• 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 Nast Abadi

• The Nomination and Categorization of Social Actors in “Al”, According To Van Leewen’s Frame work  
Khosrow GholamAli Zadeh, Shoj’a 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, Belgheshe Rowshan, Naryes Banou Sabouri, Arazou 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 Bebahani

• 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 Motaval, Zahra Dehkhodaei

• The Polysyem of Suffix “-i”: An Exploration within the Construction Morphology  
Parsa Bani, 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  
Mehrzad Mansouri

• Semiotic Analysis of Tejarat Bank Advertisements  
Mehrdad Reza Ahmadkhani, Ali Karimi Frouzjae, Mohammad Sadegh Yadaki Moghaddam

• The Layered Structure of Adverbs and their Orders in Persian  
Mozghan Neisani, Vahid Reza

• A Study of Persian and English Billboards from Persuasive Techniques Point of View  
Foudoush Kazemi, Maryam Armaghani

• Explanation for Alternating Light verbs (LVs) in Persian Complex Predicates from a Generative Lexicon Viewpoint  
Sara Rouhi, Niyazi, Gholam Hussein Karimi Doustan, Babak Sharif
## Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Phonological Opacity in Persian</td>
<td>1</td>
</tr>
<tr>
<td>Bashir Jam</td>
<td></td>
</tr>
<tr>
<td>The Study of Total Reduplication Process in Persian Language: A Research Based on Morphological Doubling Theory</td>
<td>29</td>
</tr>
<tr>
<td>Mohammad Dabirmoghaddam, Sima Maleki</td>
<td></td>
</tr>
<tr>
<td>A Sociolinguistic Study of Nicknaming among the Students in Meshgin Shahr</td>
<td>53</td>
</tr>
<tr>
<td>Bahman Zandi, Mohammad Reza Tusi Nasr Abadi</td>
<td></td>
</tr>
<tr>
<td>The Nomination and Categorization of Social Actors in “AI”, According To Van Leewen’s Frame work</td>
<td>71</td>
</tr>
<tr>
<td>Khosrow GholamAli Zadeh, Shojah Tafakori Rezaei, Hamid Reza Akbars</td>
<td></td>
</tr>
<tr>
<td>Spoken Features of the Robbery Defendants in Court</td>
<td>91</td>
</tr>
<tr>
<td>Hossein Razavian, Maryam Jallali Doab</td>
<td></td>
</tr>
<tr>
<td>Transitivity of Motion Verbs in Persian Language</td>
<td>117</td>
</tr>
<tr>
<td>Faegheh Shah Hosseini, Belghis Rowshan, Narjes Banou Sabouri, Arezou Najafian</td>
<td></td>
</tr>
<tr>
<td>The analysis and comparison of proverb comprehension in Persian-speaking Alzheimer’s patients and healthy individuals</td>
<td>137</td>
</tr>
<tr>
<td>Omid Azad</td>
<td></td>
</tr>
<tr>
<td>A Functional Approach to Translation Quality Assessment of Literary Texts: Evaluating Two Persian Translations of Franny and Zooey by J.D. Salinger</td>
<td>159</td>
</tr>
<tr>
<td>Badri Sadat Seyyed Jalali, Shahram Modares Khabrani, Seyed Mohammad Karimi Behbahani</td>
<td></td>
</tr>
<tr>
<td>Coercion and Construction Grammar</td>
<td>183</td>
</tr>
<tr>
<td>Soleiman Ghaderi, Adel Rafiei</td>
<td></td>
</tr>
<tr>
<td>Ideological representation of Iran &amp; England’s newspapers: A Critical Metaphor Analysis</td>
<td>209</td>
</tr>
<tr>
<td>Ali Atkhami, Kamran Shakiba</td>
<td></td>
</tr>
<tr>
<td>Spelling Error Analysis of Arab Learners of Persian Language</td>
<td>233</td>
</tr>
<tr>
<td>Rezvan Motavali, Zahra Dehkhodsae</td>
<td></td>
</tr>
<tr>
<td>The Polysemy of Suffix “-i”: An Exploration within the Construction Morphology</td>
<td>265</td>
</tr>
<tr>
<td>Parsa Badshahadi, Fariba Ghatreh</td>
<td></td>
</tr>
<tr>
<td>A Study of Persian Speakers’ Perception of Stylistic Variation in Persian Language</td>
<td>291</td>
</tr>
<tr>
<td>Ahmad Saffar Moghadam, Atousa Rostami Bek Talreshi</td>
<td></td>
</tr>
<tr>
<td>An Investigation of Consonant Deletion in Persian Consonant Clusters</td>
<td>315</td>
</tr>
<tr>
<td>Mehrzad Mansouri</td>
<td></td>
</tr>
<tr>
<td>Semiotic Analysis of Tejarat Bank Advertisements</td>
<td>341</td>
</tr>
<tr>
<td>Mohammad Reza Ahmadkhani, Ali Karimi Firooz Jaei, Mohammad Sadegh Yadaki Moghadam</td>
<td></td>
</tr>
<tr>
<td>The Layered Structure of Adverbs and their Orders in Persian</td>
<td>365</td>
</tr>
<tr>
<td>Mozghan Nezami, Vati Rezaian</td>
<td></td>
</tr>
<tr>
<td>A Study of Persian and English Billboards from Persuasive Techniques Point of View</td>
<td>391</td>
</tr>
<tr>
<td>Forough Kazemi, Maryam Amragnani</td>
<td></td>
</tr>
<tr>
<td>Explanation for Alternating Light verbs (LVs) in Persian Complex Predicates from a Generative Lexicon Viewpoint</td>
<td>429</td>
</tr>
<tr>
<td>Zahra Rouhi Baygi, Gholam Hossein Karimi Doustan, Babak Shari</td>
<td></td>
</tr>
<tr>
<td>Subscription Form</td>
<td>453</td>
</tr>
<tr>
<td>Abstract</td>
<td>476</td>
</tr>
</tbody>
</table>
c) Other pages: Introduction (problem definition, queries, hypotheses, methodology), Results, Discussion and References.

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<thead>
<tr>
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<th>Leila Ahmadi</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literary Editor (English)</strong></td>
<td>Reza Rezaei</td>
</tr>
<tr>
<td><strong>Type &amp; Layout</strong></td>
<td>Somayeh Koohi-Lai</td>
</tr>
<tr>
<td><strong>Technical Advisor</strong></td>
<td>Mostafa Janjani</td>
</tr>
<tr>
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<td>Ketab-e-Shams</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Publisher</th>
<th>Tarbiat Modares University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Editor</td>
<td>Isa Motaghizadeh</td>
</tr>
<tr>
<td>Editor in Chief</td>
<td>Hamid Reza Shairi</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Mohammad Reza Mohammadi</td>
</tr>
<tr>
<td>Administration Manager</td>
<td>Somayeh Koohi-Lai</td>
</tr>
</tbody>
</table>

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Spelling Error Analysis of Arab Learners of Persian Language

Rezvan Motavalian\textsuperscript{1*}, Zahra Dehkhodaei\textsuperscript{2}

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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 intralingual 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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