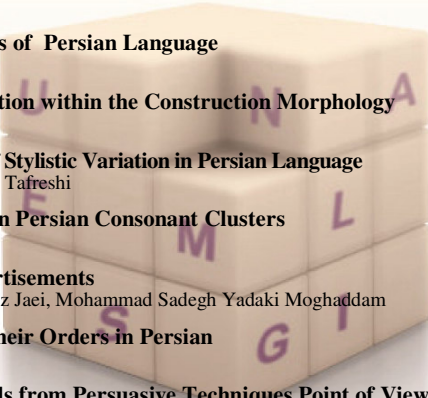


# Language Related Research

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- **Analysis of Phonological Opacity in Persian**  
Bashir Jam
- **The Study of Total Reduplication Process in Persian Language: A Research Based on Morphological Doubling Theory**  
Mohammad Dabirmoghaddam, Sima Maleki
- **A Sociolinguistic Study of Nicknaming among the Students in Meshgin Shahr**  
Bahman Zandi, Mohammad Reza Tusi Nasr Abadi
- **The Nomination and Categorization of Social Actors in “AI”, According To Van Leewen’s Frame work**  
Khosrow GholamAli Zadeh, Shoja’ Tafakori Rezaei, Hamid Reza Akbari
- **Spoken Features of the Robbery Defendants in Court**  
Hossein Razavian, Maryam Jalili Doab
- **Transitivity of Motion Verbs in Persian Language**  
Faegheh Shah Hosseini, Belgheis Rowshan, Narjes Banou Sabouri, Arezou Najafian
- **The analysis and comparison of proverb comprehension in Persian-speaking Alzheimer’s patients and healthy individuals**  
Omid Azad
- **A Functional Approach to Translation Quality Assessment of Literary Texts: Evaluating Two Persian Translations of *Franny and Zooey* by J.D. Salinger**  
Badri Sadat Seyyed Jalali, Shahram Modares Khiabani, Seyyed Mohammad Karimi Behbahani
- **Coercion and Construction Grammar**  
Soleiman Ghaderi, Adel Rafiei
- **Ideological representation of Iran & England’s newspapers: A Critical Metaphor Analysis**  
Ali Afkhami, Kamran Shakiba
- **Spelling Error Analysis of Arab Learners of Persian Language**  
Rezvan Motavalian, Zahra Dehkhodaei
- **The Polysemy of Suffix “-i”:** An Exploration within the Construction Morphology  
Parsa Bamshadi, Fariba Ghatreh
- **A Study of Persian Speakers’ Perception of Stylistic Variation in Persian Language**  
Ahmad Saffar Moghaddam, Atousa Rostam Beik Tafreshi
- **An Investigation of Consonant Deletion in Persian Consonant Clusters**  
Mehrzaad Mansouri
- **Semiotic Analysis of Tejarat Bank Advertisements**  
Mohammad Reza Ahmadkhani, Ali Karimi Firouz Jaei, Mohammad Sadegh Yadaki Moghaddam
- **The Layered Structure of Adverbs and their Orders in Persian**  
Mozhgan Neisani, Vali Rezai
- **A Study of Persian and English Billboards from Persuasive Techniques Point of View**  
Forough Kazemi, Maryam Armaghani
- **Explanation for Alternating Light verbs (LVs) in Persian Complex Predicates from a Generative Lexicon Viewpoint**  
Zahra Rouhi Baygi, Gholam Hussein Karimi Doustan, Babak Sharif



<i>Contents</i>	<i>Page</i>
• <b>Analysis of Phonological Opacity in Persian</b> .....1 Bashir Jam	1
• <b>The Study of Total Reduplication Process in Persian Language: A Research Based on Morphological Doubling Theory</b> ..... 29 Mohammad Dabirmoghaddam, Sima Maleki	29
• <b>A Sociolinguistic Study of Nicknaming among the Students in Meshgin Shahr</b> ..... 53 Bahman Zandi, Mohammad Reza Tusi Nasr Abadi	53
• <b>The Nomination and Categorization of Social Actors in “AP”, According To Van Leeuwen’s Frame work</b> ..... 71 Khosrow GholamAli Zadeh, Shoja’ Tafakori Rezaei, Hamid Reza Akbari	71
• <b>Spoken Features of the Robbery Defendants in Court</b> ..... 91 Hossein Razavian, Maryam Jalili Doab	91
• <b>Transitivity of Motion Verbs in Persian Language</b> ..... 117 Faegheh Shah Hosseini, Belgheis Rowshan, Narjes Banou Sabouri, Arezou Najafian	117
• <b>The analysis and comparison of proverb comprehension in Persian-speaking Alzheimer’s patients and healthy individuals</b> ..... 137 Omid Azad	137
• <b>A Functional Approach to Translation Quality Assessment of Literary Texts: Evaluating Two Persian Translations of <i>Franny and Zooey</i> by J.D. Salinger</b> ..... 159 Badri Sadat Seyyed Jalali, Shahram Modares Khiabani, Seyyed Mohammad Karimi Behbahani	159
• <b>Coercion and Construction Grammar</b> ..... 183 Soleiman Ghaderi, Adel Rafiei	183
• <b>Ideological representation of Iran &amp; England's newspapers: A Critical Metaphor Analysis</b> .... 209 Ali Afkhami, Kamran Shakiba	209
• <b>Spelling Error Analysis of Arab Learners of Persian Language</b> ..... 233 Rezvan Motavalian, Zahra Dehkhodaei	233
• <b>The Polysemy of Suffix “-i”:</b> An Exploration within the Construction Morphology ..... 265 Parsa Bamshadi, Fariba Ghatreh	265
• <b>A Study of Persian Speakers’ Perception of Stylistic Variation in Persian Language</b> ..... 291 Ahmad Saffar Moghaddam, Atousa Rostam Beik Tafreshi	291
• <b>An Investigation of Consonant Deletion in Persian Consonant Clusters</b> ..... 315 Mehrzaad Mansouri	315
• <b>Semiotic Analysis of Tejarat Bank Advertisements</b> ..... 341 Mohammad Reza Ahmadkhani, Ali Karimi Firouz Jaei, Mohammad Sadegh Yadaki Moghaddam	341
• <b>The Layered Structure of Adverbs and their Orders in Persian</b> ..... 365 Mozhgan Neisani, Vali Rezaei	365
• <b>A Study of Persian and English Billboards from Persuasive Techniques Point of View</b> .... 391 Forough Kazemi, Maryam Armaghani	391
• <b>Explanation for Alternating Light verbs (LVs) in Persian Complex Predicates from a Generative Lexicon Viewpoint</b> ..... 429 Zahra Rouhi Baygi, Gholam Hussein Karimi Doustan, Babak Sharif	429
• <b>Subscription Form</b> ..... 453	453
• <b>Abstract</b> ..... 476	476

c) Other pages: Introduction (problem definition, queries, hypotheses, methodology), Results, Discussion and References.

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## Spelling Error Analysis of Arab Learners of Persian Language

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Spelling is one of important skills of the second language learning, which deserves to be considered due to its importance and its impact on reading and writing skills. However, this language aspect has been less considered by educational planners and teachers. Learning spelling is a completely systematic process that is influenced by learners' knowledge on different aspects of language (including phonological, morphological and orthographic knowledge). Through investigating the spelling errors of Persian learners, it is possible to achieve their real understanding from the second language structure at each stage of their linguistic development. Thus findings of such research are useful for teachers, curriculum and textbook designers who are eager to identify problematic areas for Persian spelling learners. The data of present research help them find in which linguistic aspect of spelling, their learners need more training.

The significance of this issue and the lack of literature in this field have led the authors of the present paper to analyze the spelling errors of Arab learners of Persian language by using contrastive and error analysis approaches. The data collected from 105 of learners' intermediate and final spelling tests in three levels of beginner, intermediate, and advanced. The population of the present research has been selected by simple random sampling among Farsi-learners at Jam'at-al-Mostafa-al-Alameyyeh, Ghom branch. Regarding errors' sources, the data obtained divided into three groups of intralingual, interlingual and ambiguous and based on their category, they are classified as consonantal, vowel and form errors. The results indicate that categorically, the errors related to vowel system have the highest frequency (47%) and there aren't much differences between consonantal (26/8%) and form (26/4%) errors. Also according to the source of errors, the interlingual errors with the source of mother tongue with 56% have the maximum frequency and ambiguous and intra lingual errors are in the second and third places (26% and 18% respectively) (table 1). Therefore, it can be said that the most important source of spelling errors of Arab learners of Persian is the interference of learners' mother language on Persian spelling learning. These kinds of errors are resulted from trivial differences between Arabic and Persian phonemic systems. This matter confirms with the moderate version of contrastive analysis.

**Keywords:** Error Analysis; Contrastive Analysis; Spelling error; Arab speakers; Persian learner

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