

## ABSTRACT

The aim of the research presented in the current study is two fold: (i) to describe the phonetic and phonological systems of Persian and English, and (ii) to identify and analyze the errors committed by Persian learners in the perception and the production of English sounds. The research is based on a contrastive analysis of the Phonetic and Phonological systems of the two languages and an error analysis of the problems faced by Iranian students in the perception and pronunciation of the sounds of the English phonetic system. Findings of this study showed underprediction by CA, that is, the contrastive analysis could not predict some errors committed by the learners. It also showed overprediction; in other words, some of the errors predicted failed to occur. Nevertheless, the results of these two analyses are pedagogically and theoretically significant: Teachers of English can improve their teaching strategies with the help of findings from this research in their foreign language programs. Furthermore, the results of this research can be of value in the design and preparation of teaching materials by the textbook writers with a Persian speaking clientele in mind. Finally, the description of Persian and English linguistic similarities and differences identified through CA contributes to the field General Linguistics.

In the introductory chapter, some remarks are given about the objectives and significance of the study, methodology, scope and limitation of the study, the Persian and English languages, and the language situation as well as the teaching of English in Iran. Chapter Two offers a description of the Phonetic and Phonological systems of Persian. In Chapter Three, the Phonetic and Phonological systems of English are described. Chapter Four presents a Contrastive Analysis of the Phonetic and Phonological Systems of English and Persian, and predicts the errors that may be committed by the language learners.

Chapter Five deals with the Error Analysis, the hierarchy of difficulties and some recommendations to the teachers for the correction and prevention of errors.

Finally, based on the findings of this study, the conclusion is made with the aim of assisting Persian learners of English to proceed smoothly in their learning of the sound system of target language. The pedagogical implications for the teaching of English as a foreign language are also discussed.

## ABSTRAK

Tujuan penyelidikan dalam kajian ini mempunyai dua bahagian iaitu: (i) menghuraikan sistem fonetik dan fonologi bahasa Parsi dan bahasa Inggeris, dan (ii) mengenalpasti dan menganalisa kesilapan yang dilakukan oleh pelajar-pelajar Iran terhadap persepsi dan penghasilan bunyi dalam bahasa Inggeris. Penyelidikan ini berasaskan kepada Analisis Kontrastif (CA) sistem Fonetik dan Fonologi kedua-dua bahasa serta Analisis Kesilapan (EA) tentang masalah yang dihadapi oleh pelajar-pelajar Iran terhadap persepsi dan sebutan bunyi sistem fonetik bahasa Inggeris. Dapatan dalam kajian ini menunjukkan bahawa tidak terdapat kekurangan ramalan seperti yang dikemukakan dalam teori CA, yakni, analisis kesilapan berjaya meramalkan semua kesilapan yang dilakukan oleh pelajar-pelajar tetapi masalah yang dihadapi adalah di luar jangkaan. Beberapa kesilapan yang diramalkan tidak berlaku. Walau bagaimanapun, hasil daripada kedua-dua analisis ini secara teori dan pedagoginya adalah signifikan. Guru-guru bahasa Inggeris dapat memperbaiki strategi pengajaran dengan bantuan dapatan dalam kajian ini dalam program pengajaran bahasa asing mereka. Selain itu, keputusan kajian ini mampu memberi manfaat dari segi reka bentuk dan persediaan bahan pengajaran kepada penulis-penulis buku teks dengan menumpukan kepada penutur bahasa Parsi. Akhirnya, huraian tentang persamaan dan perbezaan linguistik bahasa Parsi dan bahasa Inggeris dapat dikenalpasti melalui sumbangan CA kepada bidang Linguistik Am.

Dalam bab pengenalan, beberapa pemerhatian telah dibuat tentang objektif dan signifikan kajian, metodologi, skop dan batasan kajian tentang bahasa Parsi dan bahasa Inggeris dan situasi bahasa serta pengajaran bahasa Inggeris di Iran. Bab Satu, memberikan huraian tentang sistem fonetik dan fonologi bahasa Parsi. Dalam Bab Dua, sistem fonetik dan fonologi bahasa Inggeris dijelaskan. Bab Tiga mempersembahkan Analisis Kontrastif

Sistem Fonetik dan Fonologi bahasa Parsi dan bahasa Inggris, dan ramalan-ramalan kesilapan yang dilakukan oleh pelajar-pelajar bahasa. Bab Empat pula membicarakan tentang Analisis Kesilapan, hirarki kesukaran dan beberapa cadangan kepada guru-guru bahasa sebagai pembedahan dan mengelakkan untuk melakukan kesilapan.

Akhir kata, berdasarkan kepada dapatan kajian ini, beberapa kesimpulan telah dibuat dengan tujuan untuk membantu pelajar-pelajar Iran yang mempelajari bahasa Inggris supaya dapat meneruskan pembelajaran dengan lancar dalam mempelajari sistem bunyi dalam bahasa sasaran. Implikasi pedagogi bagi pengajaran bahasa Inggris sebagai bahasa asing juga dibincangkan.

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