



Analysis of Spelling Errors of Persian-Speaking Learners of Russian

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1. INTRODUCTION

In the introductory course of the Russian language, the subject of spelling is one of the most important pillars for writing skills. Since Russian is a morphological language, morphological endings of names, adjectives, numbers, pronouns, etc., change according to their grammatical role in the sentence. Therefore, knowing the correct form of words is very important in spelling and sentence construction. Meanwhile, the occurrence of errors in the spelling of Russian words by Persian-speaking learners of Russian is obvious and inevitable. The present article examines and analyzes the spelling errors of 51 Persian-speaking Russian learners at the elementary level of Russian language in universities of Guilan, Isfahan and Gonbad. In this study, first the type of errors, frequency and causes of their occurrence were identified and then the correct form of errors was determined. The results showed that the highest frequency of spelling errors is related to the errors of the "vowel replacement process" and the errors of phonological processes, including the processes of "converting consonants", "deleting", and "homogeneity".

2. MATERIALS AND METHODS

In the present article, using the error analysis approach, the spelling errors of Persian-speaking learners of Russian are described and analyzed. The language learners whose written test has been used in this research are 51 incoming students of the Russian language cruited in 2020 who are studying in the universities of Guilan, Isfahan, and Gonbad Kavous. The students were asked to write the given sentences. Then, the errors were categorized at the spelling level and analyzed several times with utmost accuracy. In this article, an attempt has been made to identify, classify, and analyze the linguistic causes of errors and to determine and present the frequency of each category of errors.

3. RESULTS AND DISCUSSION

The incomplete matching of letters and sounds (phonemes) can cause phonological

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errors in every language, and Persian-speaking learners of Russian at the elementary level in the early stages of learning, are no exception. These errors fall within spelling interference, which in this article, according to the research findings, were examined in four groups. The first group includes the "vowel substitution process" error, the second, third, and the fourth groups are phonological processes, which include the "consonants conversion", "delete", and "homogeneity" processes, respectively.

4. CONCLUSION

The results of this study indicate that four categories of errors were subjected to spelling interference, which in order of frequency are errors due to the phonological process of homogeneity, errors due to the phonological process of converting consonants, errors due to the phonological process of deletion, and error due to substitution of vowels process, respectively. Findings in the field of spelling showed that among the identified errors, the highest frequency of errors belongs to the error due to the phonological process of homogeneity with 37% error. This is because the sounds or phonemes do not match the letters that occur during pronunciation.

It is suggested that in order to minimize the errors of Persian-speaking Russian students, while emphasizing that the pronounced form of words may be different from the written form, the following points should be considered:

- Phonetic exercises should be given more attention, because reading the words correctly using phonological rules also helps to write them correctly;
- The importance of the syllable and the place of stress on the syllable should be emphasized to the learners and in order to achieve this, the syllables should be divided, the place of stress should be identified, the syllables without stress should be emphasized and then compare the written word several times with its correct form.
- In the course of "spelling skills" great importance should be given to spelling;
- Pay attention to the visual comprehension of the words on the board. To achieve this, visual content tools such as images with words can be used;
- Students should be advised to use misspellings softwares such as Orfo or the Russian Word application;
- Common errors in writing words, such as analyzed errors, which have a high frequency among Persian-speaking Russian students, should be given more attention;
- Using flashcards on which a few words with wrong spelling are written, learners should be asked to form multi-member groups and after dividing the cards between them, they should be asked to find the cards containing wrong words;
- Learners should be given sentences and texts and asked to transcribe them.

Keywords: Converting Consonants; Deleting; Homogeneity; Phonological Processes