



## Contrastive Analysis of English and Persian Intonation Patterns: An Error Analysis Study on Iranian Undergraduate EFL Students

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### Abstract

Intonation patterns play a significant role in successful direct communication i.e. speaking in the target language. Some language learners generalize their native language patterns while speaking target language, in other words they make some pronunciation errors. In the present study, firstly, intonation patterns of English and Persian have been analyzed and discussed contrastively. Secondly, an error analysis study of intonation patterns on Iranian undergraduate EFL students carried out. In order to collect data the voices of thirty Iranian undergraduate EFL students while reading aloud an authentic English text have been recorded. Then their errors while using English intonation patterns have been identified. The results confirmed the predictions and showed that the subjects erred in using rise-fall pattern in the sentences containing two clauses more than other patterns. Whereas they did not err while applying rise intonation.

**Keywords:** intonation patterns, contrastive analysis, error analysis, teaching intonation

### INTRODUCTION

Language learning is actually a process of trial and error, in which a learner forms a hypothesis and later on proves it, reject it or modify it (Huang, 2002). There is an Italian proverb "Sbagliando si impara" (We can learn through our error), so making mistakes can indeed be regarded as an essential part of learning. (Norris, 1983). Brown (1987) says that language learning, like any other human learning is a process that involves the making mistakes. Students' errors are thus treated as a surface phenomenon and sometimes the learners' own system to approximate the real system of the real target language (Chiang, 1981). This level of target language where the learners are in, as James (1998) classifies in his book, is called "interlanguage". Interlanguage is the language that the second/foreign language learners use while using the target language. If the process of language learning considered as a continuum, there are two languages as the poles: first/mother language and second/target language. The place of the learner in this continuum is called interlanguage.

# Error Analysis Of Collocation Iranian Efl

**Marcel A. Müller**



## **Error Analysis Of Collocation Iranian Efl:**

International Journal of Applied Linguistics and English Literature (IJALEL: Vol. 3, No.1), 2014 Editor,2013-12-30

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**Error Analysis in English Language Teaching** Elvina Arapah,2023-10-10 The use of language especially for second third languages or foreign languages is inseparable from errors in either oral or written use In analyzing these language errors the approach used is contrastively and non contrastively This book covers what is means by Error and Mistake types of language learning errors such as Global and Local Error In its taxonomies errors observed in the acquisition of English as a second language as 1 Overgeneralization 2 Ignorance of rule restriction 3 Incomplete application of rules and 4 False concepts hypothesized Sources of errors are divided into 1 Interference transfer 2 Intralingual transfer 3 Context of learning and 4 Communication strategies In conducting error analysis there are several procedures that can be used as a reference 1 Collecting a sample of learner language 2 identifying the errors 3 describing the errors and 4 explaining the errors Analysis of these language errors both oral and written is needed because the results of the analysis will indicate the treatment that can be done for language learning

### **Exploring Lexical Inaccuracy in Arabic-English Translation** Yasir

Alenazi,2022-10-31 This book presents a case study on lexical error analysis in the translation products of Arab English majors at the university level with important implications for Arabic speaking countries It provides detailed analyses and explanations of the main lexical areas that cause specific difficulties for these students while also identifying their potential sources The respective chapters discuss several areas related to the context of the research the field of SLA error analysis language transfer error taxonomies language learning language teaching and translation training The analyses and findings presented here contribute to the linguistic field by developing a comprehensive list of lexical error categories based on form content and origin of influence regarding translation products In addition the book sheds light on the pedagogical aspects contributing to the enhancement of ESL EFL teaching in the Arab context as well as other contexts where English is taught as a foreign language The book will help educators and curriculum writers in designing materials and language researchers as a groundwork for their studies of L2 learners written products

### New Frontiers in Corpus Based Studies of Persian

Mehrdad Vasheghani Farahani,Zahra Ghane,2025-10-20 In the rapidly evolving field of language studies this book offers a groundbreaking application of Corpus Linguistics to Persian a language that has long been underrepresented in corpus based research Through a systematic analysis of linguistic data the work explores the structural and functional dimensions of Persian uncovering key trends in grammar lexical usage and sociolinguistic variation By employing corpus driven

methodologies it sheds light on the dynamic evolution of the language providing deep insights into both contemporary usage and historical change This book serves as a valuable resource for researchers and linguists with a designated interest in the application of Corpus Linguistics to Persian It runs the gamut from syntax and semantics to digital humanities and translation studies offering both depth and breadth in linguistic inquiry By addressing a significant gap in the Persian language research the edited volume comes to offer a fresh perspective on how corpus based approaches can illuminate the dynamic nature of language and broaden our understanding of its use across contexts *Symposium of International Languages & Knowledge 2015*, 2015 *The languages of Malta* Albert Gatt, 2018 The purpose of this volume is to present a snapshot of the state of the art of research on the languages of the Maltese islands which include spoken Maltese Maltese English and Maltese Sign Language Malta is a tiny but densely populated country with over 422 000 inhabitants spread over only 316 square kilometers It is a bilingual country with Maltese and English enjoying the status of official languages Maltese is a descendant of Arabic but due to the history of the island it has borrowed extensively from Sicilian Italian and English Furthermore local dialects still coexist alongside the official standard language The status of English as a second language dates back to British colonial rule and just as in other former British colonies a characteristic Maltese variety of English has developed To these languages must be added Maltese Sign Language which is the language of the Maltese Deaf community This was recently recognised as Malta's third official language by an act of Parliament in 2016 While a volume such as the present one can hardly do justice to all aspects of a diverse and complex linguistic situation even in a small community like that of Malta our aim in editing this book was to shed light on the main strands of research being undertaken in the Maltese linguistic context Six of the contributions in this book focus on Maltese and explore a broad range of topics including historical changes in the Maltese sound system syllabification strategies the interaction of prosody and gesture the constraints regulating t insertion the productivity of derivational suffixes and raising phenomena The study of Maltese English especially with the purpose of establishing the defining characteristics of this variety of English is a relatively new area of research Three of the papers in this volume deal with Maltese English which is explored from the different perspectives of rhythm the syntax of nominal phrases and lexical choice The last contribution discusses the way in which Maltese Sign Language LSM has evolved alongside developments in LSM research In summary we believe the present volume has the potential to present a unique snapshot of a complex linguistic situation in a geographically restricted area Given the nature and range of topics proposed the volume will likely be of interest to researchers in both theoretical and comparative linguistics as well as those working with experimental and corpus based methodologies Our hope is that the studies presented here will also serve to pave the way for further research on the languages of Malta encouraging researchers to also take new directions including the exploration of variation and sociolinguistic factors which while often raised as explanatory constructs in the papers presented here remain under researched *Teaching Language to Learners*

*of Different Age Groups* Hannah Pillay, 2012

*Linguistics and Language Behavior Abstracts*, 2009-04

**MLA**

**International Bibliography of Books and Articles on the Modern Languages and Literatures** Modern Language Association of America, 2008 Vols for 1969 include ACTFL annual bibliography of books and articles on pedagogy in foreign languages 1969 *Interlanguage Development and Collocational Clash* Gholamabbass Shahheidari-pour, 2000 Background Persian English learners committed mistakes and errors which were due to insufficient knowledge of different senses of the words and collocational structures they formed Purpose The study reported here was conducted for a thesis submitted in partial fulfillment of the requirements for The Master of Arts degree School of Graduate Studies Islamic Azad University Khorasgan Branch Esfahan Iran Setting The Iran Language Institute Kerman Iran Study Sample Sixty low intermediate male EFL students aged 17-25 at Iran Language Institute in Kerman were screened out from among 286 level 5 students through administering the Oxford Placement Test Intervention The materials used in this study consisted of instructional materials and measurement tools as follows 2.2.1 Instructional Materials The instructional materials were 150 collocations and words chosen from A Course in English Books 3, 4 and 5 used at Iran Language Institute ILI More than 50% collocational and sense related lexical items were selected and designed to be explicitly taught to the experimental group EG and were implicitly taught to the control group CG by the researcher himself throughout an eleven week long term with two one hundred and twenty minute sessions each week for both groups Research Design Experimental Control or Comparison Condition The selected subjects were randomly assigned to the groups experimental and control Data Collection and Analysis A t test was run to make sure that the two groups were homogeneous at the entry point Another t test was run to find out the differences between the means of the two groups at the end of the program A factorial analysis of variance was run to determine the probable significant differences in the performance of the subjects on EAT and its different modules Findings t value results demonstrated that both groups were homogeneous at the initial point after the administration of the Oxford Placement Test  $t(56) = 0.14$ ,  $p = 0.89$  Whereas the second t test after EST revealed that the difference between the means of the two groups was highly significant and the experimental group outperformed the control group  $t(57) = 5.29$ ,  $p = 0.000$  see Table 1 below Conclusion The weaknesses and limitations of this study notwithstanding it offers a new insight and sheds more light on the nature of collocations and different senses of a word both for practical and theoretical purposes Citation This project was an attempt to stipulate the collocational and sense related aspect of lexical items in low intermediate language learners due to practical limitations and which the researcher thought to be the suitable level Further research is required to demonstrate a Whether vocabulary misplacement and collocational clash will be a main source of errors in high intermediate and advanced learners b Which aspect collocational clash or sense will be the main source of errors in L2 learners c Whether collocation and sense teaching makes any difference in language learners and what a better course content can be in this relation d Which other aspects of lexical items such as idioms and metaphors replicate the same results e What will the role of translation

equivalents be on higher levels of language comprehension and production such as paragraphs and passages To sum up the researcher hopes that this study has provided some motivations for further investigations by envisaging some interesting and provoking research questions in the field of second language acquisition particularly interlanguage development Contains 3 tables

**Current Index to Journals in Education** ,1999-10 Error Analysis and English Language Strategies of Iranian Students Esmail Javidan,1979 Verb Noun Collocation Errors Made by 11 Groups of EFL Learners □□□,2016 **An Error Analysis of the System of English Used by Four Iranian Students** Elizabeth Teresa Sherlock,1982 *Error Analysis in Composition of Iranian Lower Intermediate Students* Mehdi Taghavi,2012 Learners make errors during the process of learning languages This study examines errors in writing task of twenty Iranian lower intermediate male students aged between 13 and 15 A subject was given to the participants was a composition about the seasons of a year All of the errors were identified and classified Corder s classification 1967 and Keshaverz s classification 1997 of errors were assumed for analyzing it The results of the study showed that most common errors were spelling word choice verb tense preposition subject verb agreement and word order Sources of errors were examined too This study has pointed out that interlingual transfer and interlingual transfer are the sources of errors Having such an understanding into language learning problems is useful for teachers because it provides information on common problems in process of language learning Also it can be used to predict and reduce problems of learning English Contains 2 figures and 13 tables

**A Contrastive Analysis of Persian & English and Error Analysis** Muḥammad Z̄iyā' Ḥusaynī,2004 **Error Analysis of Collocation Methods for the Numerical Solution of Ordinary Differential Equations** D. M. Cruickshank,1974 A Cross-sectional Error Analysis Study of the Common Writing Errors Made by Adult Arabic-speaking EFL Learners in Bahrein Hameed Ebrahim Mattar,1989 *A Cross-sectional Error Analysis Study of the Common Writing Errors Made by Adult Arabic-speaking EFL Learners in Bahrain* Hameed Ebrahim Mattar,1989

**A Contrastive and Comparative Study of Ellipsis in Persian and English** Mohammad Rahi,2012 This research is an attempt to analyze the English and Persian research articles with regard to the occurrence of ellipsis as a type of cohesive tie Another significant objective of the study is to predict the errors Iranian EFL learners are likely to make when they use English ellipsis in their written and spoken performance The most important finding of the present study is that these three models of classification are applicable to Persian and English ellipsis The other important finding is that Persian and English have the same types of ellipsis the only difference being that one of the types of ellipsis namely quasi ellipsis present in English is absent in Persian This verifies McCarty s claim 2005 that ellipsis is probably a universal feature of languages The final finding of the study is that the grammatical options which realize ellipsis in Persian discourse vary markedly from those realizing English ellipsis It is this variation in the realization of ellipsis which results in certain errors on the part of Iranian EFL learners

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