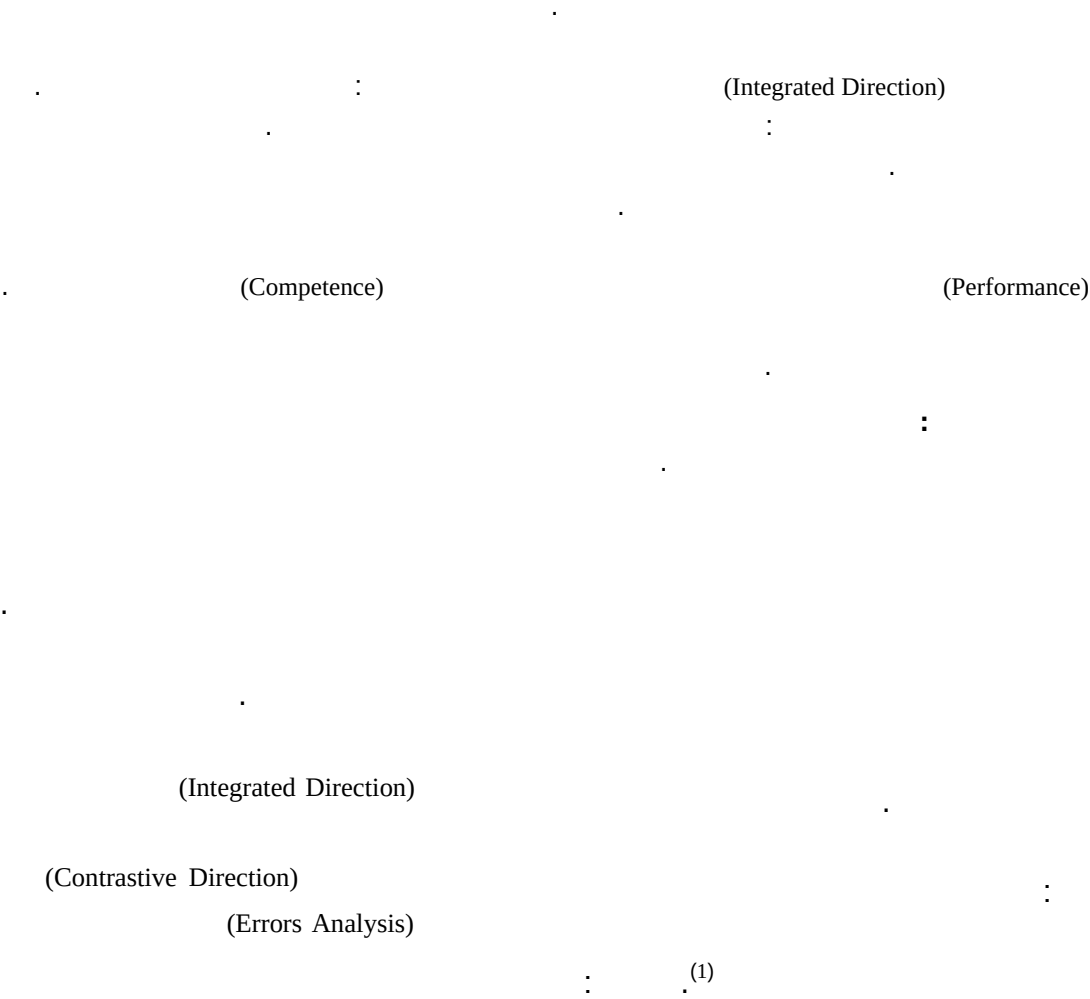


العنوان:	تحليل الأخطاء الكتابية على مستوى الإملاء لدى متعلمي اللغة العربية الناطقين بغيرها
المصدر:	دراسات - العلوم الانسانية والاجتماعية - الاردن
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رابط:	http://search.mandumah.com/Record/8163d=

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%3.73	171	%4.23	52		1
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%0.82	38	%6.11	75	:	4
%0.45	21	%2.93	36		5
%0.45	21	%1.38	17		6
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			Cambridge Center, Massachusetts, P125.
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Writing Errors Analysis Related to Dictation Level for Learners of Non-Arabic Native Speakers

*Mohammad Abu Al-Rub**

ABSTRACT

This study deals with the analysis of written errors at dictation level for learners of Arabic language of non-native speakers at Al Al-Bayt University.

I selected a random sample for the 4th level of learners and another one from learners who passed the linguistic competence test and joined the academic department at the same university.

This study tries to investigate the error analysis in applied linguistics, so I have dealt with the integrated direction to analyze the linguistic errors. The study depends upon three levels: definition, description and interpretation of the error.

The study consists of three sections: Firstly, I explained the aim, questions, society and procedures. In the second section, I confirmed the outcomes that were distributed according to questions, while the final section was dedicated for dictation errors and interpretation, which occurred with the learners and their linguistic interpretations.

I was very keen to evaluate these errors by stating the way to correct them. The outcome of the study explained that the majority of learners' errors, who passed the exam of linguistics efficiency were performance errors. While errors of the fourth level were just errors of competence as well as performance.

The study emphasized that dictation rules in Arabic language had been based on syntax and morphological analysis in addition to phonetic effect. So the study has concluded that the absence of this analysis will lead to dictation errors.

Keywords: Applied Linguistics, Error Analysis, Integrated Direction at Error Analysis, Contrastive Direction, Learners of Non Arabic Native Speakers, Writing Error Analysis Related to Dictation Level.

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