



The mistake of Stress Placement In part of Speech committed by Iraqi EFL Learners

Murtada Awad Kalifa
Ministry of education

Abstract

This study has investigated the phenomenon of inaccurate distinction between the noun and verbs based on the stress placement by the recordings of number by 19 students in the Almaarif University college English department

I achieved the recording by my I phone cell phone 13 version, the results proved that mispronouncing due to the mother tongue and the students' attitude to accentuate the initials.

Keywords: Tighten, language

الاستخدام الخاطئ لوضع التشديد في الكلام من قبل متعلمي اللغة الإنكليزية العراقيين

مرتضى عواد

مستخلص

حققت هذه الدراسة في ظاهرة التمييز غير الدقيق بين الاسم والأفعال استنادا إلى موضع التشديد من خلال تسجيلات لتسعة عشر طالبا وطالبة في قسم اللغة الإنكليزية بكلية المعارف الجامعة حيث تم التسجيل عن طريق إهاتفه الخلوي إيفون 13، وأثبتت النتائج أن النطق الخاطئ بسبب اللغة الأم وميل الطلاب لإبراز الأحرف الأولى.

كلمات مفتاحية : التشديد ، اللغة



Introduction

1.1 Background of the study

Students or EFL learners make mispronunciation in the process of learning a second language other than their nature language because of the existence of some differences between the two languages. So it is a natural thing for students to make mistakes or as some people call a slip of the tongue. It is important for the students to recognize what is stress and how in English word semantically and syntactically becomes different from other words according to stress placement , where to put primary stress for a single word (one morpheme),(a complex morpheme - a morpheme a long side) knowing what part of speech it might be , whether a noun , a verb , an adjective all these factors that determine stress placement in English word .

The paper depends on analyzing data recordings of students of Almaarif University college English department in Anbar governorate, senior and junior students. The study shows that some students commit mispronunciations because they could not differentiate between a noun and a verb as they mix stress placement for a verb and try to generalize it for other parts of speech .

1.2 problem of the study

The Arabic learners of English as a second language whose Arabic is their mother tongue make considerable number of mistakes due to their ignorance how to place primary stress for verbs in different way them to place primary stress for nouns or adjectives it is really important to recognize where to place stress for nouns if they were simple nouns, compound nouns or complex nouns and the same thing for verbs and the other parts of speech.

1.3 The goals of the study

The study aims at:

- 1- Identification of Iraqi EFL problems which they encounter in stress placement.
- 2- To give suggestions for Iraqi EFL and their teachers to minimize their errors in the placement of stress.

1.4 significance of the study

people need to communicate with each other, through speaking more than writing . so they need to know the exact pronunciation of the English sounds . in this paper we will focus on the stress placement and if we know where to put the



stress , we could differentiate between a noun and a verb of the same word . we notice that Iraqi EFL learners make mistakes in the pronunciation of stress placement . so that the researcher will focus on English pronunciation of stress placement of noun , verb , adjective ... made by Iraqi EFL learners through different tasks , helping them to overcome this problem .

1.5 (EFL) Learners

Generally (EFL) learners means a person who is non-native English speaker learning English in a country where English is not commonly spoken in order to achieve some other goal such as competing a school graduation requirement or being able to read scientific publications (Yule , 2010 , p. 192) . for example Iraqi students who learn English language as a foreign language in an English class in Iraq , we call them (EFL) learners .

2. Literary Review

2.1 Stress Placement in English

The difference stressed and unstressed syllables in English language . Peter Roach (2009) stated that the utterance of word in isolation will make easy for learners to see the stress of its levels are clearly when they are in context so it will be understood for English learners that the primary stress the strongest prominence while the secondary one has the weak one . English language as any other language in the world has its own special characteristics which distinguish it from the other instance the nature of stress placement . It is different from that found in French which can be decided in relation to the syllables of word .

April McMahon (2002) each language in the world has its own special stress classification depend on different characteristics such as syllables and the part of speech, the word belong to. There are different types of stress such as primary stress and secondary stress. So the stress placement in each language is different completely to another language. April stated mechanic of sound speech production and showed that an articulations any consonant there are active articular and passive articular as well.

ken lodge (2009) says that “ The main point to note in all this that stressed syllables can usually be perceived by native speakers of languages that use different levels of stress in their lexical items, in English a few words are differentiated only by their stress patterns such as [‘IntIIg], [In’tIIg] intrigue, [dIspjuut], [dIs’pJuut] dispute, [bIIou] billow , [bI’lou] below.”

O’connor (1980) stated that there is no easy method by which you can recognize the stressed from an stressed syllable, but we can use good dictionaries, especially those which are composed for learners to check every new word to know the nature of its syllables.



Dauer (2003) showed the procedure to discover the stress placement in word of two or more syllable based on certain rules such as the parts of speech which the word belong s to the number of syllables and the affixes that are found in these words .

Carr (2013) stated that children who born with in native family they do not be instructed how to use the stress in their speech as the acquire it from their parents daily speech .

Jeln clark (2007) stated that there is an obvious difference between the broad transcription and narrow transcription in two method when the narrow one has special samples to denote particular allophones .

Yates (2005) explained that normally in English words with three or more syllables only one of them is primary stress while the rest are either stressed or one contains secondary and the other are unstressed.

Parvis Birjandi (2005) The usage of right stress placement has an essential role in removing the ambiguity in speech .

Ken worthy (1987) exhibited certain methods that could aid learners to realize the suitable stress placement in English words , these methods depend on the pronunciation of proper names and place names .

Under hill (2005) Affirmed that each word in English has certain features which demonstrate the fit stress placement for the native speakers, the unaware of these features leads to incorrect stress placement .

Brown (2014) “indicated that terms of stressed, the important point about compound is that stress falls on (the stressed syllable) the first element. Thus, the white board, lesson plan and reading list, this may seem counterintuitive to foreign learners, because a white board is a kind of board, and thus board seem the more important element. Nevertheless , native speakers regularly place stress on the first element .

2.2 Previous Studies

There are many studies and researchers which discussed the errors of stress placement of words by L2 learners. Karjo (2016) investigated the errors of stress placement of Indonesian learners since their L1 does not recognize such stress system. This study examines the production of English word stress by 30 university students. The objectives from this study are to find out whether English word stress placement is problematic for L2 learners and to clarify the phonological factors which account for these problems. Results show that L2 learners have different ability in producing the stress but they face problems with three-syllable words than with two-syllable words. In addition, misplacement of stress is caused by, among others, the influence of vowel length and vowel height .



Pozuczek and Rojczyk (2017) concentrate in their research on word stress errors by a foreign learners (EFL), especially polish learners, first year and third year English studies majors. The analysis of the collected data and correlations between the students' metalinguistic knowledge and production accuracy, including error patterns and proportions, their results indicate that polish learners tend to stress the word-initial syllable rather than the penult, typical of their native language.

Kehoe (1997) examines the patterns of stress errors in English-speaking children' productions of multisyllabic words to determine whether they were consistent with the rule-based acquisition of stress-children (aged 22-34 months) produced three-syllable novel and real words and four-syllable real words which varied across stress pattern. Results indicated significantly greater numbers of stress errors in SWS words and a tendency for greater numbers of stress in ŚWSW words, findings consistent with the increased association of stress errors with exceptional forms.

3. Methodology

3.1 Sample

In this paper, the data has been collected from students of different stages (first, second, third and fourth) from Almaarif universirty college ,English department. The students are chosen randomly from each stage. They are asked to read from a paper that contains different words (nouns, verbs, adjectives, adverbs) with various samples of the placement of stress.

3.2 Data Collection Method.

The students are asked to read the stimuli which consists of words that are the same by from but different in their part of speech and accordingly different in their pronunciation and their meaning .

3.2.1 Stimuli

Words are chosen in sentences sometimes as nouns and other times verbs in other sentences to determine the correct place of stress if it was a noun or a verb. Also , we use adjectives and noun of the same words to differentiate between the stress placement of adjective and noun .

The sentences :

- 1- A- They conducted a vigorous campaign for a shorter wording week.
- 1-B- The sport has a strict code of conduct .
- 2-A- Liquid soaps compound with disinfectant.
- 2-B- Common salt is a compound of sodium and chlorine .



- 3-A- The women accent their eyes with make-up .
 3-B- She spoke English with an accent .
 4-A- Address your application to the personal manager .
 4-B- Is that your home address .
 5-A- People should decrease the amount of fat they eat .
 5-B- A decrease of nearly 60% in the number of visitors to the museum .
 6-A- I find that I do not digest meat easily .
 6-B- They company publishes a monthly digest of its activities .
 7-A- Guards escorted me back to my cell .
 7-B- The referee was escorted from the bitch by .
 8-A- She realized that her youth and experience were being exploited .
 8-B- His courage and exploits were legendry .
 9-A- The islands export sugar and fruit .
 9-B- Export earnings .
 10-A- Customs imported from the west .
 10-B- Food imports from board.
 11-A- Love was totally absent from his childhood .
 11-B- He had absented himself from the office for the day .
 12-A- The kitchen was compact but well equipped .
 12-B- The support will continue under a compact which runs until 2010 .
 13-A- An error code will be display if any invalid information has been entered .
 13-B- She had been delicate child and her parents and had treated her as an invalid .
 14-A- He had to be content with third place .
 14-B- She stood for an amount looking with content her husband.

3.2.2 The recording process

The recording process was done in Almaarif universirty college ,English department . Students were recorded in their halls gathering. Each student was given a copy of the task before the recording to skim for few minutes. They were given the chance to ask in case they do not know any of the words given. The researcher explains the process for all respondents ,so that they understand what they are about to do. Then every student was recorded alone. Recoding was done using I phone mobile cell phone (I phone 13) .

3.3 Data analysis method

These recordings are given to two specialist from the department of English in Almaarif university college to be analyzed. These two raters are asked to identify mistakes in the pronunciation of the stress placement of part of speech. The data collected from raters is analyzed according to error counts in each task.



4. Results and discussion

The results are presented into two parts; first , the result of the accuracy production of stress placement and secondly the phonological factors that cause the misplacement of stress. For ease of reference, problematic words which cause many errors in stress placement are discussed for two-syllable. We focus on the part of speech of the same word. The same word comes as a noun in a sentence and verb in the other which cause misplacement of stress. In addition to the adjective and noun stress placement in different sentences of the same word. Production results of stress placement for 19 students are clarified in the following chart :

Stress placement of the first word			Stress placement of the second word	
No.	Initial syllable	Final syllable	Initial syllable	Final syllable
1	14	5	18	1
2	17	2	13	6
3	16	3	15	6
4	11	8	9	10
5	2	17	7	12
6	19		18	1
7	3	16	5	14
8	5	14	10	9
9	4	15	9	10
10	5	14	5	14
11	19		8	11
12	16	3	18	1
13	15	4	11	8
14	17	2	18	1

The chart clarified that most of the students misplaced the correct stress placement in their pronunciation. The reasons for their mispronunciation are ;

- 1- The influence of vowel length and vowel light .
- 2- The unavailability of similar stress system in their native language.
- 3- Learners tend to the word initial syllable than the penult, typical of their native language .
- 4- Inadequate knowledge of syllabic structure and mispronunciation of vowel .

5. Conclusion

The paper has concluded that word stress of the samples examined was not correctly pronounced by all students. Most of the students who have shared their recordings misplaced the correct stress placement in their pronunciation. The reasons for their mispronunciation as mentioned are The influence of vowel length and vowel light ,The unavailability of similar stress system in their native



language, Learners tend to the word initial syllable than the penult, typical of their native language and Inadequate knowledge of syllabic structure and mispronunciation of vowel .

It is advisable to avoid these mispronunciations by good practice of English stress rules in phonology in contrast with the Arabic stress rules by making contrastive studies in both languages, taking extra courses to develop their knowledge and pronunciation in English stress, intonation, and syllabification. All these things would be great help to develop students ability for good pronunciation.

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