

Common Mistakes in Official Communications Computer Processing

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Common mistakes in official communications are among the most important problems that face us in our institutional societies. The present has invaded with its scientific and practical life, but we must employ them to serve our Arabic language, which is the language of the Holy Quran, to be a lifeline seeking to preserve that language on the one hand, and to overcome the difficulties experienced by the employee on the other hand. Thus, this research came to reduce those mistakes that have spread – and noticeably in our official speeches – by creating a program that can diagnose the grammatical, spelling, and linguistic error in those speeches, and then correct them, whether the correction is with one word, a sentence or the full text.

Key words: *Common Mistakes, Official Correspondence, Government Institutions, Modern Technologies, Software.*

Introduction

Constructively, by, we enclose and etc... all errors are common, and spread in our administrative communications, and became the most prominent phenomenon of our time, and the reason for this is not only ignorance of the right, but some began to reject the right, and adopt the wrong according to ease on the tongue: what agreed with him he took it, and what disagreed he left it, knowing the correctness of what he left, and what he took was wrong.

Since this problem is a problem of the era, not the problem of an employee who is not familiar with Arabic language grammar and the methods followed in the correct writing, so we felt that we would find a way to ease the work of the employee, and contribute to avoiding and also remediating the common mistakes in those formal communications.

Modern technologies and computer programs were able to overcome this problem by creating a program that could diagnose the error in those official books, and then correct that error.

The research consists of two parts, a theoretical part and a practical part, and the theoretical part was divided into three topics that included the first topic – the spelling error, and the second topic was limited to grammatical error, and the third topic specialised in linguistic error, and was presented to those topics with an introduction on what is wrong language and idiom.

The practical aspect is based on three pillars: the first lies in the correction of the error in the single word, and the second is based on the correction of error in the sentence, and the third – on the correction of error in the full text. The purpose of this division is to be accurate in diagnosing those errors.

In the common error management program, the system is designed and programmed to provide the user with the required services, including a word, sentence, or full text check. The user can add new words or search for a word.

The latest software technology has been used in the design and implementation of this system to maximise the benefits and provide efficient and effective services, including software engineering techniques, systems analysis, database management and SQL-Server technology, Microsoft Net. Common, and correctness within a table using the SQL program and then we linked to the program VB.net; note that the system is flexible – any user can add some words in case they are not present.

Wrong Language

Against right (Al-Farahidi c 7/166)

Error: "Unless deliberate, but makes a mistake and his mistake makes it wrong." (Al-Farahidi: c 4/293).

Error: "Unless it is intentional, and the mistake is what is intentional ... and make a mistake if he took the path of the mistake deliberately and inadvertently. It is said that making a mistake means wrong, and it was said: he made a mistake if he wasn't deliberate." (Ibn Manzoor c 1/66)

Conventional Error

The mistake of the old linguists: "It is a departure from the rules of the Arabic language, which is termed the melody; it is a defect that must be eliminated, by adopting the idea of legalising the Arabic language, and the rules that prevent that melody.

The mistake of the modernists is that, as defined by Kamal Bashir, he said: "Departing from the official rules and regulations recognised by the competent authorities, and similar to those concerned with the language and our perception of what went out of these rules or deviation from one of the faces is a melody or error, and what went on guidance and came in conformity with its principles is right " (Kamal Bashir ,2015-2016,c62,135).

The concept of error did not differ old and new, both focussed on the issue of coming out on the rules of the Arabic language and termed the name of the melody. However, the melody is competent to say without action, but the error is more general than the melody because it includes words and actions alike. Spelling error, grammatical error, and syntax error.

Spelling Error

Spelling error: is "the failure of the student to match the total, or partial between the phonetic, or mental images of the letters and words, orbit the spelling with the written images of them, according to the rules of spelling or convention established.

There are many causes of spelling errors for learners, and since our research is limited to mistakes in official communications, so it was necessary to focus on the segment of associates to government departments, to be more accurate in determining the causes, and find appropriate solutions to them as much as possible.

The Most Important Causes of Spelling Errors Are:

1- The Reasons for the Nature of Arabic Writing are as Follows:

- A- There are words in the Arabic language that do not correspond to their writing, that is, they contain a letter which is not pronounced and not written such as the (Alalf) in (Taha), and there are words included in letters to be written and not spoken such as (Alf Wao Al-Jamaah) in (Kataboo) and (AlWao) in (Amro) and other words which make us confused.
- B- **One of the reasons that we predicted the spelling error is the similarity of many words in their form and their differences in meaning**, which distracts us in one way or another from the control of those words because of the effort required by that control such as: (Known, Knew, Taught, Science) and other words. (Salim Rousan ,1992,76).
- C- The correlation between the dictation rules with the rules of grammar and morphology. The reason for this correlation is the complexity and difficulty of the dictation and burdening it with grammatical and morphological difficulties, as in the writing of the (Alalf) as the third letter at the end of the word. So, if it was the third and its origin is the (Wao), then it is painted as alpha as in (sama); but if it was more than three letters (Yaa) as in (Bushra), if there was (Yaa) before the (Alf) then this soft (Alf) is painted

as (Alfa) such as (Thoraeya), unless the word was well-known, then paint the (Alf) as (Yaa) such as the name (Yahya) to distinguish between it and the verb (long live). (Ibrahim Abdel Alim 1976,7).

- D- **Diversification of the rules of Dictation**, and the frequent variations and exceptions in them. Among the causes of the spelling error is the diversification of the rules of this mistake and its many variations. We find this clear in the locations of the Hamza calligraphy, where this rule is subjected to several things to avoid the spelling error in them, where care must be taken into account the strength of the movements (Al-Kasra, Al-Zamma, Al-Fatha and Al-Sekoun). Then we look at the movement of the character that precedes the Hamza, and the movement of the Hamza which is drawn on the letter that is proportional to the strongest movement. Sometimes, we find the word (something) written in the wrong way, and what is correct in writing it on the line and not on the (Yaa) where what is correct is (something) and many others (Hassan Shehata, 16-17). In addition to the mistake in writing Hamzati (Al-Katea) and (Al-Wasel), we find many people do not differentiate between them, for example said (Mohammed Ibn Abdullah) and right (Mohammed bin Abdullah) (umt al eslam Ali, 2013, 21).

Among the most important rules of dictation with which a large segment of the learners are mistaken is not to differentiate between the bound (Taa) and the simplified (Taa), to avoid this problem must stand on the most important positions of each of them to speak:

Tee-bound locations (umt al eslam Ali ,2013,76-79).

A - In the feminine names, whether they are flags: such as (Fatima) or non-flags such as: (tree...)

B - Collection cracking the imperfect name such as: (judge - judges) and collect cracking undiminished such as magicians

C - Some ALaam such as: (Hamza, Qutaiba ...)

D - The names of some cities such as: (Mecca, Cairo...).

2 - T places simplified (umt al eslam Ali ,2013 ,80-83).

A - T static feminisation such as: (I went, I ran, I read)

B - T al fael such as (I wrote, you wrote)

C - T that is of the origin of the name such as: (Talut)

D - T collection of feminine and attached to it such as, (word...)

E - T that out of the word such as: (Scott ...)

G - **the use of short sound**: The lack of distinction between the movements throughout the short and falls in confusion, and then in error, they have made the short sound letters. (Sulaiman Al-Ghatami, 1995, 154).

H - Expression: Hamza fee on the character varies according to the Arabic site of the regular word in a certain sentence, when we say (our customers came), the word came in the position of lifting painted Hamza on Waw, which is commensurate with the annexation, (I saw our customers). The word came in the position of monument and painted Hamza single. On the line, (I passed by our customers) the word came in a position of traction and drew the Hamza on the y in proportion to the fraction (Salim Rousan 1992, 154) .

2- Social factors: Social factors constitute the most important causes of spelling error. Vulgarism that began to contend with classical Arabic and the absence of cultural awareness of the need to preserve the language of the Holy Quran, as well as the negative impact of social networking sites on the Arabic language, everyone writes and discusses according to his culture. Errors go unnoticed without censure or Hassib cares, and diagnoses the locations of those mistakes, and tries to eliminate them. This is also manifested by spelling errors in the media such as the press and television and in the writing of the names of shops and advertising.

Grammar Error

Grammatical Error: "deficiency in the control of words and written within the rules of known grammar, and attention to the type of the word without expressing it in the sentence." (Fathi Ali Younis and his companions, 1987, 54).

Grammar Error Factors

One of the most important factors of grammatical error is the aversion due to the difficulty and dryness of grammatical rules. The grammatical base is a complex base with many different opinions. There are many grammatical schools that differed in their opinions, such as the al-basariah school and the al-kufiah school – each of them has a different approach from the other. There are several reasons for this, including:

1. Its reliance on abstract laws, analysis, division and replacement, which requires the intellectual efforts of many learners about access to them (Mohamed Abou El Fotouh Sharif, 1976, 88).
2. The many different aspects of the Arab, and multiple definitions and evidence and anecdotes and terminology which burden the learner, and strains his mind, and exhausts his time, and forces him to save definitions.
3. There is no link between grammar and the life of the learner and his interests, and does not move in himself any feelings or emotions (Mohammed Adnani, 1985, 57-59).

So grammatical rules are dry rules, and force need to reflect on the thought, and requires accuracy and caution to reach the error-free sound , as we know that the topic of grammar is

very wide, and mistakes frequently occur, and the most important errors are contained in the grammar of the sentence.

1 - Common Mistakes in the Nominal Sentence: (umt al eslam Ali, 2013, 124-125) (20) The nominal sentence consists of a name one and name two, both of which are raised, so some of them mistake them, especially if they are names that are expressed by sub-tags (Muthanna, and the five names), so they mistake by the raised markers

2 - Common Mistakes in the Sentence Kana and Her Sisters: (umt al eslam Ali, 2013,126-127) Sentence kana has two names; the first one is raised and the second erected.

Mistakes are also frequent in the case of introduction and delay in the sentence; many people believe that the news is the name or vice versa.

3 - Common Mistakes in the Sentence Ina and Her Sisters: (umt al eslam Ali, 2013,149-151). The sentence Ina and her sisters consists of two names; the first one is erected and the second raised.

4 - Common Errors in the Number

The number is the greatest subject of grammar exposed to error by learners, because of the difficulty of its judgments and bifurcation. We will briefly outline its provisions to show the most common mistakes:

Number

Ruling on Number in Terms of Recall and Feminisation

A - Single Numbers

Numerology (1-2): The number must be matched between the number and the counted such as: one man came – two men came, and one woman came – two women came.

They express their adjective, and their judgment is the rule of adjective, and dragged down.

B - Numbers from (3 - 10) contrary to the number masculine and feminisation, we say: I saw three students. It is wrong to say I saw three students, because the numbers from (3-10) must be the violation and not conformity.

These numbers are expressed according to their location in the sentence, and not to add them to the beyond, and the distinction of these numbers (number) plural, as in the previous examples.



These numbers are known by introducing (the) to distinguish those numbers such as: four men came – four men came.

C - Complex Numbers:

(11-12) must be matched between the number and the counted such as: came eleven men.

As for the numbers from (13-19) in which the violation should be said: Thirteen men came, while the second part (ten) must match the number in the remainder and feminisation.

D - Words Contracts: a vocabulary (twenty, thirty, forty ... ninety) These words require one picture, for example: twenty men came; These words do not change with masculine and feminine.

The words defined the contracts to enter (the) on the number without the number such as: came twenty players.

E - The Numbers

(21-22) these numbers match the number in terms of masculine and feminisation. For example, we say: twenty-one men came.

(23-99) These numbers are contrary to the number in terms of masculine and feminisation. We say, for example: I read thirty-four story, the first part violates the number, and the second part requires one picture.

The distinction of numbers (11-99) shall be a single position, as in the previous examples.

W - (One Hundred and One Thousand): These words require one image as we say (came one hundred men) and (came one hundred women) and (came a thousand men) and (came a thousand women).

They express the numbers (one hundred and one thousand) according to their location of the sentence, with no mention of the two because they are added beyond.

Linguistic Error

Linguistic Error: Is the use of the wrong syntax of the sentence, or the use of the word in the wrong meaning (Mahdia bin Annan, 2005, 108-109) such as: saying (Congratulations) in congratulations instead of (Mubarak).

One of the most important reasons for linguistic error is the existence of two types of language in the daily use of the individual – slang and eloquent language – and this duality in the

language caused many people to make mistakes of language, and a hint at this is obviously replaced by another place character such as saying: Tom, the dress – top, the dominant – dominated, and others, ie, they measure on their daily dialect instead of adopting the correct grammar, and they fall into such mistakes (Salah Al-Din Al-Zaabalawi, 2006, 450).

The Most Common Language Errors Are:

- 1 - Other linguistic errors are errors in the words **(non)** (Salah Al-Din Al-Zaabalawi, 2006, 526) and **(all)** (Salah Al-Din Al-Zaabalawi, 2006, 56) and **(some)** (Mohammed Adnani: 1985, 231) they do not accept the definition in grammar. They are vague names that cannot be defined, but we find some known by saying (others and all and some). This is far from right.
- 2 - It is common language mistakes saying: **(should not do so)** (Salah Al-Din Al-Zaabalawi, 2006, 294).
- 3 - (whenever ... whenever) do not repeat in one sentence. It is a common mistake to use (whenever) twice in one sentence, such as the French or English syntax, to say, “The more you read, the more knowledge you will have” (Mohammed Adnani, 1985, 222).
- 4 - **(Tamm)** is a word used frequently not only in the press, but it’s commonly used in books, lectures, and official books.

The literal meaning of the word "done" is "completed", and the reaction (done) in the Quran in various ways is used to signify the completion and completion of what is lacking. Compared to the common usage, and Holy Quran use, we find a great boon between the two uses in terms of meaning, which confirms the error in the previous examples, and that the use has been misplaced due to the move away from the passive verb form, to avoid the coming of the verb form passive to use (Done), instead of the formula that needs to be alerted in the configuration. Right: (the conference was opened), instead of (the conference was opened), and (and so was promoted) instead of (and so was promoted). One of the uses (has been) in a meaningless and costly saying: "assassination attempt" or "failed negotiations". How can a "try" be done if it is just an attempt, or how do "negotiations" take place if it fails? It is right to use the word “done”, which may mean the continuation of the act, but at least it does not mean its completion.

- 5 - (standup) of the most frequently used acts cover up the linguistic deficit found in many people such as saying (he did), (he talked) and (he killed) ..., although it is easier to use the verb abstract such as saying "eat" and "sleep" and "spoke" and "killed" and the reason for this is to evade an effort to discharge the verb. (Salah al-Din Zabalawi 2006, 507).
- 6 - Lam time: frequently used by many people and the original is to delete them and not to use it (Salah al-Din Zabalawi, 2006, 538).

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