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The Insensible Effect of the English Language upon the Arabic Writing Styles

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Abstract

The English language is considered the dominant language in the world, and that power undoubtedly affects other languages syntactically, semantically, and phonologically. This study aims to explore the impact of the English language on the Arabic writing style and to figure out whether that influence occurs consciously or unconsciously. For this purpose, the study utilized a mixed-method approach with data collected from two main instruments. The participants of the study were 202 university administrative staff members (100 males and 102 females). According to the data, both males and females are influenced by the English language style, which has unconsciously influenced their academic Arabic writing style. This study contributes to the field of language as it is hoped to increase the level of awareness among Arabs in the area of language contact.

Keywords: English Language Contact, Arabic Writing, Language Influence, Writing Style.

1. Introduction

One of the characteristics of living languages is frequent change and development in a variety of ways, at the phonological, morphological, syntactic, or semantic levels. This level of development is the result of different factors; one of them is language contact. Speakers of today's languages are in constant contact with each other; therefore, any language is affected by other language users. Thus, the Arabic language is no exception. Sapir (1921) states that "it would be difficult to point to a completely isolated language or dialect"; therefore, if specific language users produce any form existing in another language in their first language, they are borrowing such forms (Haugen 1950) as cited in Al-Shahrani (2020). This study attempts to explore the influence of the English language upon the Arabic writing style. Languages do influence each other, as stated above. As English is the most dominant language in today's world, its effect on the Arabic language is obvious. This effect is in different forms, such as word borrowing, phonological systems, syntactic structure, or writing style, which is the focus of this study. According to Ababneh and AlRousan (2020), there are syntactic changes in Arabic due to the influence of English translation, which did not exist in Standard Arabic before. The choice of the English language in this study is due to its being the international academic language today, and it is used by 1.5 billion people (Crystal 1999). According to Altbach (2004), English was chosen as the language of business and science

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because of the United States' massive productions in many arenas, including the economy, arts, and media, as cited in (Benmokhtari 2021).

2. Literature Review

Before elaborating on the influence of the English writing style on Arabic, we have to examine how such an influence exists from micro to macro levels. One of the obvious effects of English on Arabic at the micro level is lexical borrowing. Crystal (1992) defined lexical borrowing as "a term used in comparative and historical linguistics to refer to linguistics being taken over by one language or dialect from another; such borrowings are usually known as loanwords." So, according to Crystal's definition, there has to be contact between languages in order for this borrowing process to take place. This process is common and sometimes inevitable among linguistic communities with different backgrounds and languages (Hashemi et al. 2014, cited in Abushihab 2016).

The Arabic language accepted this process of borrowing a long time ago; it is called "*Ta'reeb*" or "Arabization." Abdul-Sahib (1986) refers to this process as the complete incorporation of foreign words into the Arabic language. However, Khrisat and Mohamad (2014) define "Arabization" as the process that localizes a foreign text or a term and reshapes it to match Arabic mentality, where sounds need to be modified or dropped, sometimes to conform to the Arabic language phonological system. Thus, the process of borrowing has become evident in almost all languages of the world today. Graddol (2004) says that the "world's language system is undergoing rapid change because of demographic trends, new technology, and international communication. These changes will affect both written and spoken communication. Some scholars differentiate between loanwords and code switching. Al-Saidat (2011) states that code switching occurs when bilinguals alternate between two languages on a given topic, whereas loanwords become part of the native language and are used by monolinguals without knowing their origin or whether they are borrowed words or not (cited in Abushihab 2016). The spread of the English language in today's world makes it the dominant language in various fields. Larivière (2018) investigated the role of anglicization and how the English language is being used immensely in academia compared to other languages. Larivière (2018) analyzed a vast corpus of articles indexed in Thomson Reuters' Web of Science database of more than 3,500 specialized journals and concluded that "if don't publish in English, which is the official language of all major journals, aren't even on the map as researchers" (Benmokhtari 2021). Furthermore, with regard to how English words penetrated into the Arabic lexicon, Hachani (2012) states that one of the main reasons for this was the conquest of Arab countries by western powers. He also adds that the period that followed the military invasion played a significant role in the influence of the Arabic language on the English language, particularly in the media, technology, education, and communications in general (2012). Furthermore, the linguistic influence or "interference" between L1 and L2 could be a result of transfer, which plays a role in the learning of tense categories or grammatical structures (Tiittanen, 2013; Al-Ahdal, 2020; Mudhsh et al. 2021). One of the main areas of influence that happened to the Arabic language was through education. In the last few years, the research on how the Arabic language should be introduced and taught has been growing. According to Abbadi (2011), there are new standards on what and how to teach Arabic k–16; indeed, the

literature on teaching and learning Arabic in the United States from the early 1980s to the present focuses on specific themes, which primarily include: teaching and evaluation methodologies in transition from grammar to proficiency-based approaches and methods as explained by ACTFL (Allen 1992; Rammuny 1990). language variety to be adopted in language instruction and the heated debates around using dialects (Abu-Absi 1991; Al-Kahtany 1997; Areef 1986; Parkinson 1991; Ryding 1995), the relevance of culture (Abuhakema 2004; Al-Batal 1988; Attar 1995; Rammuny 1996), and incorporating technology (Alosh 1995; Parkinson 1995; Samy, 2006).

3. Theoretical framework

According to Thomason and Kaufman (1988), the level and duration of language contact will determine the level of impact on languages. In addition, this contact between languages plays a significant role in the process of borrowing. According to Al-shahrani (2020), "people who are not fluent in a foreign language can borrow words from that language, and the reasons for such borrowing can be due to the fact that people find the loanwords easier and simpler". Five levels of contact were classified by Thomason and Kaufman. The first level is casual contact, which indicates the borrowing of lexical words. The second level is the slightly more intense contact, which reflects slight structural borrowing such as the loan of conjunctions and adverbial particles like then. The third reflects more structural borrowing, such as the borrowing of personal and demonstrative pronouns. The fourth degree is strong cultural pressure in which structural features are borrowed (e.g., inflectional affixes are borrowed and then added to native words). And finally, the fifth degree is the structural borrowing and changes in the structure of words (e.g., prefixes and pronominal affixes are added) (Thomason and Kaufman, 1988), as cited in Al-Shahrani (2020).

3.1. Previous work

Starting from old to new studies, Zoghoul (1978) investigated the English borrowed words into the Arabic language among Saudis living in the eastern part of the country. This part is known to have many workers from the United States due to the biggest oil company in the region, ARAMCO. Because of cultural contact and professions, Zoghoul found out that lexical borrowing from English existed among Saudis (1978). In 2004, Al-Jabaali investigated the influence of globalization on the linguistic structures of Arabic short stories, whereas Al-Zoubi (2006) examined the syntactic transformation in Jordanian short stories. Both represent the few studies that focused on the forms' changes in the Arabic language. Another study about lexical borrowing was conducted by Alzahrani (2014), who explored the attitudes of Saudis living in the United States towards the use of borrowed words in English. According to Alzahrani (2014), participants prefer English words to Arabic equivalents for several reasons, such as: modernity, prestige, and ease of use. With regard to language contact, Bahumaid (2015) investigated how English loanwords enter the Hadhrami dialect. One of the main reasons was the immigration of Hadhramis to Arab Gulf countries, where contact with English-speaking people is more common than in Hadhramawt. One of the few studies that discussed the impact of translation from English on Arabic structure was by Abdalla (2018).

Abdalla (2018) focused on the influence of language on the media due to translating; he also stated that journalists should be careful not to distort the structure of the Arabic sentence when translating idioms from English. However, Ababneh and Al Rousan (2020) investigated the emergence of auxiliary verbs in Standard Arabic due to the influence of translation from English. Finally, the most recent study by Al-Wahy (2021) focused on the change in the Arabic reporting style because of the effects of English-language contact. Al-Wahy (2021) analyzed and compared corpora of pre-modern Arabic with new modern Arabic and found that the change in reporting styles is due to the influence of modern European languages, especially English.

3.2. Statement of the Problem

The above literature indicates the scarcity of studies that investigated the influence of language contact and translation, particularly from the English language, on Arabic writing styles. Although few studies have looked into this issue, none of them focused on how such an influence may exist among monolinguals without even knowing whether this writing style was originally found in their native language or borrowed from another language. The following sentence is commonly used in Arabic academic writing, though it does not belong to the Arabic writing style:

أخذ قطار الصباح

He took the morning train

The sentence is syntactically correct but semantically odd and does not carry the Arabic writing style. This is due to the literal translation from English, although the word "took" translates as 'أخذ' 'akhatha'. However, in this particular context, the style is odd and sounds like a literal translation. The correct Arabic writing style for the sentence above is to be written as follows:

ركب قطار الصباح

Such an issue needs to be investigated closely, particularly within academia where they are considered to be the elite of society.

3.3. Significance of the Study

It is hoped that this study will add to the field as it is, according to the researchers' limited knowledge, the first one considering its methodology. It is hoped that this study will increase awareness among people working in academia in the areas of language contact and influence on writing styles in general and the Arabic language in particular.

3.4. Research Questions

The following research questions have been revised and answered:

1. To what extent does the English language affect academic Arabic writing styles?

2. What is the most English-based division that highly influences academic Arabic writing styles?

3. Are Arabic writers aware that some of their first language writing styles are influenced by other languages?

4. What are the factors that Arabic writers think affect their Arabic writing styles?

4. Data and Method

This study relies on mixed quantitative and qualitative analysis, with the data collection methods being questionnaires and semi-structured interviews. As noted by Johnson, Onwuegbuzie, and Turner (2007), using a mixed approach in conducting the study is essential as it provides superior research findings and outcomes. Distributing a questionnaire as the main source of eliciting data for the current study has many advantages in terms of meeting the study's goals. According to Milroy and Gardon (2003), this research uses the application of a questionnaire to facilitate and insure the covering of a large number of participants, addressing many research items and without taking a long time frame. On the face of it, a questionnaire would be more persuasive in terms of the sense of the results' generalizability.

The second research instrument was semi-structured interviews. This tool worked as a complementary instrument to the questionnaire for the purpose of this study. The participants were selected using purposive sampling to take part in the interview. This kind of sampling technique is defined as "a type of non-probability sampling that is most effective when one needs to study a certain cultural domain with knowledgeable experts" (Tongco 2007). One of the main advantages of mixed methods is the reliability of the findings. That is, can explore one topic from different angles, for that reason, would need to use more than just one research instrument (Dörnyei 2007). Thus, would be able to combine the advantages of the two approaches: the depth and richness of data would be achieved through the qualitative approach, and the breadth of participants' data would complement and confirm the findings through the use of the quantitative approach. Those are the main reasons for employing the mixed methods in the current study (Alrayes 2020).

4.1. Population

The population selected for this study includes the Arab employees working at three well-known Saudi universities: Taibah University, King Saud University, and Islamic University. The reason for selecting Arab employees is the nature of the work done, which revolves around writing academic Arabic letters, reports, and circulars. Most participants are young people aged between 26 and 41 years. As there were two data collection methods, 202 participants completed the survey – 100 males and 102 females. For the interviews, 20 participants were interviewed, including 10 males and 10 females. Most of the participants are considered to be in the middle of their English language proficiency.

4.2. Data Collection

This study relied on two different instruments of data collection. First, a short electronic survey was used in which ten different non-Arabic writing styles were created. These sentences were based on three different categories: loan words, 2) superfluous words, and 3) improper prepositions. As such, all the sentences analyzed did not belong to the academic Arabic writing style. The participants were required to read and comprehend the sentences provided, determining the correctness of the styles used. The survey considered the Arabic language as many participants are deemed to be monolingual in the language used.

Table 1 below indicates the non-Arabic-style sentences that were used in the survey:

Table 1: Non-Arabic styles sentences

Non- Arabic Writing Styles Sentences	The Sentences in English
وبعد العديد من المشاورات تمت دارسة المواضيع من اللجنة المختصة. وبعد العديد من المشاورات **تمت دارسة** (دُرست) المواضيع من اللجنة المختصة.	After many consultations, the issues were studied by the relevant committee
اجتمعت اللجنة صباح اليوم وتم التوصل الى النتائج المرجوة. اجتمعت اللجنة صباح اليوم **وتم التوصل** (وتوصلت) الى النتائج المرجوة.	The committee met this morning, and the desired results were reached
ويمكن استخدامها كنوع من أنواع الاجراءات الاحترازية. ويمكن استخدامها **كنوع** (نوع) من أنواع الاجراءات الاحترازية.	It can be used as a precautionary measure
عليك التصرف كقائد مستعد لمواجهة التحديات. عليك التصرف **كقائد** (تصرف قائد) مستعد لمواجهة التحديات.	You have to act like a leader who is ready to face challenges
المعذرة، تأخرت عن الحضور نتيجة لعطل بالسيارة. المعذرة، تأخرت عن الحضور نتيجة **لعطل** (عطل) بالسيارة.	Sorry, I was late due to a car malfunction
وقع المدير على قرارات جديدة. وقع المدير **على** قرارات جديدة.	The director signed new decisions
هنأه على فوزه بالانتخابات. هنأه **على** (بفوزه) بالانتخابات.	Congratulations on winning the election
نحن متواجدون لتقديم المساعدة والعون لكم. **نحن متواجدون** (موجودون) لتقديم المساعدة والعون لكم.	We are here to help and assist you
سوف لن نقبل بتمرير مثل هذه التجاوزات. **سوف** (لن نقبل) بتمرير مثل هذه التجاوزات.	We will not tolerate such abuses
ووعد بأنه سوف لن يكرر هذا الخطأ الغير مقصود مرة أخرى. ووعد بأنه **سوف** (لن يكرر) هذا الخطأ غير المقصود مرة أخرى.	He promised that he would not repeat this unintended mistake again

Secondly, the researcher used a semi-structured interview to answer the third and fourth research questions. The interview questions were created based on the purpose of the study. These questions were designed to explore whether other languages influenced the Arabic writer's writing style. They provided the reasons for the English writing style influencing their current writing styles. Table 2 below provides the interview questions used.

Table 2: Interview Questions

Interview Questions
1. Do you observe any problems with the sentences that you read in the survey?
2. Do you ever think that some of your first language writing styles are influenced by other languages?
3. Do you think the sentences are classified as Arabic writing styles?
4. Do you ever notice that you use English-style writing in your Arabic writing?
5. Do you think that people may use other language styles in their first language?

4.3. Procedure

The researcher created an online survey using a Google Drive form, and it was sent to all the participants through their official university email addresses. In making it efficient, the researcher also relied on distributing Google documents using the personal WhatsApp application. Before answering the questions in the survey, the participants were informed of the privacy and confidentiality of their personal information. The survey asked questions about demographic information of the participants, including their gender, level of education, and roles. This was followed by the sentences in the Arabic and English writing styles to determine their correctness. As it was an extensive task, the data collection took one month – from July 1st, 2021, to the end of July 2021. Following the completion of the survey, the researcher conducted interviews with 20 selected participants. Due to the COVID-19 pandemic, the interviews were conducted online using the Microsoft Teams program. The participants were asked for permission to record the interviews using the iPhone recorder application. The criteria for selecting the participants were purposeful sampling techniques, with the researchers selecting the most productive samples who could answer the research questions. The following strategy and procedure were followed while interviewing the participants: 1) ask opening questions, 2) ask core questions, and 3) ask closing questions.

5. Data Analysis

Data analysis for the qualitative data was conducted using the descriptive statistic method, and quantitative data was analyzed using the SPSS (Version 23.0) program, in which coding of data was done. Using the descriptive statistic method is appropriate as it describes the data and summarizes the key characteristics of such data. The bivariate correlation assists in measuring the linear correlation between two variables. On the other hand, to answer the third and fourth research questions, a semi-structured interview with five main interview questions was conducted. The participants' answers were recorded and transcribed, and the common themes in their answers were identified using the thematic analysis method.

5.1. Study Results and Discussion (Internal Consistency Validity)

Internal consistency means the degree to which each sentence of the scale is related to the total score of the scale; the results presented in Table (3) indicate that each paragraph of the scale is statistically significant with respect to the total score of the scale. This indicates that the scale has a high degree of internal consistency.

Table 3: An internal consistency validity

Phrases	Correlation coefficient
After many consultations, the issues were studied by the relevant committee	.506**
The committee met this morning, and the desired results were reached	.553**
It can be used as a precautionary measure	.439**
You have to act like a leader who is ready to face challenges	.466**
Sorry, I was late due to a car malfunction	.671**
The director signed new decisions	.491**
Congratulations on winning the election	.542**
We are here to help and assist you	.597**
We will not tolerate such abuses	.689**
He promised that he would not repeat this unintended mistake again	.707**
*Significant at 0.05 **significant at 0.01	

5.2. Reliability

To determine the degree of reliability of the scale, Cronbach's alpha coefficient was used as in Table (4). The results in the table indicate that the value of Cronbach's alpha coefficient was 0.77, which is greater than 0.7 and indicates that the scale has a high degree of stability.

Table 4: The degree of reliability

Number of items	Cronbach's alpha coefficient
10	0.77

5.3. Statistical methods

The study used the following in data analysis: frequencies, percentages, mean, standard deviation, simple correlation coefficient, Cronbach's alpha coefficient, and independent sample T-test.

5.4. Demographic variables

1- Gender

Table (5) shows the distribution of sample members according to gender, and from the table it is clear that the total size of the sample was 202 members, 49.5% of whom were males and 50.5% females.

Table 5: Distribution of sample members according to gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	100	49.5	49.5	49.5
	female	102	50.5	50.5	100.0
	Total	202	100.0	100.0	
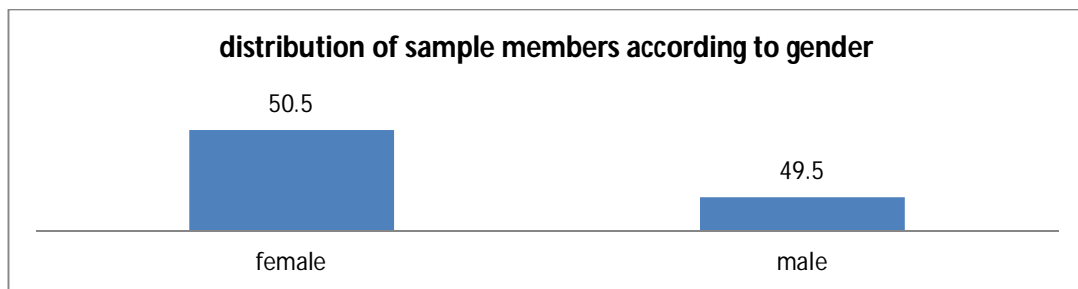
distribution of sample members according to gender

2- Age

Table (6) shows the distribution of sample members according to age, where it is clear that 1.5% of respondents are in the age category from 18 to 25, 68.8% are inthe age category from 26 to 40 years, and 29.7% of respondents are in the age category from 41 years and more.

Table 6: Distribution of sample members according to age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	from 18 to 25	3	1.5	1.5	1.5
	from 26 to 40 years	139	68.8	68.8	70.3
	from 41 years and more	60	29.7	29.7	100.0
	Total	202	100.0	100.0	

distribution of sample members according to age

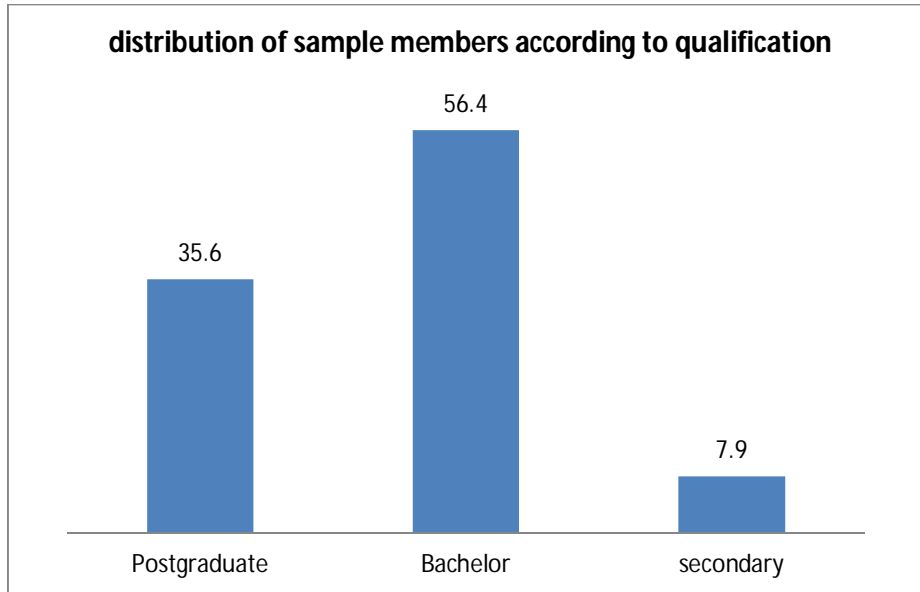| from 41 years and more	from 26 to 40 years	from 18 to 25
29.7	68.8	1.5
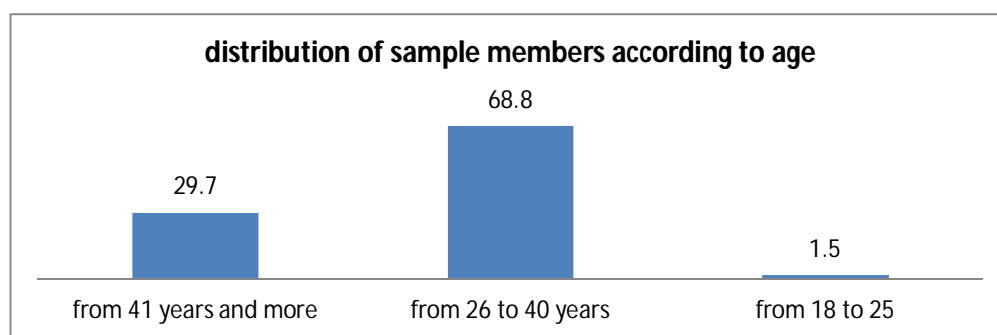
3- Qualification

Table (7) shows the distribution of sample members according to qualification, and from the table it is clear that 7.9% of respondents' qualification is secondary school, 56.4% have a bachelor's degree, and 35.6% have a postgraduate degree.

Table 7: Distribution of sample members according to qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	secondary	16	7.9	7.9	7.9
	Bachelor	114	56.4	56.4	64.4
	Postgraduate	72	35.6	35.6	100.0
	Total	202	100.0	100.0	

distribution of sample members according to qualification

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                                    56.4

        35.6


                                                          7.9

    Postgraduate          Bachelor              secondary
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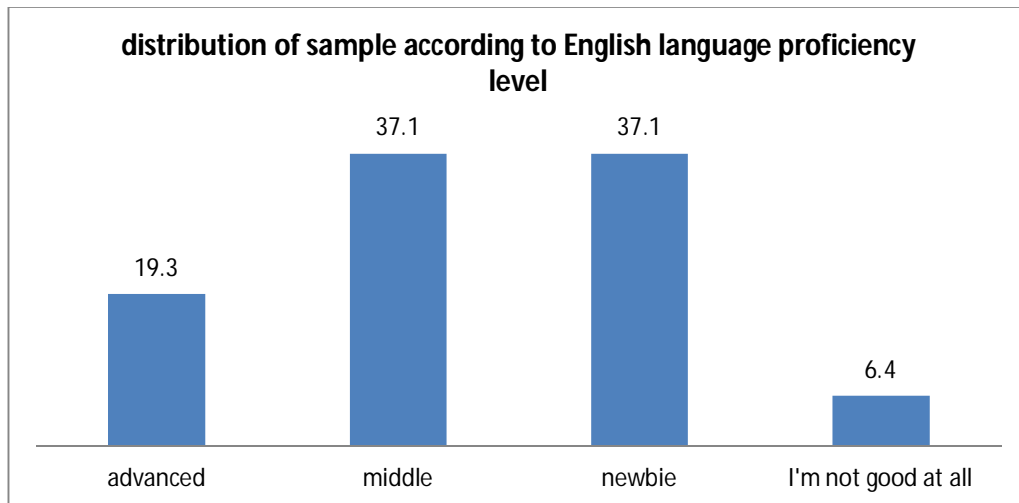
4- English language proficiency level

Table 8 shows the distribution of sample members according to English language proficiency level, and from the table it is clear that 6.4% of respondents are not good at all in English language proficiency, 37.1% of them are newbies, 37.1% are middle-aged, and 19.3% are advanced.

Table 8: Distribution of sample according to English language proficiency level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I'm not good at all	13	6.4	6.4	6.4
	newbie	75	37.1	37.1	43.6
	middle	75	37.1	37.1	80.7
	advanced	39	19.3	19.3	100.0
	Total	202	100.0	100.0	

distribution of sample according to English language proficiency level

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                    37.1          37.1

        19.3


                                              6.4

    advanced       middle       newbie    I'm not good at all
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6. Discussion

The results presented in Table (9) indicate the high responses of the sample members to the study's axis statements, where the mean values ranged from 1.94 to 2.76 degrees. It is also possible to arrange the expressions according to the arithmetic mean in descending order as follows: You have to act like a leader who is ready to face challenges. It can be used as a precautionary measure. The director signed the new decisions. We are here to help and assist you. The committee met this morning and the desired results were achieved. Sorry, I was late due to a car malfunction. Congratulations on winning the election. After many consultations, the issues were studied by the relevant committee. He promised that he would not repeat this unintended mistake again, and would not tolerate such abuses, with the means of: 2.7673, 2.7178, 2.6683, 2.6040, 2.5644, 2.4802, 2.3911, 2.3663, 2.0000, 1.9455 degrees, respectively.

Table 9: Responses of member sample on study axe

		Incorrect	Not sure	correct	Mean	Stander deviation
After many consultations, the issues were studied by the relevant committee	N	51	26	125	2.3663	.86067
	%	25.2%	12.9%	61.9%		
The committee met this morning, and the desired results were reached	N	36	16	150	2.5644	.77800
	%	17.8%	7.9%	74.3%		
It can be used as a precautionary measure	N	19	19	164	2.7178	.62659
	%	9.4%	9.4%	81.2%		
You have to act like a leader who is ready to face challenges	N	15	17	170	2.7673	.57330
	%	7.4%	8.4%	84.2%		
Sorry, I was late due to a car malfunction	N	43	19	140	2.4802	.82384
	%	21.3%	9.4%	69.3%		
The director signed new decisions	N	24	19	159	2.6683	.67940
	%	11.9%	9.4%	78.7%		
Congratulations on winning the election	N	51	21	130	2.3911	.86417
	%	25.2%	10.4%	64.4%		
We are here to help and assist you	N	32	16	154	2.6040	.74752
	%	15.8%	7.9%	76.2%		
We will not tolerate such abuses	N	93	27	82	1.9455	.93149
	%	46.0%	13.4%	40.6%		
He promised that he would not repeat this unintended mistake again	N	89	24	89	2.0000	.94105
	%	44.1%	11.9%	44.1%		

By discussing the axis expressions, we find that:

Around 61% of respondents saw that the phrase "After many consultations, the issues were studied by the relevant committee" was correct. Whereas 12.9% chose "not sure" and 25.2% chose "the phrase is incorrect." On the second item, which is "The committee met this morning and the desired results were reached," 74.3% of respondents saw that the phrase was correct, 7.9% were not sure, and 17.8% saw that the phrase was incorrect. The majority of respondents, slightly above 81%, believe the third phrase, "It can be used as a precautionary measure," is correct, whereas only 9.4% chose (not sure), and the same percentage saw that the phrase is incorrect. The number of respondents who chose (correctly) on the fourth item increased dramatically, reaching approximately 84.2%.The fourth item phrase stated that "You have to act like a leader who is ready to face challenges," for which less than 10% chose "not sure," and 7.4% saw that the phrase was incorrect. The fifth item phrase stated that "Sorry, I was late due to a car malfunction." 69.3% of respondents saw that the phrase is correct, 9.4% were not sure, and 21.3%

saw that the phrase is incorrect. The following item got as high as 78.7% of respondents who believe that the phrase "The director signed new decisions" is correct, 9.4% are not sure, and 11.9% believe that the phrase is incorrect. On the contrary, 25.2% saw that the phrase "Congratulations on winning the election" is incorrect. However, 64.4% of respondents saw that the phrase is correct, and the remaining percentage chose "not sure." On the seventh item phrase, which stated that "We are here to help and assist you," 76.2% of respondents saw that the phrase was correct, 7.9% were not sure, and 15.8% saw that the phrase was incorrect. Interestingly enough, for the first time, the highest percentage goes with the answer (incorrect) with 46%. Moreover, 40.6% of respondents saw that the phrase was correct, and only 13.4% chose "not sure." The phrase states: "We will not tolerate such abuses." Last but not least, around 44.1% of respondents saw that the phrase of the tenth item, "He promised that he would not repeat this unintended mistake again," was correct, 11.9% were not sure, and 44.1% saw that the phrase was incorrect.

Qualitative Results and Discussion

As mentioned above, participants in the interview were asked five main questions to figure out if they knew that some of their first language writing styles are influenced by other languages and to determine the factors that participants think affect their Arabic writing styles most. The findings indicated that the participants did not observe any problems with the writing styles for the sentences presented to them in the survey. They believed that Arabic writing styles characterized the sentences. The participants were surprised when they were informed that all the sentences in the survey were classified as non-Arabic academic writing style sentences. Interestingly, the participants agreed with the researcher's explanation of the issues with the sentences when they were explained to them, as one participant said:

"You are totally right. I have not noticed any issues with the sentences before your explanation".

It indicated that other languages' writing styles influence the participants' Arabic writing styles, and that such participants are unconscious of this influence. In the second part of the interview, the participants were asked about the factors they thought would impact their Arabic writing styles. The most common factor mentioned in the interview is the effect of translation, which goes in line with Ababneh and Al Rousan (2020), who found similar results regarding the emergence of auxiliary verbs in Standard Arabic due to the influence of translation from English. The participants' daily habits depend on watching English movies with Arabic subtitles and reading English management articles translated into Arabic. As in Zoghoul's study (1978), who found out that lexical borrowing from English existed among Saudis due to cultural contact and professions, the participants of this study also mentioned that their work community would be another factor, as this is the customary practice of writing in their work. Most employees in their work institutions write and communicate in the same way, and they do not want to appear different from their colleagues. The last common factor that was also mentioned during the interview is the level of difficulty. The participants feel that using some non-Arabic writing style sentences seems to be easier, as one participant said:

"I feel that using some academic Arabic writing style sentences is complicated as it
is important to sometimes add diacritics to express the exact meaning".

As can be seen, the participants think that in some Arabic writing sentences, applying diacritic marks is obligatory in order to make the meaning more obvious. In contrast, they think it would not be required in some other writing styles, which makes them much easier. The findings of the current study emphasize the influence of language contact on the Arabic language writing style in particular. The main emphasis comes from the English language, which comes as no surprise as being the most dominant language in education and business in today's world. Also, it is worth mentioning that the study's findings added to the previous research studies which found similar results with regard to the level of influence, whether on writing styles or the general language use in the Arabic language. Another dimension this study explored was the unconscious state of the Arabic language writers toward that linguistic influence on their first language writing style. It is believed that such a situation is harder to fix as it seems to be absorbed unconsciously in the back of the participants' minds.

7. Conclusion and Implication

The study's findings were in line with the hypothesis presented above in the research questions. According to the data analysis, the impact of the English language on the Arabic writing style was obvious. Even the follow-up interviews emphasized such findings, which is incredibly interesting. One of the main practical implications of this study is to draw the attention of researchers, educators, and language teachers to this important aspect of linguistic influence. It is also hoped this study would encourage more in-depth investigation into the exact causes of such an influence on the Arabic writing style and suggest practical ways on how to avoid such a negative influence and improve learners' awareness about similar issues.

Acknowledgments

التأثير غير المحسوس للغة الإنجليزيَّة على أسلوب الكتابة باللغة العربيَّة

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الملخص

تعدّ اللغة الإنجليزيَّة اللغة الأكثر شيوعًا في العالم، وتؤثر بلا أدنى شك على اللغات الأخرى، وذلك من حيث التراكيب والمعاني الدلاليَّة والألفاظ الصوتيَّة، وتهدف هذه الدراسة إلى معرفة مدى تأثير اللغة الإنجليزيَّة على أسلوب الكتابة باللغة العربيَّة علاوة على معرفة ما إذا كان هذا التأثير يحدث عن وعي أو بدون وعي، واستخدمت هذه الدراسة المنهج الكمي والكيفي (الطريقة المختلطة) في تحليل البيانات التي جُمِعَتْ من خلال استخدام أداتين مختلفتين، وشارك في الدراسة 202 موظف إداري جامعي (100 ذكور و102 إناث). وتشير النتائج إلى أن الذكور والإناث يتأثرون بلا وعي بأسلوب اللغة الإنجليزيَّة في كتابتهم الرسميَّة باللغة العربيَّة. فمن المأمول أن تساهم هذه الدراسة في مجال اللغة وذلك من خلال زيادة مستوى الوعي في تأثر كتابة المواطنين العرب باللغات الأخرى.

الكلمات المفتاحية: اللغة الإنجليزيَّة، التواصل اللغوي، الكتابة العربيَّة، التأثير اللغوي، أسلوب الكتابة.

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Appendex A

أســاليب الكتابة

بسم الله والصلاة والسلام على رسول الله

تحية طيبة

نشكر لكم تجاوبكم ونثمن لكم الاستقطاع من وقتكم الثمين للمشاركة بتعبئة هذه الاستبانة. ستساهم مشاركتك إلى قياس مدى تأثير أسلوب اللغة الإنجليزية على طريقة الكتابة في اللغة العربية، حيث تستهدف الدراسة منسوبي الجامعات بمختلف التخصصات. علما بأن الزمن المتوقع لاستكمال الاستبانة هو أقل من ثلاث دقائق.

الجنس *

○ ذكر

◉ أنثى

العمر *

○ من 18 إلى 25

○ من 26 إلى 40

◉ أكبر من 41

الطبيعية الوظيفية *

○ طالب/ـة

◉ إداري/ـة

○ أكاديمي/ـة

The Insensible Effect of the English Language upon the Arabic Writing Styles

المؤهل العلمي *

◯ ثانوي

◯ بكالوريوس

◉ دراسات عليا

مدى إتقان اللغة الإنجليزية *

◯ لا أجيد مطلقا

◯ مبتدئ

◉ متوسط

◯ متقدم

نأمل التكرم بقراءة الجمل الآتية، والإجابة عنها بما تراه مناسبا من بين الخيارات علما بأن جميع الجمل تُعد صحيحة إملائيا. *

الجملة غير صحيحة	غير متأكد	الجملة صحيحة	
◉	○	○	وبعد العديد من المشاورات تمت دارسة الموضوعات من اللجنة المختصة.
◉	○	○	اجتمعت اللجنة صباح اليوم وتم التوصل إلى النتائج المرجوة.
○	○	◉	ويمكن استخدامها كنوع من أنواع الإجراءات الاحترازية.
○	○	◉	عليك التصرف كقائد مستعد لمواجهة التحديات.
○	○	◉	المعذرة، تأخرت عن الحضور نتيجة لعطل بالسيارة.
○	○	◉	وقع المدير على قرارات جديدة.
○	○	◉	هنأه على فوزه بالانتخابات.
○	○	◉	نحن متواجدون لتقديم المساعدة والعون لكم.
○	○	◉	سوف لن نقبل بتمرير مثل هذه التجاوزات.
○	○	◉	ووعد بأنه سوف لن يكرر هذا الخطأ الغير مقصود مرة أخرى.

لم يتم إنشاء هذا المحتوى ولا اعتماده من قبل Google.

نماذج Google

Appendix B

أساليب الكتابة

بسم الله والصلاة والسلام على رسول الله

تحية طيبة

نشكر لكم تجاوبكم ونثمن لكم الاستقطاع من وقتكم الثمين للمشاركة بتعبئة هذه الاستبانة. ستساهم مشاركتك إلى قياس مدى تأثير أسلوب اللغة الإنجليزية على طريقة الكتابة في اللغة العربية، حيث تستهدف الدراسة منسوبي الجامعات بمختلف التخصصات. علما بأن الزمن المتوقع لاستكمال الاستبانة هو أقل من ثلاث دقائق.

الجنس *

◉ ذكر

◯ أنثى

العمر *

◯ من 18 إلى 25

◉ من 26 إلى 40

◯ أكبر من 41

الطبيعية الوظيفية *

◯ طالب/ـة

◉ إداري/ـة

◯ أكاديمي/ـة

695

المؤهل العلمي *

◯ ثانوي

◯ بكالوريوس

◉ دراسات عليا

مدى إتقان اللغة الإنجليزية *

◯ لا أجيد مطلقا

◯ مبتدئ

◯ متوسط

◉ متقدم

نأمل التكرم بقراءة الجمل الآتية، والإجابة عنها بما تراه مناسبا من بين الخيارات علما بأن جميع الجمل تُعد صحيحة إملائيا. *

الجملة غير صحيحة	غير متأكد	الجملة صحيحة	الجملة
◉	○	○	وبعد العديد من المشاورات تمت دارسة الموضوعات من اللجنة المختصة.
○	○	◉	اجتمعت اللجنة صباح اليوم وتم التوصل إلى النتائج المرجوة.
○	○	◉	ويمكن استخدامها كنوع من أنواع الإجراءات الاحترازية.
○	○	◉	عليك التصرف كقائد مستعد لمواجهة التحديات.
◉	○	○	المعذرة، تأخرت عن الحضور نتيجة لعطل بالسيارة.
◉	○	○	وقع المدير على قرارات جديدة.
○	○	◉	هنأه على فوزه بالانتخابات.
○	◉	○	نحن متواجدون لتقديم المساعدة والعون لكم.
◉	○	○	سوف لن نقبل بتمرير مثل هذه التجاوزات.
◉	○	○	ووعد بأنه سوف لن يكرر هذا الخطأ الغير مقصود مرة أخرى.