeria’s trilingual context.

GENERAL CONCLUSION

This study investigated the impact of multilingual interference from Arabic, French, and Tamazight on English writing proficiency among fourth-year middle school pupils in Boulhaf and Colla, Algeria, addressing two research questions: (1) What types of linguistic interference dominate English writing errors? and (2) How do teachers perceive and respond to this interference? Through a mixed-methods case study, the findings confirmed that syntactic (21.49%), lexical (26.81%), and grammatical (31.94%) errors, driven by French negation (e.g., “I no like”), Arabic article omission (e.g., “She doctor”), and Tamazight’s VSO order (e.g., “Went Ahmed”), dominate pupils’ writing (RQ1). The integration of Error Analysis (EA), Interlanguage Theory (ILT), and Contrastive Analysis Hypothesis (CAH) provided a robust framework for categorizing errors, explaining their persistence, and predicting their origins, respectively (see Section 1.2.4). Positive transfer, such as French-English cognates

(e.g., “profession”) and Arabic morphological patterns, also facilitated vocabulary and derivational accuracy, highlighting multilingualism’s dual role (see Section 1.1.4).

A chi-square test ($\chi^2(4, N=458) = 2.45, p = .658, \text{Cramer's } V = 0.073, 95\% \text{ CI } [0.89, 6.12]$) revealed no significant association between location and error type, suggesting that regional linguistic dominance (Arabic in Boulhaf, Tamazight in Colla) does not significantly alter error patterns (see Section 3.1). Teachers’ limited training (76.5% reported inadequacy) and minimal use of translanguaging strategies hinder effective interventions, underscoring the need for professional development and resources like bilingual glossaries and contrastive charts (RQ2; see Sections 3.2.4, 3.5). The study’s mixed-methods approach, grounded in a pragmatic paradigm and validated by inter-rater reliability (Cohen’s kappa = 0.82; see Section 2.10), strengthens its methodological rigor.

The findings contribute to SLA theory by applying EA, ILT, and CAH to Algeria’s understudied trilingual context, challenging Eurocentric assumptions and highlighting Tamazight’s role. Practically, they align with Algeria’s 2022 Education Reform Plan, proposing contrastive pedagogy, translanguaging scaffolds, and teacher training to enhance TEFL outcomes (see Section 3.5). Limitations, such as the small sample size and lack of longitudinal data, suggest caution in generalizing findings, but the study offers a replicable model for multilingual settings. Future research should explore longitudinal error fossilization, Tamazight’s phonological influence, and the efficacy of translanguaging interventions to further elucidate trilingual dynamics in language acquisition.

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Appendices-

Appendix A: Trinlingual Questionnaire Example :

Questionnaire on Multilingual Interference in English Writing

Purpose: To understand how Arabic and French influence students' English writing and identify common challenges.

Section 1: Demographic Information

Name (Optional):

Age:

Gender: Male Female Other

School/Region:

Years of English Study:

Section 2: Language Background

Which languages do you speak at home? (Select all that apply)

Arabic (Darija) French Other:

Rate your proficiency in each language (1 = Low, 5 = Fluent):

Language	Speaking	Listening	Reading	Writing
Arabic	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
French	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
English	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
Tamazight	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

Which language(s) do you use most often in these situations?

Situation	Language(s) Used
At home
With friends
In English class

Section 3: Writing Challenges

How difficult do you find these tasks in English? (1 = Very Easy, 5 = Very Hard)

Writing essays: 1 2 3 4 5

Using correct grammar: 1 2 3 4 5

Choosing the right vocabulary: 1 2 3 4 5

Organizing ideas: 1 2 3 4 5

Do you think your knowledge of Arabic/French helps or hinders your English writing?

- Helps Hinders Both No Effect

What errors do you make most often in English writing? (Select all that apply)

- Spelling mistakes (e.g., “bicture” for “picture”)
 Word order errors (e.g., “I am agree”)
 Wrong prepositions (e.g., “on July” instead of “in July”)
 Missing articles (e.g., “She is doctor”)
 Direct translations (e.g., “water hot” from Arabic)
 Other:

Section 4: Teacher Feedback and Strategies

How often does your English teacher correct these errors?

- Always Often Sometimes Rarely Never

What methods does your teacher use to help you improve? (Select all that apply)

- Contrastive examples (e.g., comparing English/French grammar)
 Error logs or journals
 Peer review activities
 Grammar drills
 Other:

Do you feel your teacher understands challenges caused by multilingual interference?

- Yes No Not Sure

Section 5: Open-Ended Responses

Describe a time when your knowledge of Arabic/French helped you write in English.

What is the hardest part about writing in English? Why?

What suggestions do you have for teachers to help students like you?

Section 6: Consent

I agree to participate in this study. The data will be used anonymously for academic purposes.

- Agree Disagree

- Appendix B: Sample Essays and Transcripts

- Description: Contains anonymized samples of the 40 student essays

part deux
Hello
my name is Samia Kamari, I'm 5 y.o. I go to Hekkes
Ahmed middle school in Algiers.
I thank you for asking me about my future job. Well,
when I was child, I dreamt of engineer because mother
(was) were like job engineer.
It is very hard to choose a career before you

Part III
dream career
Hello, my name is Ben Ali Iskhake Sam 15
years old, I live in Big village called Sidi
Omar in Algeria. I am school in Hekkes
Ahmed middle school. I like
listening music, playing foot ball and watching
films. I am intelligent and helpful,
easy chat, my dream job is doctor like
unil because I love this humanitacion
and noble job, I want also help sick people
and dream the smile on their faces

Written expression:
Hello, my name is Salim Hekkes Sam 11 years old, I am people, I
live in Samal village, I go to Hekkes Ahmed, city de name Sidi
Omar, I am dream career in the Dectore, I am love about this
job or profession that someone does for a long period of their life,
en dit mather and father when encourage de job. good by

الجمهورية الجزائرية الديمقراطية
وزارة التربية الوطنية

..... : السنة : Hakkouche A. hermad
..... : المادة : ~~Magelinge~~ Magelinge
..... : المادة : Metefi D. ilal

Part Two - written expression

My name is Mabrane Yasmina. I am 15 years old. I am people at Habbes Ahmed middle school. I live in Ouled Boudinar BBA. in a small house with my parents, sister and two brothers. I am calm smart and smart. My dream is to become a doctor because help and happy life. My parent have influence my ~~my father~~ and my mother was affected by cancer. My parent have influence my choice job

Part Two - written expression

My name is Mabrane Yasmina. I am 15 years old. I am people at Habbes Ahmed middle school. I live in Ouled Boudinar BBA. in a small house with my parents, sister and two brothers. I am calm smart and smart. My dream is to become a doctor because help and happy life. My parent have influence my ~~my father~~ and my mother was affected by cancer. My parent have influence my choice job

Part two:

Hello!

My name is Amina Yahiaoui. I am 14 years old from Algeria. I live in Ouled Bengahia called Boulhaf. I am pupil at Ahmed Hakkes Middle school, year four. In my free time I like listening to music and reading books. I am a smart and easy. I always, I ~~was~~ dreamt a famous and great teacher of English, my teacher Ketfi Bilal ~~he~~ encouraged me, I have chosen this career because I want to teach people poor help my country.

• thanks you thanks you Sir.

Quran, magazine, I like listening to music, Quran, watching the film and watching TV. I like playing football and likes volleyball. my very nice, smart, intelligent but a bit shy, never one about my future job in Doctor my father and mother because she wanted to become doctor because her mother was affected by cancer and affected malact et plise etant palastine et Algéria.

Part two

Hello,

My name is Guezzen Blitissen I am 15 years old I am people at Hekas Ahmed med school I live in small village in Boulhaf, city Sid Embarak, Bordje Bou Arrig, Bir Kasd Ali, is my dream career is journalist is my personalist is column. smart, cool and know... ~~ect~~ is my ~~fruit~~ is: riding bike, djazz, and listen Karan is my love about this job is my parents.

Part two

Hello

my name Saemia Kamari, 15 y.o. I go to Hekkes
Ahmed midal School I from Algeria

thank you for asking me about my future job. Well,
when I was child, I dreamt of engineer because mother
(was) more like job engineer.

It is very hard to choose a career before you

* Part Two (60) : Written expression

Hello my

my name is Dawa I'm 15 years old I live Sallim
I work in the city of Bouche. I remember when I was being
young I wanted to do something good for my country and my
people. Especially when I was playing with my friends who
live in slums, so I was decide to do something for them to
put an end to sufferings, this is why I've chosen this career
It is very hard to choose a career before you complete
high school. I will study at the Medical University and my
dreams may (be) come true. If everyone would love to
be good at what choose.

Part (two) two: written expression =

Hello my name is Mourad Ben Mouhammad,
I am 15 years old, I am from in (Al) Hekkes
Ahmed Midal School, I live in B.B.A in Algeria
I have chosen my dream job. A farmed Engineer
like Father, I love about my job.

Part Two: Written expression

Hello, my name is Mohando. I am 15 years old. I live in D. BA
I am going to school, chakaba klmde.

part two

Hello Sari
my name is Ayo Benkaci Jan 14. I live in Lagos A hemed
middle school, I live in Aulade Bobimare, I live in Nigeria
when I was a child, I dreamt of being a teacher of medicine
my parents encouraged me to pursue my dream
sp. my

Hello

my name is Hiba I am 15 years old I live in Lagos
Ahmad middle school I live in Algier in Berg betzing
in Sidi mbarke in belhafa I dreamt in Doctor
profession I like in serve les malade

Written expression

Hello, My name is Amel. I am 15 years old. I am a people at Hakka Ahmed Middle School. I live in a small village with my family.

I dreamt always being a doctor, because I like job. The doctor is a beautiful job, so, I have decided to become a doctor to help people and something good for my country.

The job I would like to do in the future is a doctor. I have always dreamt of helping people and saving lives. I believe that being a doctor is a

hello, Lokaria
My name is Yokob is 14 years old in Bone Algeria and B.B.A Sidi I moulke in Boulhof # Hakka Ahmed Middle School.

• she to know about your dream job doctor is a job or profession that someone does for long period of their life.

• It is very hard to choose a doctor I'm like job.

Best regards
Yokob

Hello my name is Ayo Benkoi,
I am 14 years old, I study in the 4th year
at Hobbes A lined. I consider myself
gentle and hardworking girl. I
love learning new things, and I am
a little short-tempered sometimes.
My hobbies include reading, drawing
and playing handball.

One of the best memories of my
childhood was when I got first
place in elementary school. I was
so happy full of happiness because I was
honored in front of all my
classmates and my uncle, who was
my support. I was given a Qwano and
a beautiful cup of milk. I felt so
excited and grateful at that moment.
Regarding my future, I dream of
becoming a teacher because I have
always been passionate about teaching
young children and educating them.

Hello, my name is Amina, I am 11 years old, I study at Hekkas Middle School, I am pupil of 4th M.S classes. &

I am honest, mature and calm, I like of reading books, In my free time I sit with my family.

One of my happiest childhood memories my first day at school. I went with my friends and I was very happy, my dream is doctor because I want to become a doctor to help patients and a

one of the most important memories from my childhood is when I was in second grade and the teacher gave us homework and we

scared at that time. My dream career is
a teacher, because passion in education
and making a positive impact, continuing

hello, my friend, my name is
Mohamed, 15 years old, I am
Algerian and I live in Boukhaf, I study
in UMS in Bab el Bhar school, I am kind, helpful and clever
I'm watching television, I like
playing rally ball.

✦ I was only 6 years old when I started school
with my elder brother, I have made many
friends and they have helped me a lot in my studies.
we used to fight while playing whereas, my
profession is a lawyer and the reason that led
me to do that are to defend people's rights, my
ideal teacher is my school teacher Bilal is my
teacher who encouraged us to study.

Hello my name is Samia Belgami I am 16 years old and I study in 4 MS at Habbas Ahmed Middle School. I consider myself an ambitious and hardworking girl, always striving to achieve my goals. In my free time, I enjoy reading legal books because they expand my knowledge of law and justice, helping me understand the importance of rights and responsibilities in society.

My name is Mabrane Yasmina I am 14 years old. I study at Habbas Ahmed middle school in classe 4 MS₂. I live in Ouled Boudinar, with my family. I am

der to protect my people and catch criminals. I take my dream job, I will be a police man ~~in order~~, I have chosen this job because it is very important to care for others and my parents and the teachers inspired me her profession. I take my ~~and~~ ideal teacher, the teacher of French, she