

Written Grammatical Errors of Arabic as Second Language (ASL) Learners: An Evaluative Study

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Abstract : Background: In recent years, the number of non-native speakers of the Arabic language has exponentially increased. Aims: This analytical study aims to investigate written grammatical errors committed by Arabic as a Second Language (ASL) learners. More specifically, it explores the reasons behind committing these errors and their effects on the daily communication of ASL learners. Methods: Ten (10) ASL senior learners of the Arabic Language Institute (ALI), College of Arts, King Saud University (KSU), Riyadh, Kingdom of Saudi Arabia (KSA) were randomly selected in this study. The participants were asked to write paragraphs about themselves and then their written work was linguistically analyzed and evaluated by the researchers and some Arabic Language experts before it was statistically analyzed. Conclusions: Results outline that written grammatical errors of ASL learners are characterized by the misuse of many grammatical items. Mainly, these items are proper nouns (PN), common nouns (CN), main verbs (MV), adjectives (adj.), time adverbs (T. Adv.), manner adverbs (M. Adv.), objective pronouns (OP), and central determiners (C Det.) including demonstratives (Dem.) and articles (Artic.), pronouns (Pron.) and prepositions (Prep.).

Keywords : written, grammatical errors, Arabic, second language, non-native learners, analysis.

Conference Title : ICLLL 2024 : International Conference on Languages, Literature and Linguistics

Conference Location : Edinburgh, United Kingdom

Conference Dates : August 15-16, 2024