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Deanery of Graduate studies

Faculty of Education

Department of Curricula and Methodology \ English



**Difficulties Facing English Department Juniors at IUG in Learning
Stress: Reasons and Strategies.**

Submitted by

Hadeel Mohammad Ashour

Supervised by

Dr. Mohammad Abu-Shoqir

Dr. Khader Tawfiq Khader

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Dedication

*To my **father**, who is my biggest champion and cheer leader,*

*To my kind **mother** for her love and encouragement,*

*To my **beloved sisters and brothers** for their long encouragement at every stage,*

To the third holiest place in the world “AL-Aqsa mosque”, May Allah return it back to us. I dedicate my work.

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Abstract

This study was conducted to investigate the following:

1. The main difficulties facing English department juniors in learning stress.
2. The reasons beyond these difficulties, and
3. The strategies that students can use to overcome these difficulties.

To achieve the aim of the study, the researcher applied three valid and reliable tools: two questionnaires, diagnostic written test and observation cards.

Two samples were chosen, students sample: 30 students were chosen for the diagnostic written test and 20 students for the observation. The sample included is only female junior students who registered the course “socio-linguists” in the second term of the Academic year (2009-2010). Moreover, they previously took the course “Phonetic and Phonology”. As for the second sample, they were nine linguists from different universities who responded to the two questionnaires.

The data were tested by Pearson correlation, T-test one sample, spearman correlation, means and percentages, Alpha Cronbach and split-half. Having analyzed the data, the following results were obtained:

A. The main difficulties that English department juniors face when learning stress from experts’ point of view:

1. Over 55% of experts agreed that intelligibility is the most area of difficulty that students face when learning English stress.
2. Over 44% of experts agreed that syllables and sentences stress: “using stress in connected speech” both consider to be the second area of difficulty for learners when learning stress.
3. Over 20% of experts agreed that students have the least difficulty when learning word stress.

B. The level of difficulties that English department juniors at IUG have when learning stress in the written context:

- On applying a diagnostic written test, it is found that 60.3% was the level of difficulties that English department juniors at IUG face when learning stress in the written context.

C. The level of difficulties that English department juniors at IUG have when learning stress in the spoken context:

- During observation, it is noticed that 76.7% was the level of difficulties that English department juniors at IUG face when learning stress in the spoken context.

D. The reasons beyond the difficulties that English department junior at IUG face when learning stress:

1. Over 50% of experts agreed that the methodology factor considers to be the first reason beyond the difficulties faced by English department juniors when learning stress.
2. Over 46% of experts believe that Facilities is the second reason beyond the difficulties faced by English department juniors at IUG when learning stress.
3. Over 37% of experts believe that the Psychological factors are the third reason beyond these difficulties when learning stress.
4. Over 33% of experts believe that interlingual “mother-tongue interference” is the least reason beyond these difficulties that English department juniors at IUG face when learning stress.

E. The strategies that students can use to overcome the difficulties faced when learning stress:

In light of the results above and the workshop conducted about the strategies that students can use to overcome difficulties in learning stress, the researcher concluded that these strategies are:

1. Checking new words in dictionary.
2. Self monitoring and self correction.
3. Reading aloud.
4. Exposing themselves to authentic listening materials.
5. Metacognitive strategies.

In conclusion, the researcher recommended researchers to study the effect of the proposed unit: “work with English stress” on students’ learning of stress.

مستخلص الرسالة

الصعوبات التي تواجه طلبة المستوى الثالث في قسم اللغة الانجليزية في الجامعة الإسلامية عند تعلم النبر.

أجريت هذه الدراسة لتحري عن ما يلي:

1. أهم الصعوبات التي تواجه طلبة المستوى الثالث في الجامعة الإسلامية عند تعلم النبر.

2. الأسباب التي تقف وراء هذه الصعوبات.

3. الإستراتيجيات التي من الممكن للطلبة استخدامها لمواجهة هذه الصعوبات.

ولتحقيق أهداف الدراسة، قام الباحث بتطبيق ثلاث أدوات محكمة على عينة الدراسة، و هي: استبانتان : استبانته للصعوبات وأخرى للأسباب و اختبار تشخيصي كتابي وبطاقة ملاحظة.

وقد تم اختيار عينة عشوائية مكونة من 30 طالبة لتطبيق الاختبار التشخيصي ومن ثم تم اختيار 20 طالبة منهم لملاحظتهم أثناء تعلم النبر، ويجدر الإشارة بأن هذه العينة هي عبارة عن طالبات المستوى الثالث في قسم اللغة الانجليزية في الجامعة الإسلامية المسجلين في مادة اللغويات النفسية والاجتماعية في الفصل الدراسي الثاني للعام الدراسي 2009 / 2010 بالإضافة إلى ذلك، فإنه من المفترض أن تكون عينة الدراسة قد درست مادة الصوتيات والفونولوجيا مسبقاً. والجدير بالذكر بأنه قد تم اختيار 9 متخصصين للإدلاء بأرائهم حول مسألة الصعوبات التي تواجه طلبة المستوى الثالث في قسم اللغة الانجليزية في الجامعة الإسلامية عند تعلم النبر.

استخدم الباحث معامل ارتباط بيرسون وت المحسوبة للعينة المستقلة و معامل ارتباط سيرمان والنسب المئوية و معامل ارتباط ألفا كرونباخ والتجزئة النصفية وذلك لاختبار البيانات التي تم الحصول عليها. وقد توصل الباحث إلى النتائج التالية.

أ. أهم الصعوبات التي يواجهها طلبة قسم اللغة الانجليزية (المستوى الثالث) عند تعلم النبر من وجهة نظر المتخصصين:

1. 55% من المتخصصين اتفقوا على أن استخدام النبر لتواصل مع الآخرين هي أكثر الصعوبات التي تواجه الطلبة عند تعلم النبر.

2. 44% من المتخصصين اتفقوا على أن الطلبة يواجهون صعوبات على مستوى المقطع واستخدام النبرة في الجملة.

3. 20% من المتخصصين اتفقوا على أن الطلبة يعانون صعوبات أقل عند تعلم النبرة على مستوى الكلمة.

ب. مستوى الصعوبات التي يعانيها طلبة المستوى الثالث في قسم اللغة الانجليزية في الجامعة الإسلامية عند تعلم النبر على الصعيد الكتابي:

للتوصل إلى مستوى الصعوبات التي يعانيها الطلبة عند تعلم النبرة على الصعيد الكتابي، قام الباحث باستخدام اختبار تشخيصي كتابي، وقد توصل إلى نتيجة التالية:

• عند تطبيق الاختبار التشخيصي الكتابي ، وجد أن مستوى صعوبات عند تعلم النبر لدى الطلبة هو 60.3%.

ت. مستوى الصعوبات التي يعانيها طلبة المستوى الثالث في قسم اللغة الانجليزية في الجامعة الاسلامية عند تعلم النبر على الصعيد الملاحظه المباشرة لنطق الطلبة:

• عند الملاحظة المباشرة للطلبة أثناء تعلم النبر وجد أن مستوى الصعوبات عند طلبة المستوى الثالث في قسم اللغة الانجليزية في الجامعة الاسلامية هو 76.7%.

ث. الأسباب التي تقف وراء الصعوبات التي يعانيها طلبة المستوى الثالث في قسم اللغة الانجليزية عند تعلم النبر:

1. 50 % من المتخصصين وافقوا على أن المنهجية المستخدمة في تدريس النبر هي المسبب الرئيس لهذه الصعوبات.

2. أكثر من 46% من المتخصصين يعتقدون أن عدم توافر التسهيلات في الجامعات هو السبب الثاني وراء هذه الصعوبات التي يعانيها الطلبة عند تعلم النبر.

3. أكثر من 37% من المتخصصين يعتقدون أن النواحي النفسية تعد عاملاً آخر وراء هذه الصعوبات.

4. أكثر من 33% من المتخصصين يعتقدون أن تدخل اللغة الأم هو من أقل الأسباب التي تقف وراء الصعوبات التي يعانيها طلبة المستوى الثالث في قسم اللغة الانجليزية في الجامعة الاسلامية عند تعلم النبر.

ج. الاستراتيجيات التي يمكن للطلبة استخدامها للتغلب على الصعوبات التي يواجهها طلبة المستوى الثالث في قسم اللغة الانجليزية في الجامعة الاسلامية عند تعلم النبر:

في ضوء ورشة العمل ونتائج الدراسة السابقة الذكر خلص الباحث إلى الإستراتيجيات التالية:

1. تعلم النبر في نفس الوقت الذي يتعلم فيها الطلبة الكلمات الجديدة.

2. المراقبة الذاتية والتصحيح الذاتي المستمر أثناء تعلمهم النبر.

3. القراءة الجهرية

4. الإستماع المكثف للغه الإنجليزية من مصادرها الأساسية.

5. التخطيط الجيد لعملية تعلمهم للنبر.

وفي الختام يوصي الباحث الباحثين بإجراء أبحاث أخرى حول موضوع تعلم النبر وخصوصا دراسة مدى فاعلية وتأثير الوحدة التي قام الباحث باقتراحها على تعلم الطلبة للنبر.

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List of abbreviations

No.	Abbreviations	Refer to
1	L1	First language (mother tongue language)
2	L2	Second language (target language)
3	FL	Learning English as a foreign language
4	SL	Learning English as a Second language
5	SLA	Second Language Acquisition
6	ESL	English as a Second Language
7	SILL	Strategy Inventory for Language Learning

Chapter I

Study Background

- 1.10. Introduction.
- 1.11. The need of the study
- 1.12. Statement of the problem.
- 1.13. Research questions.
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Chapter I

1.1 Introduction

Pronunciation is very important in teaching learning process. Therefore, students and teachers should pay it close attention. It plays a crucial role in making learners comprehend the spoken language. Harmer (2001) notes that pronunciation teaching not only makes students aware of different sounds and sound features, but can also improve their speaking immeasurably. He adds that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed, all these things give extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility. In other words, it allows students to get over serious intelligibility problems.

But, most language teachers find teaching pronunciation a difficult issue. They feel embarrassed when thinking about teaching it. In fact, this is because they do not have enough experiences and strategies that they can use when dealing with pronunciation. Related to this idea, Dalton,(2002) in Wei (2006) says: "We are comfortable teaching reading, writings, listening and to a degree, general oral skills, but when it comes to pronunciation we often lack the basic knowledge of Articulatory Phonetics to offer our students anything more than rudimentary advice such as: it sounds like this: uuuh".

On the other hand, pronunciation has many aspects such as: individual sounds: (Consonants and Vowels), intonation, rhythm, tone, and stress.

These aspects or components constitute the stream of speech. Wasala and Gamage, (2007) explain that the stream of speech is composed of two kinds of phonological units:

segmental sounds and suprasegmental sounds. Segmental sounds are those which can be segmented into distinct, discrete units, such as vowels and consonants. The features of speech like variations of pitch, stress, and accents are called supra segmental units.

In English, there are twelve suprasegmental phonemes: four stresses, four junctures, and four pitch levels. Cho (*The Modern English Society of Korea*). It is important to mention that these four stresses belong to two levels of stress: lexical and phonological

As a matter of fact, Cho (*The Modern English Society of Korea*) in his article discusses the role of suprasegmental phonemes in English. He says "The major function of a language is to communicate our thoughts and feelings with neighbors, friends, and others. Every time when we say something to others, our emotion is more or less blended with our speaking. Such emotions are strongly related to the supra segmental phonemes.

The main concern of this research is stress which is one of the main supersegmental features.

O'Grady et.al (1996) report that stress is a cover term for the combined effects of pitch, loudness, and length. The result of which is syllabic segment prominence. They also show that English stressed vowels are higher in pitch, longer, and louder than unstressed ones.

Moreover, when a word has more than one stress, typically one stress is stronger than the others are. This is termed the "primary stress" and the other "Secondary stress". Hammond (1999).

Actually, stress is considered to be a problematic area for most advanced students of English. They assume that stress is difficult and cannot be learned easily. In contrast, learning stress can be very easy if teachers have the strategies to use when teaching it. Teachers, in fact,

should encourage students acquire stress subconsciously without telling them that they are going to learn stress. Concerning this point, Haycraft (1980) says: "If he has special groups of students he can adapt the vocabulary and structure as appropriate, without altering the stress or intonation pattern of the exercise. Students should do the shorter exercises by memory, while the longer ones can be written down, then read aloud from the page, and learnt by heart.

The former introduction leads to the importance of doing such research in order to identify these difficulties faced when learning stress ,the reasons beyond them, and the strategies that students can use to learn it more effectively.

1.2 Need of The Study:

2 This research emerges from two facts:

Firstly, learners suffer a lot from lack of pronunciation basic knowledge and instruction strategies. In fact, they are nervous of dealing with sounds, intonation, stress, and other segmental and suprasegmental phonemes. This leads them to avoid learning it because they feel they have already too much to do and pronunciation learning will only make things worse.

Secondly, based on the fact that there are many differences between Arabic and English stress rules; English stress is not predictable for Arab learners. As a result, students face many difficulties regarding the place where stress should be assigned on a syllable, a word, a sentence or connected speech.

Palestinian EFL learners need to be aware of the types of difficulties that they may face when learning stress. In fact, diagnosing those difficulties will enable those learners to put their hands

on the real problems related to the subject under study in order to be capable to find suitable strategies that would help them tackle them.

This study is an attempt to clarify this important topic phonologically and methodologically.

1.3 Statement of the problem:

The problem of this study can be stated in the following main question:

What are the difficulties facing English Department Juniors at IUG in Learning stress?

1.4 Research questions:

1. What are the difficulties that English Department Juniors at IUG face when learning stress from experts' point of view?
2. What is the level of difficulties that English Department Juniors at IUG would have when learning stress in written contexts?
3. What is the level of difficulties that English Department Juniors at IUG would have when learning stress in spoken contexts?
4. What are the reasons beyond those difficulties that English Department Juniors at IUG face when learning stress from experts' point of view?
5. What are the strategies that can be used to tackle the difficulties that English Department Juniors at IUG face when learning stress?

1.5 Purpose of The Study:

This study highlights the difficulties that IUG English Department Juniors may face when learning stress from experts and learners point of view.

Moreover, it intends to reveal why English Department Juniors of IUG face those difficulties when learning stress.

Furthermore, it aims at determining the strategies that can be used to overcome such difficulties faced when learning stress.

On the basis of the suggested strategies, the researcher intends to design a unit that can be used to teach stress more effectively.

1.6 Significant of the study:

This study is significant for the following categories of the educational society:

1. Teachers:

1. It helps teachers in the Palestinian universities to be aware of the kinds of difficulties that their students may face when learning stress.
2. It helps teachers in diagnosing the point of weakness in their students' learning of stress.

2. Learners :

1. It considers a reference that students can use when learning stress.
2. It helps students to avoid the difficulties that hinder their learning of English stress.

3. Stakeholders:

1. It encourages decision makers to provide universities with the needed language labs. and other facilities that facilitate stress learning.

1.7 Limitations of the study:

2. This study was applied on English Department Juniors females who are enrolled at the academic year 2009-2010 at IUG.
3. One university is only used when conducting this study i.e. IUG.
4. The current study aims to point out the difficulties that IUG English Department Juniors may face when learning just one of the suprasegmental features: stress.
5. The researcher only discussed the learning strategies that learners are advised to apply to learn stress more easily.
6. Only four tools were used to fulfill the aim of the study: two questionnaires, diagnostic written test, observation cards and a work shop.
7. The questionnaires were distributed to the teachers who are specialists in the field of phonology and linguistics.

1.8 Research Procedures:

The following steps were done as follows:

1. Reviewing literature related to stress learning,
2. Reviewing the previous studies to get an idea about:

- a) The difficulties that learners may face when learning stress,
 - b) The reasons that cause such difficulties when learning stress,
 - c) The strategies that can be used to teach stress effectively, and
 - d) Benefit from their procedures, samples, tools, terms, results, and recommendations.
3. Designing the tools of the study,
 4. Consulting a number of experts and specialist to verify the tools validity and reliability,
 5. Getting permission from IUG to carry out this study,
 6. Applying a descriptive analytical method in collecting and analyzing the data,
 7. Using frequencies, percentages, and (statistic package that suits the research), and
 8. Presenting pedagogical suggestions and recommendation in the light of the study results.

1.9 Definition of terms:

The following terms are operationally defined for the purpose of this study:

1. Stress:

According to *Longman Dictionary of Contemporary English* stress is defined broadly as: to pronounce a word or a part of a word so that it sounds louder or more forceful: The word "machine" is stressed on the second syllable.

Linguistically, David Crystal (2003) in his dictionary: *A Dictionary of Linguistics and Phonetics* defines stress as:" a term used in phonetics to refer to the degree of force used in producing a syllable. The usual distinction is between stressed and unstressed syllables, the

former being more prominent than the later(and marked in transcription with a raised vertical line.[']). The prominence is usually due to an increase in loudness of stressed syllable, but increase in length and often pitch contribute to the overall impression of prominence. In popular usage "stress" is usually equated with an undifferentiated notion of emphasis or strength.

This study deals with the following three main types of stress:

- Word stress
- Phrasal stress
- Sentence stress

2. Juniors:

Countable, In *American English*, it is a student in the year before the final year of HIGH SCHOOL or college. *Longman Dictionary of Contemporary English*.

According to this study, juniors are the third level female students who previously took the course: "Phonetic and Phonology" and currently registered in the course: "Socio-linguistics in the second term of the academic year (2009-2010).

Difficulties:

Difficulty : plural **difficulties**: [uncountable]. If you are in difficulty, you are in a situation in which you have problems. *Longman Dictionary of Contemporary English*.

This study focuses on highlighting the types of problems that English Department Juniors at IUG have when learning stress.

3. Strategies:

strategy: *plural strategies* [countable] a planned series of actions for achieving something:

the government's long-term economic strategy

strategy for doing something : *a strategy for dealing with crime*

strategy to do something: *a strategy to attract younger audiences to jazz*

strategy is [uncountable] skilful planning in general: *The company must first resolve questions of strategy. Longman Dictionary of contemporary English*

In this researcher, strategies are the techniques that third level English student at IUG are recommended to use to learn stress more effectively.

Chapter II

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Chapter II

A) Theoretical Framework

1. Introduction:

Humans produce many of their speech sounds through their organs of speech. But, how can they process the language mentally? In Other words, how can they give their speech the meaning they intent to convey? Actually, this is directly driven by phonology. Clark and Yallop (1995 : 2) say:

“Speech is a purposeful human activity: it is not just movement or energy or noise, but a systematically organized activity, intended _under normal circumstances_ to covey meaning. The term phonology is often associated with the study of this ’higher‘level of speech organization. Thus phonology is often said to be concerned with the organization of speech within specific languages, or with the systems and patterns of sounds that occur in particular languages”.

Lass (1993) stateded that phonology is concerned with function, behavior, and organization of sounds as linguistic items; as opposed to phonetics, which is a rather more " neutral study of the sounds themselves, as phenomena in the physical world, and the physiological, anatomical, neurological, and psychological properties of the human beings that make them”.

Within phonology, two main areas can be recognized: Segmental and suprasegmental. Segmental phonology is concerned with the segments of sounds. For example, the English word "cat" consists of three segments: /k/, /æ/, and /t/. While, supra segmental phonology is concerned with other aspects of phonology, such as tone, stress, and intonation. In short, Crystal (2003)

illustrated that segments, such as phonemes; suprasegmental or non-segmental phonology analyses those features which extent over more than one segment, such as intonation contours.

This study relates mainly to the second branch of phonology called suprasegmental phonology. It focuses on one of the suprasegmental features: Stress. It aims to point out the difficulties that English department Juniors at IUG face when learning Stress. Moreover, this research attempts to highlight the reasons for those difficulties and the strategies that students can use to learn stress more effectively. To fulfill the aim of the study, this part will discuss theoretically a number of related essential ideas that serve providing full understanding about the matter under investigation. However, these ideas are: suprasegmental, syllables and syllabication, English stress, grammatical function of stress, and Arabic stress

2. Suprasegmentals:

2.1. Introduction:

Speech is usually composed of small discrete units of sounds called segmental phonemes. These segmentals are consonants and vowels. Both share in forming syllables. When these syllables are combined, they make utterance. On the other hand, there are other features that allocated above the speech sounds. These features are called supra segmentals. In other words, Shen (1980) in Cho (*The Modern English Society of Korea*) explained that vowels, consonant, and semi vowels are called the segmental phonemes, they are often referred to as the segmentals. Other phonemes, such as stress, pitch level and juncture in English are called the supra segmental phonemes. They are usually referred to as suprasegmentals.

According to Crystal, D. (2003:446), suprasegmental is “a term used in phonetics and phonology to refer to sound segment in an utterance, such as pitch, stress or juncture pattern. In its contrast with "segmental", it is seen as one of two main classes into which phonological units can be divided".

Wennerstrom (1999) showed that suprasegmental are meaningful, phonological part of English language. Although, in some periods, they have been ignored compared to segmental, suprasegmentals play a vital role in achieving intelligibility more than segmentals. This idea is confirmed when Cho (*The Modern English Society of Korea*: 211) reported: "Despite the suprasegmental phonemes are as the very important elements as the segmental, we often forget the great value of them in our language. To be more specific, it is noticed that sounds in themselves do not have a meaning. But when those sounds go together, they can be used to convey a certain message that the speaker wants the listener to receive. Lass (1993) added that sounds in themselves are meaningless. For example, if one asks: what does the sound /v/ means? one cannot find an answer for such question.

On contrary, if this sound united with other ones as /a/ and /n/, it will become /væn/ which has a meaning. It indicates one type of transportations. Moreover, the way in which this word is pronounced can convey different meaning. Consider the following examples:

A. This is a van

B. This is a van?

Example A. tells the listener that this is a van not a car or lorry. But example B. indicates a question, The listener wants to make sure that whether this is a van or not. Thus, it is noted that

variation in pitch, which is one of suprasegmentals, from falling to rising conveys different meaning.

Stress also is one of suprasegmental. "Speakers must also indicate which syllable in the item will carry the stress. Sometimes, it is important to assign, stress to particular syllable within certain words for the purpose of differentiating meaning. For example, the phonetic string [kɒnvɜ:t] 'convert' has two possible meanings, when the stress falls on the first syllable; a noun is intended where as when the stress occurs on the second syllable a verb is meant". Ball and Rahilly (1999 : 103).

The former examples stated above showed that a speaker's choice of pitch contour can help to indicate whether the utterance is a statement or a question. Furthermore, it is shown that stress location has a phonemic function. Ball and Rahilly (1999) mentioned that in tone languages such as Chinese, the pitch shape of a syllable performs function. In tone language, speakers must use particular pitch pattern, in order to differentiate word meaning. He provided with an example from McCauley (1978) about the Mandarin Chinese as a tone language. It was stated that the syllable [ma] in Mandarin Chinese has four possible meanings, depending on the tone which accompanies it as follows:

[ma] high level pitch: 'mother'.

[ma] high rising pitch: 'hemp'.

[ma] low, or high falling then rising pitch, 'horse'.

[ma] falling pitch: 'cold'.

So, it is clear how suprasegmental are important in language, and understanding them can ease the process of communication with others. Cho (*The Modern English Society of Korea*: 211) noted "suprasegmentals are very important and also significant to communicate our thoughts and feeling with others, by coloring of delicate emotions. He added, suppose we walk into a large hall full of talkative people, we can tell whether they are speaking English or some other languages, even though we cannot hear the words they are saying. This is because there are supra segmentals, such as stress, melody, and juncture in their speech. Similarly, Ball and Rahilly (1999) ensures the importance of prosodic aspects of speech. They pointed out that prosodic aspects of speech, supra segmental, have communicative and linguistic relevance and that prosody has paralinguistic importance.

Thus, It is concluded that no utterance can be produced without prosodic aspects. So, an analysis of speech output which ignore prosodic aspects will be incomplete.

Until now some supra segmental phonemes such as stress, and pitch have been reviewed. There is no sentence or speech that can convey its meaning correctly without them. They will be studied and analyzed more deeply and specifically in this chapter.

2.2 Types of suprasegmentals:

As it is mentioned earlier, English has twelve supra segmental phonemes: four stresses, four junctures, and four pitch levels. It is apparent that these twelve belong to three main categories of supra segmentals, they are: stress, intonation, and juncture. In the following section these categories are discussed deeply.

2.2.1 Stress:

Trask (1996) defined stress as: " A certain type of prominence which, in some languages, is present upon certain syllables. Native speakers and phoneticians find it easy to determine which syllables bear stress, and even to distinguish varying degrees of stress, but the phonetic characterization of stress is exceedingly difficult. Stress is variously associated with greater loudness, higher pitch and greater duration".

On contrary, Catford (1988) believed that it is unwise to talk of stress in terms of loudness, since it is a part of inherent sonority of sounds. He thought it is much more reliable to think of stress entirely in term of degrees of initiator power - the amount of energy expended in pumping air out of the lungs. For this, Catford defined stress as initiator power. He mentioned " initiator power is infinitely variable, from zero (when the initiator is inactive, and consequently, there is no airflow and no sound to an indefinite maximum-depending on the size and muscular strength of the speaker- when the initiator is operating at full power, forcing the air out of the highest possible velocity against the resistance imposed upon the airflow by phonatory and articulatory strictures" Catford (1988: 175).

However, to the researcher best knowledge, it seems that both previously mentioned definitions about English stress are correct.

It is apparent that each author talked about it from different angles. Task for example, portrayed the status of the syllable when producing stress. While Catford (1988) reflects the process of stress production itself, he embodies what is involved when producing stress.

It is noted that Daniel Jones (1956) precisely defined stress combining the former two notions about stress together. He says: " Stress maybe described as the degree of force with which a sound or syllable is uttered. It is essentially a subjective action. A strong force of utterance means energetic action of all the articulating organs; it is usually accompanied by a gesture with the hand or head or other parts of the body; it involves a strong "push" from chest wall and consequently strong force of exhalation; this generally gives the objective impression of loudness. Weak force of utterance involves weak action of the chest wall resulting in weak force of exhalations, and giving the objective acoustic impression of softness". (Jones: 1956 : 245).

Therefore, stress is the perceived prominence of one more syllable elements over others in a word. And, this prominence derives from several phonetic factors such as increased length, loudness, pitch movement or a combination of these aspects.

Kenworthy (2000: 51) provided the readers with an explanation for four features involved in the perception of prominence:

- a) Loudness: stressed syllables are louder than unstressed ones.
- b) The length of syllable has an important part to play in its prominence. For example, if the vowel in a syllable is held longer before it is "cut off" by a following consonant sound, then that syllable will be heard as prominent.
- c) Pitch the vocal cords can vibrate at different speeds. If there is a change of speed on a particular syllable, either faster (resulting in a higher pitch) or slower (resulting in a lower pitch) or some fluctuation in speed, then this syllable will stand out from the others sounds around it if they do not have any or as much variation pitch.

- d) Vowel quality: a syllable will be heard as stressed if it has a vowel that differs in quality from the others around it. For example, if you repeat the syllable /dɪ / several times and then suddenly you insert another vowel for example /ɑː / instead of that /ɪ / in the repeated syllable. Then, you will feel that the syllable with different vowel will be pronounced stronger than those of the same vowel.

Thus, Kenworthy (2000) added a fourth phenotical factor vowel qualities' besides the three determined by Ball & Rahilly (1999). To sum up, Four factors produce prominence: Loudness, Length, Pitch, and Quality.

On the other hand, it is important to indicate that the location of the major stressed syllable can be responsible for changing the intended meaning. For example,

- a) "ThOUGHT you would eat it (intended meaning: You have eaten it)".
b) "I thought you would EAT it. (intended meaning: You have not eaten it)". Ball & Rahilly (1999:105).

It is important to mention that stress will be the core of this research, and this part of chapter just serves as an introductory speaking to what comes later on.

2.2.2 Intonation:

Intonation is created mainly throughout the variation in pitch movement that goes frequently ups and down. This phenomena takes place according to the meaning that speaker wants the listener to receive. This section discusses deeply English intonation with which the melody of speech is formulated.

Daniel Jones (1956) defined intonation as: “the pitch of the voice with which a voiced sound is pronounced”.

As a matter of fact, Gimson (1975), Kenworthy (2000) and Kreidler (2004) reported that producing intonation depends mainly on the relative frequency of the vocal cords. The vocal cords can vibrate at different speeds. The faster the vibration, the higher is the pitch we hear, and the slower the vibration, the lower is the pitch we hear. Frequency of vibration depends partly on the force with which air comes up from the lungs and partly on the tension of the vocal cords (due to the positioning of the arytenoid cartilages).

Out of the former, it is noted that intonation plays a crucial role in conveying the meaning that the speaker intends to convey. Related to this idea, Kenworthy (2000: 41) says "Intonation is part of a system, where choices are made by speakers to convey different meanings. In order to determine meaning, "Intonation gives us clues about the attitude of the speaker, or how he feels about what he is saying. When listening to people speaking, we get clear messages about their attitudes from the ways things are said. We can get a good idea, for example, as to whether someone is interested, bored, being kind, being honest or lying" Kelly (2002: 86). Moreover, he showed that intonation helps us indicate what is shared knowledge between the speaker and the listener and what is new information. So, it is obvious that intonation helps the foreigner, whose language differs from the speaker's, to understand part of his attitude and speech. Kenworthy (2000: 41) stated that “When a person hears an unfamiliar language or accent, their attention is often drawn to the intonation pattern, and they will say the language is 'sing-song', 'lilted', 'flat' or even 'monotone'. What this shows is that they are hearing intonation patterns that are different from the ones they are used to in their own accent or language”.

Based on the former, It is apparent that "intonation carries important information of an accentual, grammatical or attitudinal kind. Some of these pitch signals occur with the same general meaning in all languages which make use of intonation, e.g., a falling pitch pattern is generally indicative of finality such as is associated with statement, where as a rising pattern is related to non-finality as in non-final clauses or questions". Gimson (1975:52).

Otherwise, various arguments have appeared regarding the exact number of the intonation patterns. Some phonologists believed that there are only two patterns of intonation: falling and rising. Others believed that intonation has five main patterns. They are: falling, rising, falling - rising, rising falling , and level.

2.2.3 Juncture:

Juncture is a term used to indicate syllable boundaries. But, Robins (1980) pointed out that these boundaries between the components of compound words are not heard; they are not themselves part of the articulatory or the acoustic stream of speech. In some cases, there are segments which could harmonize one of the two syllables that found in connected speech. These segments are known as ambisyllabic. In fact, such segments cause a sort of ambiguity in syllable division that could threaten the meaning of the received utterance or phrase.

The following are some examples taken from Ball and Rahilly (1999: 110). They may confuse the listener, if juncture is not allocated accurately.

/ aɪskri:m / (I scream / ice-cream).

/ ðætstʌf / (That stuff / that's tough).

/pi:stɔ:ks/ (pea stalks / peace talks).

There are four kinds of juncture, they are: Plus juncture /+/, Level juncture ///, Rising juncture ////, and Rising - falling juncture /#/.

Juncture is also found in Arabic. Khader (2010) explained that colloquial Arabic uses internal open juncture to explain ambiguities in some utterance as:

1. Batta+niyyah = uncooked goose
2. Battaniyyah = blanket

3. Syllables and Syllabification

Syllable is the smallest unit beyond single consonants and vowels. Consonants and vowels are phonemes that constitute the basic speech unit. So, when these phonemes are combined together, they form syllables. Syllables differ in intensity (or loudness), in pitch (or tone), and in duration. They can be either strong or weak depending on many factors: stress, elision, and intonation. This section offers a brief close illustration about the structure of syllables. In fact, studying the structure of syllables help in understanding the nature of stress and stress placement which considers the core of this study.

3.1 The nature of the syllable:

Syllable is a unit that is hard to define but easy to recognize. That is to say, although there is not a clear cut definition of syllable that describe what physical actions speakers do to create them, one can easily tell the number of syllables within certain words as: cat, act, delay, and photograph.

However, according to Roach (2002), syllable can be defined both phonetically, and phonologically. Phonetically, "Syllables are usually described as consisting of a center which has little or no obstruction to airflow and which sounds comparatively loud; before and after this centre, there will be greater obstruction to airflow and/or less loud sound". Roach (2002: 70).

Syllable consists of three components: a beginning, a middle, and an end. The beginning is usually called onset, the middle is called nucleus and the end is called "coda".

However, it is not necessary for each syllable to have these three component at the same time.

According to this, syllables are four types:

1. A syllable that has only a nucleus. This type of syllables is also known as minimum syllable.

Examples for this type is as follows:

- 'are' aɪ,
- "Or" ɔɪ, and
- 'ear' ɛɪ

2. A syllable that has only an onset, as: "tea. tiɪ, "more" m ɔɪ, and "key" kiɪ

3. A syllable that has only a coda, as: "ease" i:z, 'ought' ɔɪt, and 'am' æm.

4. A syllable that has onset and coda, as: 'fill' fɪl, 'Sat' sæt, and 'run' rʌn.

As mentioned before, syllables can also be defined phonologically as a term of the possible combinations of English phonemes. Roach (2002: 71) clarified: "the possible phoneme combination of a language is called phonotactics". It is found that any vowel in a certain syllable may be preceded by one or two consonants, and also it can be followed by other one or two

consonants. However, it is important to say that there are restrictions as to the number of consonants that make up the onset and the coda of a syllable. The maximum number of consonants consisting onset of the syllable are three as in the words "street" stri:t, and 'spring' sprɪŋ. While, the maximum number of consonants consisting the coda of the syllable are four as in the words 'twelfths' twelfθs, and 'prompts/ prɒmpts.

3.2 The structure of the English syllable:

Previously, it is found that English syllable can be divided into three parts: onset, nucleus, and coda. Also, it is understood that not all syllables have all these parts: the smallest possible syllable contains a nucleus only. A syllable may or may not have an onset and a coda. But, in case of a syllable having onset and coda, what each part of these consists of?

Both onset and coda consist of consonants. If the syllable begins with one consonant, that onset called initial. Initial can be any consonant phoneme except ŋ; and ʒ. But in some cases a syllable consists of two or three consonants cluster, as known the maximum number of consonant cluster initially is three. This cluster is not formed arbitrarily in English. Roach (2002: 71) illustrated that initial two-consonant cluster are of two sorts: The first sort composed of (s) which called pre-initial followed by one of the other consonants known as initials. Examples for this sort as in 'sway' sweɪ, and 'smoke' sməʊk.

The other sort of onset consists of three parts: s (pre-initial) followed by initials that is also followed by post initials. Post initials are one of those phonemes: l, r, w, j.

For example:

'Stream' stri:m

'Square' skweə

Similarly to the onset, if there is no final consonant, it is said there is a zero coda. When there is one consonant only, this is called the final consonant. Any consonant may be a final except h, r, w, j. In fact, there are two sorts of final consonant clusters. The first begins with pre-final consonant followed by final consonant. The pre-finals are: m, n, ŋ, l, s, as in 'bump' bʌmp, 'bent' bent, and 'bank' bæŋk.

The other sort is formed by final followed by post-final. Post-finals are: s, z, t, d, θ. Examples for this sort are: 'bet' betz, 'beds' bedz and 'backed' bækt.

So, the structural formula for the English can be drawn as:

Pre-initial + Initial + post initials - vowel - Pre-final + final + post-final

Or

(C) (C) (C) V (C) (C) (C) (C)

onset nucleus Coda

Considering the fact that nucleus plus coda forms together what is called the rhyme, there will be another syllable structure formula. This formula is: Onset + Rhyme.

Finally, Harley (2003) in Can (2009) proposes rules to describe how English words are formed or framed. She describes syllable structure through Phonotactics. These rules are:

1. All phonological words must contain at least one syllable, and hence must contain at least one vowel.
2. Sequences of repeated consonants are not possible.
3. The velar nasal / ŋ / never occurs in the onset of a syllable.
4. The glottal fricative (h) never occurs in the coda of a syllable.
5. The affricates /ts/ and /dz/, and the glottal fricative /h/ do not occur in complex onsets.
6. The first consonant in a two-consonant onset must be an obstruent (p, t, k, d, f, g).
7. The second consonant in a two-consonant onset must not be a voiced obstruent.
8. If the first consonant of a two-consonant onset is not an /s/, the second consonant must be a liquid or a glide - the second consonant must be /l/, /r/, /w/, or /j/.
9. Every subsequence contained within a sequence of consonant, must obey all the relevant phonotactic rules.
10. No glides in syllable codas.
11. The second consonant in a two-consonant coda cannot be / ŋ /, /d/, /r/, / ʒ /.
12. If the second consonant in a complex coda is voiced, the first consonant in the coda must also be voiced.
13. When a non-alveolar nasal is in a coda together with a non-alveolar obstruent, they must have the same place of articulation, and obstruent must be a voiceless stop.
14. Two obstruents in a coda together must have the same voicing.

3.3 The division of the syllable:

Dividing the utterance into its syllables may be a source of disagreement among native speakers.

This is because English, unlike other languages, is stress timed language. That is to say, there are

certain syllables are louder and longer, others are softer and shorter. In fact, in English the "beginning of a strong syllable is clear, but it is not easy to tell where a weak syllable begins unless it is the initial syllable of the word". Kreidler (2004: 77).

It is suggested that a rule known as the maximum onsets principle is to be followed when dividing syllables. Roach (2002: 77) pointed out that this principle states that where two syllables are to be divided, any consonant, between them should be attached to the right-hand syllable, not to the left, as far as possible.

One of the most difficult cases to divide for native speaker is the word 'extra' ekstrə. The following are the possibilities of dividing this word:

1. e.kstrə

2. ek.strə. ←

3. eks.trə. ←

4. ekst.rə.

5. ekstr. ə

Based on the maximum onset principle, the suitable division for this word should be ek.strə. (1) and (2), is rejected due to the restrictions governing syllable onsets and codas. As for (3) and (4), they are also rejected. This because they do not harmonize with the maximum onset principle.

However, Kreidler (2004 : 78) states four rules governing the process of syllable division. These rules are:

1. If two vowels occur in sequence, the syllable break is between the vowels (v.v): ne.on, cha.os, cru.el(ty), bi.o(logy), re.a(lity). The first of the two vowels is always a free vowel. Syllable division is indicated with a dot.
2. If one consonant occurs between two vowels and the second vowel is strong, whether stressed or not, the consonant is part of the second syllable: re.'pent, va.'ca(tion).

If one consonant occur between strong vowel and a weak vowel, the consonant is ambisyllabic; we represent this with the symbol \wedge before the ambisyllabic consonant: 'co \wedge py, 'mo \wedge del, 'le \wedge vel. When a single consonant occurs between two weak vowels, it may be ambisyllabic: 'ci \wedge ne \wedge ma, 'po \wedge si \wedge tive, or it may go in the syllable with the second weak vowel: 'ci \wedge ne.ma, 'po \wedge si.tive.

3. If two vowels are separated by a consonant cluster, syllable division depends on what consonants are in the cluster. If the cluster of the type that can occur word initially (sC-,Cr-,Cl-,Cw-,sCr-,..) and the following vowel is strong, the whole cluster is part of the syllable with the strong vowel: Pa.'tri(cia), de.'cline. (Verb). If the second vowel is weak, the first consonant of the cluster is ambisyllabic: 'sa \wedge cred, 'pro \wedge blem, pro \wedge ba \wedge bly. (noun).
4. If the consonant cluster is one that cannot occur in initial position, the consonant are divided in such a way that the second syllable begins with a consonant or consonant cluster which can occur initially: 'can.dy, 'at.las.

3.4 Types of Syllable:

In this section, the following types of syllables is going to be discussed:

1. Open and close syllables.
2. Strong and weak syllables.
3. Syllabic consonant.

3.4.1 Open and Close Syllables:

In brief, syllables of English can be either 'open' or 'closed'. If a syllable ends with a vowel (i.e. CV, CVV), this syllables is called open syllable. While, if the syllable ends with a consonant or a consonant cluster (i.e. CVC, VCC), syllable would be closed.

3.4.2 Strong and Weak syllables:

English syllables can be either strong or weak. Syllable of the full vowel sounds are called strong syllables. But, Syllables of reduced vowel sounds are called weak syllable. In other words, when we compare weak syllables with strong syllables, it is found that the vowel in a weak syllable tends to be shorter, of lower intensity and different in quality. For example, in the word 'father' fa:ðə the second syllable, which is weak, is shorter than the first, is less loud and has a vowel that cannot occur in strong syllables.

Moreover, Syllables can be distinguished in term of stress. That is to say, if the syllable is stressed, if is called strong. But, if the syllable unstressed, it is called weak.

However, it is important to mention that there are three types of vowels that is always associated with weak syllables. These vowels are: the 'ə' vowel ("schwa") which is the most common vowel in English, close front (i) and close back vowels (ʊ), and syllabic consonants (m, n, r, l).

The following section discusses briefly what is meant by syllabic consonants.

3.4.3 Syllabic consonants syllables:

Syllabic consonants syllables are syllables that contain a consonant that considers to be the peak of that syllable. In English, /l r m n ŋ / can be syllabic but only in unstressed syllables. Kim (2005) showed that syllabic consonants in present-day English appear in unstressed syllables where their preceding vowels are normally lost. (e.g., sudden ['sʌdŋ]).

Kreider (2004: 84) gave an example of how these syllabic consonants are produced. He illustrates that when pronouncing the word button, the tongue-tip touches the alveolar ridge for the [t], blocking the flow of air through the mouth, the velic is closed, blocking the flow of air through the nose, and the vocal cords are not vibrating. Then the velic opens and the vocal cords vibrate while the tongue remains against the alveolar ridge. So, a syllabic consonant is articulated without the tongue moving from the position of [t]. There is vowel between [t] and ŋ].

It is important to indicate that syllabic [ŋ] is frequent in English. It is usually occur after consonants: /t d s z ʃ, ʒ, ʒ, ʒ /.

While /m/ and /ŋ/ are less common. They can be heard in a phrase like keep 'em [kiipm] or looking good [lʊkŋ gʊd] respectively.

The liquid consonants /l/ and /r/ may sometimes be considered to be syllabic, and in other times, they are not. This makes it so difficult to decide how many syllables the following words have: girl, file, foul, fire, hour.

3.5 The prominence of syllables

Every utterance consists of at least one tone unit, and every tone unit consists of at least one syllable. If this tone unit consists of more than one syllable, one of them is more prominent than the others. Take the following utterance as an example:

I read nine books

Here, the word “books” seems to be more prominent than the other words in the utterance. Usually, this prominence is called accent of the tone unit. Accent emerges from a change of pitch. Kreidler (2004:70) points out that " A long with the change of pitch, there is typically a greater intensity, more force with which air is pushed up from the lungs, and greater length or duration, in the vowel and other sonorant elements of the accented syllable".

If the accented word is disyllabic, one of these syllables is more prominence than the others. This phenomena is associated with stress. In other words, the syllable that has a stress in the accented word is described to be more prominent than the other syllables in that word. For example, if we change the word 'book' in the previous utterance with the disyllable word 'reviews', this word is accented on the second syllable because the second syllable is stressed.

It is important to mention that Kreidler (2004: 70) drew that reader attention that when a syllable is stressed but not accented, it does not have a change of pitch. But relatively, it may be spoken

at a higher pitch than the unstressed syllable and with greater length and intensity. In general, as previously mentioned, stressed syllable is stronger and longer than the unstressed ones.

4. English Stress:

This part of the thesis provides mainly a deep background about stress which considers the core of this study. It introduces the reader with the topic briefly and comprehensively. Out of this section, the reader can find:

- The nature of stress.
- Stress and intelligibility.
- Levels of stress.
- Types of stress.
- Stress placement.

4.1 The Nature of Stress:

Previously, It is mentioned that stress can be recognized from two sides: the status of syllable when producing it, and the process of its production. Roach (2002 : 93) says: " we can study stress from the point of view of production and of perception; the two are obviously closed related, but not identical ".

The production of stress depends on the speaker using more muscular energy than is used for unstressed syllables. That is to say that when stressed syllables are produced, the muscles that is used to expel air from the lungs are often more active, producing higher subglottal pressure.

As for the perception of stress, it is apparent that many different sound characteristics are important in making a stressed syllable. Roach (2002 : 94) illustrates that from the perceptual point of view, all stress syllables have one characteristic in common, and that is prominence. Stressed syllables are recognized as stressed because they are more prominent than unstressed syllables.

Previously when talking about stress as one of suprasegmentals, it is discussed that prominence is made as a result of at least four different factors. These factors are: Loudness, length, pitch, and vowel quality. According to (Roach 2002, 95), these four factors work together in combination, although syllables may sometimes be made prominent by means of only one or two of them. Moreover, it is shown that the most important factor that effect the prominence production is the pitch, and then length, while loudness and quality have much less effect.

4.2 Stress and Intelligibility: The role of stress in pronunciation:

Intelligibility is " the prime goal of pronunciation. Harmer (2001: 184). "It is two way process that emphasizes the perception of listeners rather than the production of speakers." He added: "If intelligibility is the goal then it suggests that some pronunciation features are more important than others. Some sounds, for example, have to be right if the speaker is to get their message across (for example /n/ as in / sɪnɪŋ/ versus /ŋ/ as in /sɪŋɪŋ/ though others (for example /ð/ and /θ/ may not cause a lack of intelligibility if they are confused. Stressing words and phrases correctly is vital if emphasis is be given to the important parts of messages and if words are to be understood correctly. Intonation - the ability to vary the pitch and tune of speech - is an important meaning carrier too".

However, Feild (2005: 402) shows that almost researchers believe that suprasegmentals play a more important role than segmentals. For example, he clarifies that Anderson - Hsieh, Johnson, and Koehler (1992) compared the relative contributions made to intelligibility by prosody, segmental and syllable structure. Within 11 different Languages groups, they found that the score for prosody was most significantly associated with the overall score for pronunciation.

This part of discussion concerns with highlighting the role of English stress in achieving intelligibility.

Stress is important in individual words, in phrases, and sentences. By shifting it around in a phrase or a sentence we can change emphasis or meaning. Ladefoged (1982 in Kim (2003: 26) said: "stress has several different functions in English. It can be used simply to give special emphasis to a word or to contrast one word with another. Another major function of stress in English is to indicate the syntactic relationships between words or parts of words, there are many noun-verb oppositions, such as in insult, to ins'ult".

Based on what is mentioned above, it is apparent that English has word stress and sentences stress which bear as great functions as other segmental. According to the position of primary stress within a word, the part of speech of a word changes in to a quite different one, as from noun to verb, from adjective to verb, and from adjective to noun. This means another function within a same word by shifting the stress position only. For example,

Noun	Verb
'conduct	Con'duct
'combine	Com'bine
'insult	Ins'ult
'increase	In'crease

Adjective	Verb
'separate	Sepa'rate
'moderate	Mode'rate
'elaborate	Elabo'rate

As for the syntactic relationships in English, non-native speakers should be aware of the difference between 'black 'bird (a dark bird) and 'black bird (one of the species). Other examples of such of stress are:

'High 'chair (a tall chair) 'high chair (baby's special chair)

'Green 'house (a colored house) 'green house (the plant house)

'English 'teacher (a teacher who's an Englishman) 'English teacher (a teacher who teaches English language).

Sentence stress can be used to emphasize the feeling or state of emotion of the speaker. The length of rhythmic voice mainly depends on sentence stress. The syllable containing stress is

pronounced for the longer moments than the unstressed syllable. This type of stress is called "emphatic stress".

The following example illustrated the idea:

- a. Mary is my sister: My sister is she, not Catherine.
- b. Mary is my sister: certainly she is my sister.
- c. Mary is my sister: she is my sister, not Herry's.

As a matter of fact, Jesry (2005: 19) showed that students need to know that placing the stress correctly when they are speaking instantly and automatically improves their pronunciation, enhances listeners' comprehension and facilitates communication. Jesry (2005: 19) added that misplaced stress, in contrast, impedes comprehension and makes speech more difficult to understand. Therefore, non-native speakers who speak English to native speakers without using word stress encounter at least two problems. First, they find it difficult to understand native speakers, especially those speaking fast. And second, the native-speakers may find it difficult to understand them. This happens Very often because non-native speakers mispronounce some of the individual sounds in words. At other times, words are not easily recognized because the speaker has stressed the wrong part of the word. To give an example of word stress and its significance, many people have a problem hearing the difference between the "forty" and "fourteen" if stress is not placed properly. Hence, it is important for students to learn how a word is stressed at the same time as they learn how to pronounce it.

Thus, it is clear that stress importance appears in both: its grammatical function in speech; and its emphatic role in communication.

4.3 Levels of stress:

Stress is part of each syllable we speak, and every syllable possesses some degree of it, varying from great or very strong prominence, to very little or weak prominence.

It is apparent that scholars have different points of view regarding the levels of stress. These views can be categorized in four groups. The first divided stress into three levels: strong, half strong, and weak depending on the loudness of syllables. The second regarded stress as four kinds: full stress, stronger half stress and weaker half stress and unstressed, naming each 4, 3, 2, 1. The third divided it into four levels, loud, half loud, strong, and weak. And finally the fourth which divided stress into four levels: primary stress / \square / secondary stress / \wedge /, tertiary stress / \backslash /, and weak stress / \prime /.

In order to gain understanding about these four levels of stress, Roach (2002: 95) gave the word 'around' as an example. Roach (2002) showed that stress in this word always fall clearly on the last syllable and the first syllable is weak. He also clarifies that when pronouncing this word, the pitch of the voice does not remain level on the second syllable, it falls from a higher to a lower pitch. The prominence that results from this pitch movement, or tone, gives the strongest type of stress; this is called primary stress. Another type of stress that is weaker than primary stress but stronger than that of the first syllable of 'around'. This level is called secondary stress marked by [\square]. It is found in these words cited in Roach (2002: 96):

'photographic' \square fəʊtə'græfɪk ,

'anthropology' \square ænθrə'pɒlədʒɪ .

Tertiary is the third level of stress. It is weaker than the secondary stress. 0 is used to mark this tertiary stress. This level of stress is found in this word:

'indivisi**b**ility' 0 0 0
 INDIVIZI'bɪləti

It is noted that the second, fourth, sixth and seventh are not symbolized or marked. They are weaker than the tertiary stress. So, they are called unstressed syllables.

As a matter of fact, primary and secondary stresses are considered to be major stress. While, tertiary and weak are called minor stresses.

However, the following example taken from Kim (2003: 27) noted the placement of these four levels of stress within different words:

Ùnděrstánd, màgāziíne, r̀èpr̀ésént
 b̀us stòp, cóld cr̀eam, blàck tèa.

But as seen, if all the four English stress categories are marked, stress marking may be so complex and difficult. For this reason, stress is usually divided into categories of primary and weak stress both for the sake of convenience and for practical purposes.

According to this practice, the sound with primary stress is marked as / ' /, while all other sounds with weak stress are unmarked. Kim (2003: 27). Let us see how simple and clear are the words with just assigning the primary stress:

Understánd, magaziíne, represént
 B'us stop, cóld cream, bl'ack tea.

4.4 Types of Stress:

English stress has two major types: word stress and sentence stress. This reveals that stress differs between words in isolation and those same words in connected speech. Kharma and Hajaj (1997). Every word used in isolation must have at least one major or (primary stress), and usually has a fixed stress pattern if it is made up of more than one syllable. However, this is not the case in connected speech. When speaking, all sounds and syllables are not uttered with equal force. These sounds and syllables are pronounced with a stronger energy or effect. This is in case they are important, and we want to give them a particular emphasis. On contrary, if a sound or syllable of less importance, it will be pronounced with less emphasis. For example:

In the sentence "I want to go now", the syllables of : I , want , go , and now can each altered more strongly than the other syllable , to.

In brief, stress in isolated words is called word stress. While , stress in connected speech is called sentence or phrase stress. However, the following section entitled : placement of stress : General rules discusses deeply the rules of placing those two main types.

4.5 Placement of stress: General rules

House (1998: 148) stated: "In old English, many words were monosyllabic. If the word was multisyllabic, the first syllable of word was always stressed with the exception of those words beginning with a prefix. If the word began with a prefix the next syllable was automatically stressed. This straightforward and consistent pattern of syllable stress was disrupted when loanwords from various languages entered into middle and Modern English". For this, it is extremely difficult for foreign learners to determine which syllables in the English words should

be stressed. For them, English stress is unpredictable. So, Foreign Learners find it better to learn how to pronounce the word with the correctness at the same time they learn the meaning of it. However, in order to decide on stress placement, Roach (2002: 97) intended to draw non-native speakers attention to the following:

- 1) Whether the word is morphologically simple, or whether it is complex as a result either of containing one or more affixes (that is, prefixes or suffixes) or of being a compound word.
- 2) What the grammatical category of the word is (noun, verb, adjective,...)
- 3) How many syllables the word has.
- 4) What the phonological structure of those syllables is: Whether the syllable is strong or weak.

In this section, the general rules of stress placement will be discussed. These rules are in particular dealing with:

- 1) Placement of stress within the word: simple and complex words.
- 2) Placement of stress within the phrase.

4.5.1 Placement of stress within the word:

Firstly, it is unwise to talk about placement of stress within the word without having a clear knowledge about the type of the word that we are going to stress.

In English, There are two types of words:

- Simple words.
- Complex words.

4.5.1.1 Simple words:

They are composed of no more than one grammatical unit. These words contain either one, two, or three syllables.

For example:

Care: simple word that has one grammatical unit and contains one syllable.

Apply: simple word of two-syllables.

Determine: simple word of three-syllables.

But, the question here is: How to stress such words.

- **General rules of stressing single-syllable words:**

Roach (2002: 97) indicates that single syllable words does not cause problem regarding stress placement. That is, if these words are pronounced in isolation, they are said with primary stress.

- **Two-Syllable words:**

Here, It is necessary to determine which of those two syllables are strong, and which of them are weak. This is because only strong syllables are stressed.

Usually, strong syllables have a rhyme either has a syllable peak which is a long vowel or diphthong, or a vowel followed by a coda. On contrary, weak syllables have a syllable peak which is a short, and no coda unless the syllable peak is the schwa vowel ə or (in some circumstances) ɪ. Roach (2002:98).

Regarding two-syllable words as: verbs, adjectives, adverbs and prepositions, they seem to have the same rules of stressing. These rules are:

- 1) If the second syllable of the verb, adjective, or adverb is a strong syllable, then that second syllable is stressed.

For example:

'attract' (v) ə'trækt

'divine' (adj) dɪ'vaɪn

- 2) If the final syllable is weak, then the first syllable is stressed

'enter' (v) 'entə

'lovely' (adj) 'lʌvli

In case of nouns, they have different rules as follows:

If the second syllable contains a short vowel, then the stress will usually come on the first syllable. Otherwise, it will be on the second syllable.

For example:

'money' 'mʌni

'estate' ɪ'steɪt

- **Three-syllable words:**

The general rule of stressing three-syllable verb:

1. If the final syllable is strong, then it will be stressed. As:

'entertain' entə'teɪn

'resurrect' rezə'rekt

2. If the last syllable is weak, then it will be unstressed and stress will be placed on the penultimate syllable if that syllable is strong. As:

'encounter' ɪŋ'kaʊntə

'determine' dɪ'tɜːmɪn

3. If both the second and third syllable are weak, then the stress falls on the initial syllable:

'parody' 'pærədi

- **Three-syllable nouns and adjectives usually have different rule:**

Even if the final syllable is strong, stress is assigned on the first syllable. The final syllable usually has a secondary stress. As:

'intellect' (n) 'ɪntələkt

'opportune' (adj) 'ɒpətjuːn

4.5.1.2 Complex words:

Complex words are words that composed of two or more grammatical units.

They are of two major types:

- 1) Words made from a basic word form (called stem), with the addition of an affix; and
- 2) Compound words, which are made of two (or occasionally more) independent English words as: 'ice-cream', 'armchair'. Roach (2002:125).

- **Words made with affixes:**

Affixes are of two sorts in English: prefixes and suffixes. Prefixes are affixes that comes before the stem as: prefix un + stem happy → 'unhappy'. While, suffixes are affixes that comes after the stem as: the stem 'happy' + the suffix 'ness' → happiness.

Roach (2002: 105) pointed that affixes have one of three possible effects on word stress:

- 1) The affix itself receives the primary stress as: 'personality' pɜːɪnə'æləti.
- 2) The word is stressed just as if the affix were not there as in: 'pleasant' 'pleznt.
- 3) The stress remains on the stem, not the affix, but is shifted to a different syllable as in: 'magnet' 'mægnət, 'magnetic' mæg'netɪk.

- **Rules Related to Prefixes:**

- Prefixes do not have any predictable affect on the location of word stress. Only in the case of (re), it may carry a secondary stress, if it adds the sense of 'again' to the word. But, if it does not, /r/ should not be stressed. In the first case, it is pronounced /ri:/ means again. In the second case, it is pronounced /rɪ /. For example:

□re'call [to call again] re'call [remember]

□re'cover [to cover again] re'cover [to get well].

- **Some exceptions related to prefixes:**

1. some words with prefixes have main stress on the prefix and a secondary stress later in the word as:

subway - /'sʌbweɪ/

superpower /'suː pə ˌpaʊə /

2. Most words that have main stress on prefix are nouns and include:

'co-driver

'sub ˌsection

'super ˌmarket

'under ˌcurrent

'hyperspace

'interface

3. Other words with these prefixes have main stress on a syllable after the prefix. Most words like this are adjectives as:

□co-edu'cation

□counter in'telligence

□hyper'active

□Inter 'changeable

□sub'conscious

□super'natural

4. In many words with a prefix, there is secondary stress on the prefix and with main stress later in the word:

□impre'cise

□disa'gree

□hyper'active

- **Rules Related to Suffixes:**

Suffixes are divided into two types: derivational and Inflectional.

- Inflectional suffixes are suffixes that do not change the grammatical status of the word. Such suffixes do not affect the stress of the words.

For example:

'table 'tables

'student 'students 'student's

- **Derivational Suffixes:**

They are suffixes that change the grammatical status of the word. They fall into two classes: (a) those which do not affect the word stress (b) those which do.

- **Suffixes that do not affect the word stress:**

– ance \ əns \

– age \ ɪdʒ \

– ant \ ənt \

– ence \ əns \

– ent \ ənt \

– en \ ən \

– er, or \ ər \

– ess \ ɪs \, \ es \

– ful \ fl \

– fy \ faɪ \

– hood \ hʊd \

- ice \ ɪ s \
- ish \ ɪʃ \
- ism \ ɪ zəm \
- ive \ ɪv \
- less \ lɪs \
- ly \ laɪ \
- ment \ mənt \
- ness \ nɪs \
- ship \ ʃɪp \
- ter \ tə \
- ure \ ə \ \ jə \
- zen \ zn \

- **Some exceptions related to suffixes:**

- ✓ Exceptions with -able and al include: ad'mire - 'admirable - 'medicine - me'dicinal. Hewings (2007).
- ✓ According to Hewings (2007: 30) nouns and adjectives ending with the suffixes –ant, -ent, -ance, or –ence, stress placement depends on the spelling of the syllable before the suffix (the pre-suffix syllable):
 - If the pre-suffix ends with a single vowel letter (v) or a single vowel letter plus a single consonant letter (vc), stress usually goes on the syllable before the pre-suffix syllable if there is one:

'ignorant (vc)

'variant (v)

'fraudulent (vc)

continuance (v)

'reference (vc)

'ambience (v)

- If the pre-suffix syllable has any other spelling, then stress is usually on the pre-suffix syllable itself:

appearance (vvc)

□cor2

Äpondent (vcc) con'vergence (vcc)

- If the pre-suffix ends with the letter y; and the root word ends with the letter y in a stressed syllable, the stress is usually on the pre-suffix syllable:

com'ply - com'pliance

re'ly - re'liant

- ✓ Exception 2: some of words ending with the suffix -ant, -ent, -ance, or -ence have a different stress placement from the root:

ig'nore - 'ignorant

re'fer – reference.

- ✓ Exception 3: some words end with “ment” have a different stress placement from the root:

'advertise – ad'vertisement.

▪ **Suffixes which do affect the word stress:**

• **Suffixes carrying primary stress themselves:**

- '_ee': 'refugee' ɹefjʊ'dʒ:
- '_eer': 'mountaineer' ɹmaʊntɪ'nɪə
- '_ese': 'Portugese' pɔ:tʃə'gi:z
- '_ette': 'cigarette' ɹsɪgr'et
- '_esque': 'picturesque' pɪktʃr'esk.

➤ Exceptions of this rule include: 'Omelette, 'etiqette, em'ployee (although less commonly we use ɹemploy'ee). Hewings, M. (2007).

Suffixes that influence stress in the stem:

Here, stress is not the last syllable of the stem:

- '_eous': 'advantage' əd'vantɪdʒ
- '_graphy': 'photo' 'fəʊtəʊ
- '_ial': 'proverb' 'prɒvɜ:b
- '_ic': 'climate' 'klaɪmɪt
- '_ion': 'perfect' 'pɜ:fɪkt
- '_ious': 'injure' 'ɪndʒə
- '_ty': 'tranquil' 'træŋkwɪl
- '_ive': 'reflex' 'ri:fleks

- **The Influence of suffixes on words that have main stress**

In some cases, adding suffixes to the root of some words do not change their stress pattern. But it changes the pronunciation of the vowel in the main stressed syllable.

For example:

ex'treme - ex'tremity de'rive - de'riivative

\ i : \ \ e \ \ aɪ \ \ ɪ \

'natin - 'natinational ex'plore - ex'ploratory

\ eɪ \ \ æ \ \ ɔ : \ \ ɒ \

In some words, adding suffixes to the root of some words change not only the pronunciation of the vowel in the stressed syllable, but also the spelling of either the vowel and / or the consonants that follow it:

\ aɪ d \ col'lide - col'lision \ ɪ ʒ \

\ aɪ b \ de'scribe - de'scription, pre'scriptive \ ɪ p \

\ ɪ : v \ de'ceive - de'ception, de'ceptive \ e p \

\ ɪ : \ re'peat - re'petitive \ e \

\ ɑ : \ ex'ample - ex'emplary \ e \

\ eɪ \ ex'plain - ex'planatory \ æ \

\ eɪ \ re'tain - re'tention \ e \

\aɪ\ ap'ply - ap'plicable \ɪ\

There are other words that do change their stress pattern when a suffix is added to the stem (root). Also, they change their pronunciation in one or more syllable:

pro'nounce - pronunci'ation - pre'fer - 'preferable

/ə/ \aʊ\ \ə\ \ʌ\ \ɪ\ \ɜ : \ \e\ \ə\

- **Compound words:**

Compound words are words that consist of two words. Both of them can exist independently as English words. Roach (2002: 108) illustrated that compounds are written in different ways, sometimes they are written as one word - e.g. 'armchair', sometimes with the words separated by a hyphen (-) as: fruit-cake, and sometimes with two words separated by a space as: 'desk lamp'.

When stressing compound words, stress can be assigned whether on the first syllable of the first word or the first syllable of the second word. This is according to the functions they serve. Roach (2002: 108) mentioned " the most familiar type of compound is the one which combines two nouns and which normally has the stress on the first element, as in: 'typewriter' 'taɪpraɪtə.

However, stress can fall on the first syllable of the second word in the following cases stated by Roach (2002: 109):

1. Compounds with an adjectival first element and the _ed morpheme at the end as in:

bad _'tempered

half _'timbered.

2. Compounds in which the first element is a number in some form also tend to have final stress:

three _'wheeler

second _'class

3. Compounds functioning as adverbs are usually final - stressed:

head _'first

North _'East

4. Compounds which function as verbs and have an adverbial first element take final stress:

down _'grade

back _'pedal

4.5.2 Placement of stress within the phrase:

Here, two rules regarding the placement of stress on phrases should be taken into consideration:

- 1) If the phrase comes in isolation and without any special emphasis, then the main accent falls on the rightmost lexical word. This can be seen in the following examples taken from Spencer (1996: 255):

- a. a large black CAT.
- b. almost as bulky as an elephant in SPACE suit.

2) If this phrase spoken in a 'neutral' context, the final word of it will bear the most prominence. The following example taken also from Spencer (1996: 255) illustrated this idea:

- The parcel Tom was carrying seemed almost as bulky as an elephant in a SPACE suit.

Concerning this rule, Spencer (1996) pointed out that this phrase - final prominence is called the Nuclear. Additionally, he describes this rule as the most important rule governing the placement of accents in phrasal accent.

It is important to mention that any word in the phrase, when spoken in 'neutral' context can be given extra emphasis. This is in order to establish a contrast or emphasis between two ideas. For example:

- a. TOM writes Chinese.
 - b. Tom WRITES Chinese.
 - c. Tom write CHINESE.
- Compound words and phrasal verbs are given more explanation in the following section entitled the grammatical functions of stress.

5. The Grammatical Functions of Stress:

It is known previously that the major function of stress in English is to indicate the syntactic relationships between words or part of words as: noun, verbs, adjectives, adverbs , compound noun, modifier plus noun ... and so on. This section exhibits some of these grammatical functions of stress.

5.1 Stress grammatical functions to distinguish between nouns, verbs and adjectives:

In English, there are several pairs of two-syllable words with identical spelling which differ from each other in stress placement. These words can either be verbs, nouns, or adjective. All consists of prefix + stress. In this case, if the word is a verb, it is stressed on the second syllable. But, if it is a noun or adjective, it is stressed on the first syllable. The following examples taken from Roach (2002: 110) explained the rule:

	Verb	Noun	Adjective
'abstract'	æb'strækt	-	'æbstrækt
'conduct'	kən'dʌkt	'kɒndʌkt	-
'present'	pri'zent	'preznt	'preznt

5.2 Stress role in distinguishing compound words and phrases:

Stress also sometimes helps distinguishing the compound noun from noun phrase (modifier + noun) and verb plus adverbial collocations. That is to say that in case of compound noun, primary stress is assigned on the first syllables of the first word because both words consider to be one word. But, in case of noun-phrase or verb-plus-adverbs, primary stress is allocated for the first syllables of both words. This is because the serve as two separate words. For examples:

(A)	(B)
'black bird	'black 'bird
'black board	'black 'board

As a matter of fact, in the first column the meaning that the speaker intends to convey is one of the bird species, and a material that school use to write on respectively. While in the second, it is meant: a bird that is colored with black, and a board that is colored with black respectively.

The following section discusses in details the following:

- Stress in compound nouns.
- Stress in compound adjectives and abbreviations.
- Stress in longer compound nouns.
- One stress phrasal verbs.
- Two-stress phrasal verbs.

5.2.1 Stress in compound nouns:

A compound noun is a fixed expression which is made up of more than one word and which has the function of a noun. Some is written as two words, some with a hyphen, and some as one word. Hewings (2007: 38).

For example:

'crash □barrier

'baby □sitter

In fact, some compound nouns have main stress on the first part and others have main stress on the second.

- **Compound nouns have four different types that all have main stress on the first part**
these types are:

1. **Noun + noun:** 'arms race - 'news □paper - 'airport.
2. **Noun + ing form:** 'bird - □watching - 'house - □hunting.

3. **Ing form + noun:** 'dressing ɒ gown - 'stitting ɒ room.

4. **Verb + noun** : 'search ɒ party - con'trol ɒ tower.

- **Most adjective + noun compound nouns have main stress on the second part and secondary stress on the first part:**

ɒ social se'curity - ɒ hot po'tato - ɒ absolute 'zero

- **Actually, this type of compound nouns includes:**

➤ **Adjective + ing form:** ɒ central 'heating - ɒ global 'warming

➤ **Past participle + noun:** ɒ split in'finitive - in ɒ verted 'commas - ɒ lost 'property

- **Stress in compound adjectives and in abbreviations:**

5.2.2 Stress in compound adjective:

A compound adjective is a fixed expression which is made up of more than one word and which has the function of an adjective. Most compound adjectives are written with a hyphen, but a few are written as one word. Hewing, M. (2007: 40).

For example:

Skin-deep

long-term

threadbare

- **Types of compound adjective that usually have main stress on the first part:**

1. Compound adjectives usually written as one word

'airtight

'carefree

'paise · worthy.

2. Noun + ing form:

'hair-rassing 'fee-paying 'time-consuming.

3. Noun + past participle:

'poverty-stricken 'pear-shaped 'health-related

➤ **Types of compound adjective usually have main stress on the second part:**

a) Noun + adjective:

fat – 'free sky – 'high snow – 'white.

b) Adjective + noun:

Long + 'term full – 'length high 'profile

c) Adverb or adjective + past participle:

Fully – 'grown long – 'sighted well - 'dressed

d) Adverb or adjective + ing form:

Easy – 'going hard – 'working well - 'meaning

e) Self – as the first part:

Self – 'confident self – 'inflicted self - 'governing

- **Stress in abbreviations:**

- Two- three – and four – letter abbreviations said as individual letters often have main stress on the last letter and secondary stress on the first:

the ˌU'K the ˌBB'C ˌDN'A

5.2.3 Stress in longer compound nouns:

Some compounds are made up of three parts. They may have two words or three words, and sometimes the first and second words are hyphenated: (Hewing, M. (2007: 42)).

Desktop publishing	central nervous system	left-luggage office
1 2 3	1 2 3	1 2 3

- **Longer compound nouns are of three types:**

- 1. Three – part compounds usually have main stress on the third part as:**

ˌBall room 'dancing ˌdesktop'publishing

- **In this type of compound, the first two parts serves as an adjective to describe the third part as:**

ˌState – owned 'industry (the industry is state – owned).

ˌClosed – circuit 'television (the television is closed circuit).

- 2. Three part compounds that have secondary stress on the first part and main stress on the second as:**

ˌSchool 'learning age

□Left – 'luggage office

□Parent – 'teacher association

3. Three part compounds that have main stress on the first part and secondary stress on the third as:

'No – man's land

'Real estate □ agent

'Pick – up □ truck

5.2.4 Stress in phrasal verbs:

Phrasal verbs are phrases that composed of a verb and a particle. This section discusses two cases of stress in phrasal verbs:

a) One – stress phrasal verbs:

When two-word phrasal verbs have main stress on the verb and no stress on the particle, these phrasals are called one- stress phrasal verbs.

For example:

'dream of I wouldn't **DREAM** of asking you to do it

'hear from we never **HEARD** from them again.

Here, it should be noted that in most one – stress phrasal verbs the particle is a preposition.

In fact, particle usually is unstressed in conversations. However, it can be made prominent if we went to highlight it for emphasis or contrast.

For example,

'Smell of **as in** The room **SMELT of** roses.

It certainly smells odd, but I'm not sure what it smells **OF**.

b) Two-stress phrasal verbs:

When two-word phrasal verbs have main stress on the particle and secondary stress on the verb, these are two-stress phrasal verbs. (Hewing (2007)).

It's important to the particle in most two-stress phrasal verbs is an adverb.

c) Rules related to two-stress phrasal verbs:

1. When two-stress phrasal verbs are used in context, both the verb and the particle are usually made prominent.

For Example:

□ Hang around I was freezing cold, so I didn't want to **HANG a ROUND**.

□ Call 'back I'm busy at the moment can I **CALL you BACK**.

➤ **However, the particle is often non-prominent in the following cases:**

1. When there is a noun (the object) after the phrasal verb but still in the same clause as:

Shall I **WRITE** down the **NUMBER** for you?

2. When we want to put special emphasis on the verb as in the following dialogue:

A: I can't remember Trudi's address.

B: Why didn't you WRITE it DOWN?

A: I WROTE it down.

3. When there is a prominent noun (the object) between the verb and the particle as :

Can you CALL the DOCTOR back? He called about your test result.

However, according to the meaning that intended to be conveyed, a few phrasal verbs can be either one-stress or two-stress phrasal verbs.

For Example:

□ Live on He had to LIVE on less than 810 a day (= the amount of money he had to buy things).

□ Live 'on the tradition LIVES ON in many parts of the country. (= continues).

2. Three-word phrasal verbs also have two stresses, with secondary stress on the first word (the verb), and main stress on the second word (the first particle).

For Example:

□ look 'up to I'd always LOOKED UP to her.

□ go 'through with when the time came to leave I couldn't GO THROUGH with it.

6 A brief contrastive analysis between Arabic and English Stress systems

Stress is there in both languages: Arabic and English. But, it is apparent that the nature of stress in Arabic is totally different from that in English. Moreover, it is believed that the importance of stress in Arabic is not as its importance in English. In English, stress plays a crucial role in determining not only the utterances' meaning but also their grammatical class. While in Arabic, stress has nothing to do with changing meaning or grammar. It is only used to emphasize the meaning of the stressed utterance. In short, English stress is phonemic while Arabic stress is non-phonemic.

English and Arabic stress differ in their rules. For instance, Arabic stress rules refer to the edge of the word (either the beginning or the end). While in English, Marlett (2001) showed that some stress rules refer to initial syllables, others to final and others to penultimate (next to last) among other positions.

This section exhibits a brief contrastive analysis between Arabic and English stress systems. The analysis focuses on the following:

1. Stress Rules predictability and its effect on stress placement.
2. Similarities and differences in English and Arabic sentence stress.
3. The difference in the rhythmic pattern in Arabic and English.

6.1. Stress rules Predictability and its effect on stress placement:

It is assumed that languages with predictable rules of stress influence negatively on the perception and production of other languages stress. This can easily be concluded through the found generalization that made based on the mother-tongue rules. Regarding to this idea, Hajjaj

and Kharma (1997:24) reported: “When a person speaks a foreign language, he tends to place the stress according to the rules of his own language. This is what we mean we say that somebody speaks with a “foreign or heavy accent””.

Here, Arabic is one of those languages that have clear and predictable rules for stress while English have not. Hajjaj and Kharma (1997: 24) satated: “it used to be thought that stress patterns in English are unpredictable, and that there are no rules that can be learnt and applied to learners. Now such rules have been discovered, but many of them have proved to be more complicated to be useful for pedagogical purposes”.

However, when Arab learners tend to learn English stress, Kenworthy (1987: 125) illustrated that they tend to transfer three of their mother-tongue habits to English:

1. Learners put stress on the final syllable of English words ending in a vowel followed by two consonants, as in “difficult”, “comfort” and “expert”.
2. A tendency in Learners to place stress on endings such as ‘-est’, ‘-ism’, ‘less’ and ‘-ness’, This is because these endings formulated from a vowel and two successor consonants
3. Learners put stress on the last syllable at a word ending a diphthong or a long vowel plus a single consonants, as in ‘irritate’, ‘gratitude’, and ‘institute’.

Thus, it is shown that because of the predictable nature of stress on Arabic, Arabs tend to apply the rules of their language when learning the stress of English. According to Altmann (2006: 135) study that he conducted to distinguish the perception and production of stress between language with predictable and non-predictable stress, it is found that “Arabic speakers experienced greater difficulty in the perception of stress than speakers of the other two languages (French and Turkish) with predictable stress, and of course, the speakers of other languages as

well”. Actually, Arabs were the worst among those asked to produce the English stress in the experiment.

6.2. Similarities and differences between English and Arabic sentence stress.

Sentence stress is of two types: emphatic and contrastive stress. According to Kenworthy (1987: 124), sentence stress in Arabic is similar to that in English. He shows that “content” words are usually stressed and grammatical or function words are usually unstressed. However, it is shown that Arabic sentence stress differs from English in two points:

1. Function words in Arabic do not have two forms- vowels in words in unstressed position keep their ‘full value, unlike vowels in unstressed words in English’ which are reduced to ‘schwa’. The following example taken from Hajjaj and Kharma (1997: 29) illustrated this idea:

The sentence: “Today I want to show you the anatomy of a house is pronounced:

\tu: deɪ 'paɪ 'wɒnt 'tu: 'ʃəʊ jʊ: 'ði : 'ʔænætəmi: 'ʔɒv 'ʔel 'hɔ:s\, instead of

\tə 'deɪə 'wɒnt tə 'ʃəʊ jə ði : ə'nætəmi əv ə'hɔ:s\.

2. Verb phrases do not occur in Arabic while English has these verb phrases ‘can do’, ‘have done’, ‘should have done’,’.

Kenworthy (1987: 124) explained that these two differences between English and Arabic may cause the following errors in Arabs production of sentence stress:

1. Use of full form of pronouns. The learner sounds as if he or she is making a contrast when this is not the intention.

2. Use of full forms of auxiliary verbs when the weak form should be used. ('I can do it' instead of I can (kən) do it'). It will sound as if the speaker is protesting or denying a previous statement ('I can do it even though you say I can't). When this meaning is not intended.

On the other hand, contrastive stress is not used in Arabic. So, Arabs will be unfamiliar with the use of stress to show contrast as in English. As a matter of fact, "in order to show contrast, Arabic uses word order (the relevant word or phrases is moved to the beginning of the sentence)". Kenworthy (1987: 124).

6.3. The differences in the rhythmic patterns in Arabic and English:

Arabs usually pronounce English with an Arabic accent. Why?

This emerges from the fact that Arabic has a syllable-time rhythm unlike English which has a stress-time rhythm. In other words, in Arabic it is found that the time is taken to produce each syllable whether stressed or unstressed is the same. Whereas in English, it takes longer time to produce the stressed syllable than the unstressed one.

According to Hajjaj and Kharma (1997: 28), Arabs fail to adopt the stress-timed rhythm of English. "This leads to all words in a sentence to be stressed irrespective of their context, nature or importance, including the function words, which are invariably unstressed in spoken English". Hajjaj and Kharma (1997: 28). The following example taken from Hajjaj and Kharma (1997:29) clarifies the idea:

\ 'hɪ: 'wen tə 'sku : l\ He went to school becomes

\ 'hɪ: 'went 'tu : 'sku : l\

To conclude, Arabic differs from English in two ways. Firstly, Arabic stress rules are predictable. Moreover, they consider to be non-phonemic. This means that stress in Arabic does not change either the meaning or the grammar of the utterance. While, English stress rules are non-predictable. Arabs could not predict which syllables should be stressed in the utterance. Additionally, misplacing stress in the utterance contribute to the change of meaning and grammar of utterance.

Secondary, it is found that Arabic is syllable-timed language. That is to say that Arabs take the same time to produce each syllable whether is stressed or not. While, English is stress-timed language. Native speakers need longer time to produce the stressed syllables than the unstressed one. This leads us to conclude that the difficulties that Arabs may face when learning stress emerge, form the fact that both languages: Arabic and English vary in their stress systems.

B) Literature Review:

Introduction:

The Research entitled *Difficulties Facing English Department Juniors at IUG in Learning Stress: Reasons and Strategies* seeks to specify the difficulties that IUG English Department students may face during their attempts to master stress. It aims at visualizing the causes and exhibiting particular strategies for tackling them. Having reviewed the literature, almost of these studies which are about 35 are experimental. The majority of these studies support each others, although each author deals with stress learning difficulties from his point of view. For accurate discussion, each researcher make big efforts to show how the native language of the sample plays a big role in emerging such difficulties. Thus, one can say that these studies, to large extent, provide the researcher with a clear vision about the topic of the present study. It is important to mention that these studies will be divided into three sections as follows:

1. Stress Learning Difficulties,
2. Reasons of those Difficulties, and
3. Learning Strategies Learners use to learn stress effectively.

Moreover, these sections will be thematically organized in order to highlight the researches similarities and differences between the previous studies and their relations to the present study.

- **Studies related to difficulties that learners face when learning stress:**

Stress is not just a mark that learners are free to add wherever they want in words or sentences. It plays a crucial role in distinguishing words into their different types: verbs, noun, adjectives, adverbs, etc.

Moreover, it provides the listener with the intended meaning that the speaker want to convey.

Related to this idea, Jesry (2005 : 20) mentioned:

" word stress is not optional extra that you can add to the English language if you want. It is part of the language as it can play a phonemic role contrasting lexical pairs of verb/ noun as inCREASE (V)/ INcrease. It can also show oppositions between compounds and phrases. For instance, in the sequence English teacher, if primary stress is assigned to the first word and the second word tears a weaker stress, the compound means " a teacher who teaches English". If, however, primary stress is assigned to the word "teacher" and a secondary stress to English' the phrase means "a teacher who is English".

The former few lines indicate that issues of stress placement should not be done arbitrarily or randomly. It reveals that misplacing stress on words or sentences can cause a lot of problems.

The most important problem regarding this point is intelligibility. It is clearly shown in various articles how assigning stress in the wrong place leads the listener to misunderstand their speaking.

Moreover, Jesry (2005) reported that misplaced stress, impedes comprehension and makes speech more difficult to understand. Therefore, non-native speakers who speak English to native speakers without using word stress, encounter at least two problems. First, they find it difficult to understand native speakers, especially those speaking fast. And second, the native speakers may find it difficult to understand them. In fact, this is not only because non-native speakers mispronounce some of the individual sounds in words, but also they have stressed the wrong part of the word.

Thus, if we take this point from the speakers' (Learners') side, it will be clearly noticed that non-native speakers find also difficulty in understanding native speakers when they speak. Kim (2003) discusses that most Koreans must have experienced the fact that native speakers' normal speaking rate of English sentences was so fast that they could not match that speed when they tried to follow them. This fact is triggered by the fact that Korean English learners tend to increase the actual number of English syllables and speak all of them as if they were all in strongly - stressed syllables as Korean. It is worth mentioning that this section of literature review deals with the difficulties that learners may face when learning stress.

Having two languages : L1 and L2, when learning stress causes the learners many difficulties. This emerges from the differences between the two languages regarding the stress system in both of them. Mahandru (1974 : 96) reported " It is realized that one of the biggest problems for foreigners studying English is the difficulty of knowing where to lay the stress in a word". In addition, Maniruzzaman (2008) stated that the Bengali speaking learner faces difficulties in the stress placement in English words because, on the one hand, English stress placement varies according to grammatical categories, for example, abstract, contract,.. as verbs receiving stress on the second syllables and as nouns on the first, and on the other hand, he/she is used to assigning stress almost invariably on the first syllable of every word in his/ her first language. Vinh (2006) also mentions that certain words such as "record" (verb and noun) or "contract" (verb and noun) can be said to be the developmental errors.

At a particular level of learning English, the students might meet the word " record" as a verb, and she or he learns to pronounce it correctly. Another time, s/he sees that word again, but this time as a noun. S/he makes a stress error of overgeneralization and pronounce it as a verb. As for

Arabic, Halpern (2009) says that word stress in both Modern Standard Arabic (MSA) and the dialects is non-phonemic. Whereas in English words like the noun "permit" are distinguished from the verb "permit" by stress alone, stress cannot be used to distinguish meaning in Arabic. According to Baptista's (1989) examination in Wong (1991), it is found that Portuguese put the primary stress in the English words on the syllable which bore secondary stress in Portuguese cognates. She concluded that the learners seemed to be aware of the fact that the two languages did not correspond to each other in their stress pattern.

Moreover, Hayes (1981) in Wong's (1991) explained that the world's languages differ in whether they are right-dominant or left dominant at both the syllable level and the foot level. In English, the foot structure is left-dominant while at the word level, it is right-dominant. He illustrates this idea with the derivation of stress placement in the noun "Abstract" and the verb abSTRACT. Zhang and Yin (2009) pointed out that one word that is stressed differently would have different grammatical functions and different meanings. For example the word "subject" has the stress on the first syllable when it is a noun, on the second when it is a verb, and this makes a noticeable differences to the sound of the vowels as well as the meanings of the word.

Inability to discriminate content words from function words is another difficulty that may lead learners to misplace the word stress within a sentence. Whereas content words should be stressed, while function words are usually unstressed.

Jesry (2005) explained that sentence stress is accent on certain words within a sentence. He illustrated that the word that receive stress are considered "content words" such as nouns (e.g., kitchen, peter, car), main verbs (e.g., visit, sell, give), adjectives (e.g., red, big, beautiful), adverbs (e.g., often, carefully, quickly) and negative auxiliaries (e.g., don't, aren't, can't).

Actually, Jesry (2005: 22) concludes his illustration by saying "These words communicate the most important ideas in the sentence. They carry the meaning or the sense behind the sentence".

As for function words (or structure words). They are such as determiners (e.g., the, a, some, a few), auxiliary verbs (e.g., do, have, can, must), prepositions (e.g., on, at, before), conjunctions (e.g., and, but, because) and pronouns (e.g., they, she, us). Jesry (2005 :23) mentioned: "These words communicate less important information in a sentence". Wahba (1998 :33) mentioned " Stress is used to emphasize information in a sentence. Usually the words that are stressed are the one that give new information to the listener, information that the listener does not really know". Similarly, Zhang and Yin (2009) state that in English sentences, not all words are given equal emphasis. Keywords (usually the words that contain new or important information) are stressed and pronounced more slowly and clearly than other words. They added that other words should receive less strength since they are only the words used to link the sentence together. In fact, the researchers explained that students can make mistakes of stressing whatever words of a sentence, without the knowledge of which words should be stressed.

Likewise, Maniruzzaman (2008) stated: "Unlike the Bengali Language, the English language has strong and weak forms, such as articles, auxiliaries, prepositions which are usually unstressed in connected speech". He added: "The Bengali speaking learner can hardly use them appropriately because s/he is not accustomed to the practice in his/her mother tongue". Maniruzzaman(2008:3). It is important to mention that Vinh (2006) called the stress that assigned on content words in English sentences as sense stress. Regarding Arabic, Wahba (1998) illustrated that sentence stress in Arabic is similar to that in English. Content words are usually

stressed, and function words are usually unstressed. Nevertheless, Wahba (1998) pointed out two differences that can lead to problems, these differences are:

1. Function words in Arabic do not have two forms. Vowels in word in an unstressed position keep their "full" value, unlike English, unstressed vowels are reduced to "schwa". Jesry (2005 :9) mentioned: "In English, unstressed syllable can be pronounced very weakly where as stressed syllables can be fully pronounced. Conversely, in Arabic unstressed syllables can have full vowels and be pronounced fairly clearly".
2. Verb phrases do not occur in Arabic. This may lead Arabs to errors such as the use of full forms of auxiliary verb when the weak form should be used.

Vowel reduction or neutralization is one of the distinctive features that distinguish English from other language. While in English unstressed vowels is reduced to " schwa" as mentioned above, other languages may not have this feature. As a matter of fact, vowel reduction affects the placement of stress within words. Also, it may cause learners who did not use to have it in their languages a problem of intelligibility. Kim (2003) stated that when Korean English learners listen to English news materials or dramas, they feel difficult to understanding them because of unstressed syllables, which are not heard clearly and tend to be easily reduced or deleted.

Moreover, Plump (2007) showed that reduced syllables do not occur as often in Chinese as they do in English. He illustrated that this may lead to Chinese speakers either placing too much stress on words like "of, the, and and" or leaving them out entirely if they find them difficult to pronounce in a reduced manner. Avery and Ehrlich (2002) in Carruthers (2006 :22) stated: "Japanese speakers' pronunciation at English words and sentences may lack the vowel reduction necessary for English rhythm". They pointed out that Japanese speakers do not have reduced

vowel such as / ə /. Carruthers (2006:22) clarified: "although Japanese permits contractions, it does not use / ə / in reduced speech". So, "reduced speech forms of English words such as was, can, and have are difficult to perceive and pronounce". Thomson (2000) and Celco-Muruaetal in Carruthers (2006:22). Jesry (2005) suggested that students not only need to learn to lengthen the stressed vowel, but they also need to be able to use the shortened schwa sound in their speech. He shows that vowel reduction is difficult for Arabic learners of English. So, they need to practice hearing it because the Arabic language maintains the integrity of vowel sounds, so "the frequent use of schwa in English is a major barrier to listening comprehension for Arab Learners" (Jesry, 2006, P21). Similarly, Zuraiq and serno (2007: 831) reported: "Native speakers showed significant vowel reduction in unstressed where as the Arabic learners of English did not". Moreover, They add that during the experiment there was no reduction of unstressed vowels in either syllable. "Arabic speakers do not reduce vowels to indicate lack of stress". Zuraiq and Serno (2008,832).

Likewise, Halpern (2009) in his study of the Arabic neutralization (reduction) rules stated that neutralization is almost ignored in reference works such as grammar books and dictionaries. Also, he Claimed that some authors describe neutralization inaccurately. However, Halpern (2009) explained that neutralization may not always result in a fully shortened vowel; that is, a long vowel may be shortened somewhat but not entirely, so that it would be about 1.5 times the length of a short vowel. He illustrated that this refers to as a half-long vowel and the process may be called semi- neutralization.

Additionally, stress placement depends mainly on the type of syllables that the word has: strong or weak, or long or short, or light, heavy, or super-heavy. So, Lack of understanding syllables

may lead to misuse of stress on words. In this concern, Jones (1999) stated that in every word of two or more syllables, one of the syllables is stronger than the others. For example, Final, pro-FFS. or, demoCRATic. He shows that Vietnamese has no word stress because all of the words have only one syllable. English speakers rely on patterns of stress to help them identify the words they hear. The more frequently stress is misused, the more effort listeners have to make to understand what is being said". Grant (1993) in Jones (1999). As the case of Vietnamese, Cullip (1992) clarified that each word in Mandarin consists of only one syllable (monosyllable) which may be a vowel sounds or a consonant sound plus vowel sounds. Moreover, he pointed out that unlike English, Mandarin is tone language. That is a different tone or pitch of a sound would in most cases refer to a different word with a totally different meaning. For every syllable there are 4 different tones. The sounds of the 4 tones in Mandarin are:

1. High level (-),
2. High rising (/),
3. Low rising (r) or low dipping, and
4. High falling to low (\).

Furthermore, Cullip (1992) revealed that stress unlike Mandarin, if a word in English has more than one syllable, one or more syllable are stressed. If more than one syllable is stressed, one syllable receives more stress than the others. In utterance of English, the degree of stress on words within the sentence, too, does make a difference in meaning, An English monosyllabic words in isolation has only one primary stress but in connected speech, some monosyllabic words may have less stress. This is due to the fact that the syllable stress in a monosyllabic word

is variable as it is dependent on its position or function in the sentence. This becomes very complicated for the Mandarin speaker. Under the influence of the tonal element in Mandarin, Chinese students will find it difficult to "see" or "hear" even the stress in polysyllabic word like "photograph", it will be pronounced as a monotoned sound "photograph". So, Jesry (2005) suggested that to better understand word stress, students need to understand syllables first. For example, teachers can tell the students that a syllable is a division of a word based on the vowel. Each word has one, two, three. or more syllables. Every syllable contains a vowel or a syllabic consonant. For instance, the words green and quite are one-syllable words; orange is two-syllable word; expensive (ex.pen.sive) is three-syllable word; interesting (in.ter.est.ing) is a four-syllable word; and unexceptional (un-ex-cep-tio-nal) is a five-syllable word.

Nevertheless, similar to English, Arabic has word stress. But "if the Arabic word consists of four or more syllables, only one of the last three is stressed. Dividing words into syllable and counting the number of syllables correctly is essential for determining stress". Halpern (2009: 3). In fact, it is important to mention that Arabic has six structural types of syllables that are classified into three categories: light (cv), heavy (vv) or (cvc), and superheavy. (cvvc, cvcc, cvvcc). While in English, Avery and Ehrlich (2002) in Carruthers (2006) illustrated that English permits v, cv, cvc, ccvc, ccvcc, and others.

Thus, it is really believed that the studies reviewed in this section provided the researcher with a clear notion about the difficulties that students of other language either Arabic or others, may face when learning English stress. It is found that these difficulties are interrelated; that is all of them cause the students to misplace word stress. To sum up, these difficulties can be summarized as follows:

1. Inability to distinguish content words from function words,
2. Inability to determine the number of syllables within the word,
3. Inability to distinguish between various word classes: noun, verb, adjective, adverb,
4. Stress misplacement,
5. Vowel neutralization or reduction, and
6. Problems of intelligibility "cannot hear and recognize the spoken words very well.

- **Studies related to the reasons beyond stress Learning difficulties:**

For those difficulties revealed in the previous section, many studies attempts to provide the reader with the cause of such difficulties. For instance, El -Halees (1985: 214) categorized the six factors for pronunciation difficulties including stress. These factors are:

1. Interlingual factors related to contact, within the learner, between Arabic as his native tongue (L1) and English as a target language (L2),
2. Intralingual factors related to inherent difficulty in English as (L2),
3. Developmental factors related to the strategies the learners use in learning (L2),
4. Socio-emotional factors,
5. Methodological factors, and
6. Psychological factors.

Zhang and Yin (2009) reported four factors influencing Pronunciation:

1. Interference of Chinese to English,
2. Learners' age,
3. Learners' attitude and psychological factors, and
4. Prior pronunciation instruction.

Besides, Jesry (2005) listed only three factors affecting Pronunciation:

1. Age,
2. Personality, and
3. Mother tongue influence.

Moreover, Vinh (2006) indicated other two reasons rather than those mentioned in the previous studies, reasons are:

1. Overgeneralization, and
2. Lack of reliable dictionaries.

As a matter of fact, he also pointed out that transfer from L1 is the main reason beyond almost of the found difficulties. It is important to mention that there are many other researchers discussed thoroughly the causes of different difficulties faced when learning stress. It was noticed that these reasons are similar to those reasons mentioned in the previous studies.

The following discussion exhibits these reasons in details from different researchers' point of views.

1. Interlingual factors:

EL-Haless (1985) said that interlingual interference from Arabic phonological and phonetic features into those of English is a process which is known as "negative transfer". Moreover, he clarified that negative transfer from Arabic sound system into English sound system considered to be very frequent and persistent as errors of this sort can be detected in the performance of graduates of a university degree in English. Actually, EL-Haless (1985) illustrated that Arab Learners of English usually impose stress pattern of Arabic on those of English. He, in this article, stated different word stress rules and clarifies how these rules could affect the learners' learning of English word stress.

Moreover, Aziz (1980) mentioned that while stress in Arabic is predictable, stress in English is not. The Iraqi will transfer native-language stress patterns to English. Maniruzzaman (2008) explained that the difficulties created by the differences between the first language and the target language are by the mother tongue interference. Zhang and Yin's (2009) study revealed most researchers agree that the learners' first language influences the pronunciation of the target language and is a significant factor in accounting for foreign accents. This interference from the first language is likely to cause errors in aspiration, stress, and intonation in the target language. Lado's (1957) in Carruthers (2006) claimed that learners "transfer the forms and meanings for their first language (L1) to the second language (L2)". "The mispronunciations of words by nonnative speakers reflect the influence of the sound, rules, stress, and intonation of their native language." Jesry (2005:4). He also added that the transfers from the learners' native language influenced their production of English like stress alternation across a phrase. However, Baptista(1989) in Wong (1991) found that the most common type of transfer was that the

subjects put the primary stress in English words on the syllable which bore secondary stress in Portuguese cognates. She concluded that the learners seemed to be aware of the fact the two languages did not correspond to each other in their stress pattern, but somehow, they cannot control the natural and probably unconscious tendency to look for at least an indirect correspondence. As for Arabic, Zuraiq and Sereno (2007) pointed out that second language speakers transfer the acoustic cues indicating stress from their first language. That is non-native learners with different first languages were more likely to produce words with lexical stress cues that correspond to the pattern of acoustic correlates of their L1.

2. Age:

Zhang and Yin (2009) reported that younger learners were able to learn the sound system more effectively, while the learning process of adult learners may be more likely to be hindered because of their age. Adults found pronunciation more difficult than children do and that probably will not achieve native-like pronunciation. Lennebery (1967) in Jesry (2005) added that there is a biological or neurological period, which ends around the age of L2; after this period it becomes extremely difficult to attain the complete mastery of a second language, especially pronunciation.

3. Psychological factors:

EL-Haless. (1985) mentioned that the lack of motivation and boredom on the part of students make him form false hypotheses about the pronunciation of English, hence he develops his own strategies which help him in remembering the words in longer attendance without paying attention to the right pronunciation. Xu Li Hua (1991) in Cheng (1992) pointed out that the Chinese students are comparatively quiet and shy, which works to their disadvantage in

speaking. They are afraid of making mistakes. They feel uncomfortable in their first attempt at speech in English and they are afraid of failure, laughter and ridicule. Zhang and Yin (2009) reported that the way an individual pronounces has much to do with his or her personality and psychological or emotional state at a given time. Similarly, Acton (1984) in Zhang and Yin (2009) believed that preparing students psychologically is a necessary correlate to improving their pronunciation.

4. Personality:

Avery and Ehrlich (1992) in Jesry (2005) thought that learners who are outgoing and confident and get involved in interactions with native speakers are liable to practice their foreign language pronunciation. Conversely, some learners feel uncomfortable trying out new speech rhythm and melody patterns. Miller (2000) in Jesry (2005), "While others feel stupid pronouncing "weird" sounds and with time, they decide that it is futile and impossible to learn English pronunciation". Laroy (1995) in Jesry (2005 :3,4).

So, it was found according to Zhong and Yin (2009) that attitude towards the target language learning can influence achievement in Pronunciation. They also insisted that motivation for learning can accelerate the learners' attitude formation. Related to this idea, Zhang and Yin (2009:143) stated: "Attitude for learning can either support or hinder pronunciation skills development".

5. Lack of exposure to the target language:

Target Language is only taught in classrooms. Therefore, students do not have enough exposure to the foreign language they intend to learn. That is to say that students will only practice using

the language just in the educational environment, and nowhere else. Rabab'ah (2002) said that students in Jordan learn English in their home country where the native language is Arabic. The only way to learn English in Jordan is through formal instruction, i.e. in the classroom where language teachers are native speakers of Arabic. There is little opportunity to learn English through natural interaction in the target language which is only possible when students encounter active speakers of English who come to the country as tourists El-Haless (1985) revealed that the vast majority of Jordanian students are rarely exposed to the English language outside the classroom nor do they have enough opportunity to speak English in the classroom. Regarding this idea consider the following script quoted from Rabab'ah (2002:188):

"Lack of the target language exposure as spoken by its native speakers could be another reason of the English majors' weakness in communication. Before 1983, the English department at Yarmouk University used to bring over American group in summer to teach two English Language courses. They used to teach English pronunciation, stress and Intonation courses in which students attended tutorials all day long. It was called "The English Village". Most of the students' speaking time was in English since they were exposed to the target language as presented by its native speakers. That was a very helpful experience for English majors. Unfortunately, the English Department is no longer interested in having this practice. In addition, currently about 94% of the professors in the English Language Department are native speakers of Arabic. In the academic year 2000/ 2001, there were two American professors out of a total of about 30 staff members. This means that the students might not have enough exposure to the target language as spoken by its native speakers, especially, with respect to stress and intonation".

These lines seriously indicate that immersing in the FL environment plays a vital role in enhancing learners' pronunciation. That is, learners cannot acquire the nativelike unless they have ongoing exposure to the target language.

6. Lack of basic knowledge and general rules of stress:

Storz (1995) reported that lack of knowledge of word stress "rules" in polysyllabic words hinders correct pronunciation especially of weekend vowel sound (and schwa).

7. Teachers' insufficient training:

EL-Halees (1985) stated that teachers of English are on the whole not well trained and therefore their English has a strong Arabic accent. He also added that many teachers have no training in phonetics; they know little, if anything, about the phonological systems of English and Arabic and they are not in a position to help themselves, let alone their students, in improving the pronunciation of English. Actually, EL-Halees (1985) noted that this is evident in the types of errors they make, which are of the same type as those made by students in their first year of learning English.

Regarding this idea, Rabab'ah (2002) illustrated that teachers nowadays teach the same way they learn. He criticized that the teacher-training programs were not very successful in changing the teachers' methodology.

8. Methodological factor:

It is obvious that the methodology teachers use in teaching pronunciation affects to a large extent the students' acquisition of English native-like pronunciation. Unfortunately, teachers in most cases neglect teaching pronunciation. They say that they have already many things to do and pronunciation teaching makes the things worse. According to Storz (1995), pronunciation needs to be made an integral part of each language course or even language experience. Students must have an ongoing system to help deal with their difficulties and the variety of English phonetic and Phonological systems.

But, it is noticed that this is rarely done. Teachers do not focus on what should be focused on regarding pronunciation. EL-Halees (1985) shows that in the first years of teaching English in

Jordan, the only aspect of pronunciation the teachers of English emphasize is how to pronounce the consonants and some of vowels. The prosodic features, rhythm, stress, intonation and juncture are almost neglected. This emerges from the fact that teachers do not follow the communicative approach when teaching English. They rather prefer to use the Grammar Translation Method instead. Rabab'ah (2002:188) points this fact when he says "The adopted methodology is claimed to be eclectic and focused on communicative approaches to language teaching, but because of teachers' practice in the classroom, it is more likely a grammar translation method". EL-Halees (1985: 52) confirmed this idea by saying "many teachers use Arabic in teaching English to put their students at rest. On the other hand, many students resort to translating their English reading passages into Arabic in order to get their meanings. In both cases the spoken aspect of English is completely neglected".

Now, the researcher obtained a clear image about various causes of stress learning difficulties. As a matter of fact, these reviewed studies widen the researcher knowledge in relation to the major categories of those reasons: interlingual factors, learners' age, personality, learners psychology, lack of exposure to the target language, teachers' insufficient training, lack of basic knowledge, and methodological factors.

This current research attempts to find out the reasons of the difficulties that EFL Palestinian Learners may face when learning stress. Actually, it was found that almost the reviewed researches discussed these reasons in the light of the mother tongue interference. As a result, it was found that negative transfer from the L1 contributes to a large extent in finding such difficulties.

Finally, It is important to mention that many of these researches discussed mainly the reasons of pronunciation problems including stress. But my study intends to discuss particularly reasons of the difficulties that English department juniors at IUG face when learning stress.

- **Studies related to the strategies used to learn stress effectively.**

There has been a need for searching on learning strategies since the shifting happened in the teaching learning process from teaching to learning. Where the process was teacher-centered, and become recently learners- centered. Therefore, researchers start to work on this field to determine how learners employ their strategies to learn the Language. Related to this context, Hismanoglu (2000), and Phothongsunan (2006) mentioned that there had been a shift within the field of language learning and teaching over the past two decades to focus on learners and learning rather than merely on teachers and teaching. He mentioned that how learners process new information and what kind of strategies they employ to understand, learn and remember had been the main concern of many of the researchers who work in the area of foreign language teaching. Similarity, Chang and liao (2002) emphasized that there has been less stress on teachers' teaching and greater emphasis on students' learning. They explained that this change has been reflected in increasing number of students undertaken from the learners' perspectives, particularly in research on language learning strategies. Moreover, based on the previous notion, Chiang and Liao (2002) showed that students are often being encouraged to learn how to learn English rather than to depend heavily on their teachers' instructions. In order to help students become more autonomous and improve their learning. Bull and Ma (2001) said that there has been much interest in training in the use of language learning strategies. In fact, they exemplify on those who interested in this field as: O'Malley and chamot, (1999); Oxford,(1990); Oxford

et. al,(1990), Weaver and Cohen, (1994); Wenden, (1986). But it is important to mention that learners' strategies of learning depend mainly on learners' types and their style in learning. Concerning the previous idea, Bull (2000) believed that strategy choice may depend to some extent on learning style, and that there is no single set of strategies appropriate for recommendation to all learners. For that, she advises that "strategy training should be somewhat individualized". As a matter of fact, Phothongsunan (2006) recommended that teachers should be aware that individual learners in the same classroom might have different learning style and various awareness of the use of strategies. Realizing the individual variety, teachers can provide a wide range of learning strategies in order to meet of the need and expectations of their students who have different Learning style and strategy preferences.

Mohtar (1991) in his study reached to the fact that learners differ in their approach to learning tasks. He stated that some learners are analytic in their approach to learning tasks, others are intuitive. Some prefer to use written materials in learning FL while other prefer to hear the language. It can be inferred that language learners develop techniques and strategies appropriate to their individual needs. Phothongsunon (2006) showed that there is no learning strategy that is ideal as individuals should attempt to seek strategies appropriate for their needs and levels of learning. Hence, many researches categorize students into various types according to their learning style and learning strategies. Willing (1985) in Mohtar (1991) identified four different types of learners. They are:

- 1. Concrete learners:** The learners who prefer learning by using games, pictures, films, videos, talking in pairs, Learning through the use of cassette

2. **Analytic Learners:** The learners who like studying grammar, studying books, studying alone, finding their own mistakes.
3. **Communication Learners:** The learner who like observing and listening to native speakers, talking to friend in English, watching TV. in English, learning English words by hearing them and learning by conversation.
4. **Authority-oriented learners:** The learners who like the teachers to explain everything, writing everything in a notebook, having their own textbook.

Similarly, Bull and Ma (2001) identified four types of learners. They are: introvert, sensing, thinker, and judger.

On the other hand, it should be confirmed that there are many factors that affect the learners' choice of the learning strategies in addition to the previous mentioned factors: learners' types and learning style. Griffiths (2003) in her research that took place in a private school in Auckland, Newzealand investigated the relationship between course level ,and students' nationality and the frequency of Language learning strategy used by speakers of other Languages. The researcher used a tool called (SILL) Strategy Inventory for Language Learning. She found that there was a significant relationship between strategy use and course level with additional differences in strategy use and course level according to nationality. Moreover, Chiang and Liao's (2002) study focused specifically on applied English majors in 5-year college, aiming at investigating learning use situations among the population, and examining the relationship among learner variables such as grade levels, English proficiency, and their learning strategy use. Furthermore, Nisbet et.al (2008) attempted to study the relationship between language learning strategy performance and English proficiency among Chinese University students. Additionally, they recommended

researchers to study the relationship between gender, Learner autonomy, across divers, and cultural setting and learning strategies. Related to this study, Aliakbari and Hayatzadeh (2008) studied the relationship between learning strategies as, Metacognitive, memory, and cognitive and gender. They found that although male students reported higher frequency of strategy use than female students, statistical to t-test revealed that gender performed no significant role in the use of the strategies.

Oxford and Nyikos (1989) in their research were more comprehensive; they studied 14 factors related to choice of language learning strategies. Those factors include:

1. Language being Learned,
2. Level of language learning, proficiency, or course,
3. Degree of metacognitive awareness,
4. Sex,
5. Affective variables such as attitudes, motivation, and language learning goals,
6. Specific personality traits,
7. Over all personality style,
8. Learning style,
9. Career orientation or field of specialization,
10. National origin,
11. Aptitude,

12. Language teaching methods,

13. tasks requirements, and

14. Type of strategy training.

Learning strategies play a crucial role in students learning of language, particularly in the field of pronunciation. This emerges from the fact that learners rarely learn English outside the Classroom. The same idea is assured by Chiang and Liao (2002:1) when he say, "Learning strategies are especially important to Taiwan's English learners, since most of them lack enough exposure to authentic English at school". Actually, learning strategies give students the opportunity to be responsible for their learning. They provide students with several benefits. According to the researchers' point of view, these benefits can be listed as follows:

1. "These strategies encompass a wide range of learning behaviors that can help learners become more autonomous, self-regulated and goal oriented, resulting in improving their progress in developing foreign language skills" Chiang and Liao (2002:1).
2. "Learners could be able to analyze their strengths and weaknesses, and have the ability to transform themselves into confident speakers of English". Vitanova and Miller (2002:4).
3. They are considered to be "a fundamental requirement for success in language learning". Carver (1984) in Mohtar(1991: 4).
4. "Using appropriate learning strategies enables students to take responsibility for their own learning by enhancing learning autonomy, independence, and self direction".

5. Moreover, "learning strategies help learners to assimilate new information into their own existing mental structures or schemata", and
6. "It helps learners to develop their own understanding models of the SL/FL and its surrounding culture. Oxford and Nyikos (1989:1).

"From the time that strategy research entered the SLA field, a preponderance of descriptive studies has identified an almost endless collection of learning strategies which in turn have been categorized in many unique ways". Dornyei and Skehan, (2003) in Eckstein (2007:28).

As a matter of fact, many researchers made a marvelous effort in order to classify these found strategies into various classifications that express their own notions about them. "They go on to suggest that a re-working of classification schemes, with a revised method for gathering learning strategies to reflect these classifications, could provide more insight into learning strategy theory". Eckstein (2007:29). In other words, they try to find out the most comprehensive classification of learning strategies that help learners to succeed in language learning.

In the following lines, the researcher exhibits some of those studies that deal with learning strategies:

Oxford and Nyikes' (1989) identified five categories of learning strategies that learners can use when learning different fields of English language including pronunciation. These strategies are:

Cognitive strategies, metacognitive strategies, social strategies, affective strategies, and compensation strategies. Other researcher called Hismanoglu in this (2000)'s research outlines the taxonomy of language learning strategies proposed by several researchers.

These taxonomies are:

1. Rubin's (1987).
2. Stern's (1992).
3. Oxford's (1990), and
4. O'Malley's (1985).

Firstly, Rubin's (1987) taxonomy:

According to Rubin, there are three types of learning strategies:

1. Learning strategies as: cognitive and metacognitive learning strategies.
2. Communication strategies, and
3. Social strategies.

Secondly, Stern (1992) stated five main language learning strategies, they are:

1. Management and planning strategies,
2. Cognitive strategies,
3. Communicative experiential strategies,
4. Interpersonal strategies, and
5. Affective strategies.

Thirdly, Oxford (1990) divided language learning strategies into two main classes: direct and indirect.

- **Direct strategies are:**
 1. Memory strategies,
 2. Cognitive strategies, and
 3. Compensation strategies.

- **Indirect strategies:**
 1. Metacognitive strategies,
 2. Affective strategies, and
 3. Social strategies.

Finally, O'Mally et.al (1985) divided language learning strategies in to three main subcategories:

1. Metacognitive strategies,
2. Cognitive strategies, and
3. Socioaffective strategies.

On the other hand, it is important to mention that this review of the literature in general has shown that through the pronunciation strategy field is still in its infancy, some important ideas have been emerging for years. The following studies discusses pronunciation Learning strategies in the light of the previous mentioned taxonomy of language learning strategies:

Samaliev's (2007) study aims to point out the following:

- The area of difficulty learners meet while learning the English pronunciation, and

- Types of learning strategies that learners apply in learning pronunciation namely: repetition, practice, imitation, association, and the frequency of their use.

To achieve these aims, the researcher interviewed 21 students who are learning English as a foreign language in the Agricultural University of Plovdiv. Learners are asked to point out the greatest number of strategies they apply to remember the heard words. Finally, when data are analyzed, it was found that learners have problems in different aspects of pronunciation.

It is shown, for example, that 38.17 learners have problems in stress and rhythm. Also, twenty-nine strategies for learning English pronunciation referring to the categories cognitive, metacognitive, and social have been reported in the study.

Peterson (2000) focused on documenting and categorizing learning strategies used for pronunciation learning. To fulfill the aim of this exploratory research, the researcher used diaries and interviews with 11 adult learners of Spanish to elicit qualitative data about the pronunciation learning strategies they use. Analysis of the diaries and interviews transcripts revealed 21 specific pronunciation learning strategies. These along with other pronunciation learning taxies gleamed from a literature review, were condensed into 12 basic pronunciation learning strategies and categorized based on Oxford's strategy classification system. Whereas Oxford strategy groups are: memory, cognitive, compensation, metacognitive, affective, and social.

Furthermore, Eckstein (2007) aimed to bridge the gap between language learning strategies and pronunciation learning strategies. In order to do so, the researcher investigated the usage of pronunciation learning strategies among 183 adult ESL learners in an Intensive English Program. It was found that strong pronunciation learners used pronunciation learning strategies more frequently than poorer learners. Also, the researcher categorized the pronunciation learning

strategies into pedagogically-founded groups based on Kolb's (1989) learning construct and four stages of pronunciation acquisition: input/ proactive, noticing/ feedback, hypothesis forming, and hypothesis testing. As a matter of fact the researcher clarifies that this taxonomy connect language strategies to pronunciation acquisition research.

Having presented different taxonomies proposed by researchers interested in this area, the researcher noticed that all approximately agree on the same learning strategies. For example, it is found that they discuss these learning strategies: Cognitive, metacognitive, social, communication, and affective learning strategies. From my point of view, through surveying those taxonomies, It is believed that Oxford's (1990) taxonomy is the ,most comprehensive, reasonable, clear, and applicable classification of learning strategies.

Although Eckstein (2007) rejected the use of this taxonomy in the field of pronunciation, it is found that many researches (e.g. Peterson (2000)) rely upon it when discussing learning strategies.

In the body of his study, Eckstein (2007) Claimed that Peterson (2000) managed to fit nearly every pronunciation learning strategy she could find or discover into Oxford's (1990) categorization system. He clarified that her reasoning for choosing this particular taxonomy appears to come down to ease rather than a strong theoretical foundation. Moreover, he saw that Oxford's taxonomy had never before been applied to pronunciation learning strategies, and it did not necessarily coordinate with the process inherent in pronunciation acquisition.

Otherwise, Peterson (2000) showed that learning strategies can be categorized effectively within Oxford's framework. She exhibited her rational for her choice when she says "there does not seem to be any particular qualitative difference between pronunciation learning strategies and other

language Learning strategies, except that they aid specifically with pronunciation. Indeed, several of the pronunciation learning strategies are identical to general language learning strategies. She adds 16 pronunciation learning strategies may be regarded as a subset of language learning strategies.

On the other hand, there are many studies that shed light on the importance of active listening, and speaking to native speakers as strategies that learners can use to improve their English, particularly pronunciation. These studies are:

Bohlken and Macias (1992), Peterson (2000), Vitanova and Miller (2002), Phothongsunan (2006), and Ecktein (2007).

Related to this idea, Peterson (2000) stated one of the participants' pronunciation learning strategies. This strategy was to say words into tape recorder, and then to back the tape and listen to it again. That is to say, learners should listen carefully first, say and record, and Then, listen to his voice again in order to compare between his pronunciation with the correct pronunciation of the word. Another strategy discussed is to make up songs or rhythms to remember how to pronounce words.

Moreover, Murphy (2004) dealt with mastering word stress while learning vocabulary. This study calls students to pay attention to word-stress while learning new vocabulary. It assumed that student should learn where to stress the new words in the same time they learn it.

Finally, it is worth mentioning that there was no study but one that dealt with strategies used when learning English stress. All the found strategies relates to either language learning strategies or pronunciation learning strategies. Because stress is an integral part of pronunciation,

the researcher would attempt to fit pronunciation learning strategies to stress learning. Additionally, it is strongly believed that Palestinian students who learn English as FL in English Departments should be aware of such strategies when learning stress. It is supposed that these strategies will facilitate their learning of stress.

Conclusion:

Thirty-five previous studies about stress learning difficulties have been reviewed in order to highlight the nature of these difficulties that can be faced by students while learning stress. Almost all the reviewed studies provided evidences that stress is problematic for FL learners. Kim(2003), Jesry (2005), Carruthers(2006), Zuraiq and Sereno(2007), Halpern(2009), and Zhang and Yin(2009) agreed on stress misplacement, vowel reduction, lack of knowledge of syllable and syllabification to be as stress learning difficulties. As a matter of fact, each author had his own notion about the probability reasons of such stress learning difficulties. These causes are summarized in the following: mother tongue interference, age, personality, psychological factors, methodological factors, and others. Also, some of these studies exhibit particular strategies that can provide solutions of such difficulties. For example, cognitive strategies, metacognitive strategies, compensation strategies, memory, affective strategies, and socio-psychological strategies. Actually, these strategies and others reviewed in this chapter can be helpful and should be taken into account when learning stress.

Thus, one can say that those studies draw a clear vision about not only types of difficulties that the researcher expects to find, but also, the reason for them. Regarding the tools of the study, it is found that almost the studies such as: El-Halees(1985), Wong(1991), Jesry(2005) ,Vinh (2006), Zuraiq and Sereno(2007), and Maniruzzaman(2008) used observation while reading aloud or diagnostic written test as tools to conduct their studies. This encouraged the researcher to make use of such tools when conducting this study.

Chapter III

Methodology

3.1. Methodology

3.2. Population

3.3. The Sample

3.4. Method of choosing the sample

3.5. Instruments:

- Diagnostic written test.
- Observation cards.
- Two Questionnaires.

3.5.1. Diagnostic written test:

- The Aim of the Diagnostic written test.
- The resources of constructing the content of the Diagnostic written test.
- The Description of the Format and Content of the Diagnostic written test.
- Validity of the Diagnostic written test.
- Reliability of the Diagnostic written test.
- Procedures of Implementing the Diagnostic written test.

3.5.2. Observation Activities and cards:

- The aim of the observation card
- The resources of constructing the content of the observation card.
- The Description of the format and content of the observation card.
- Validity of the observation card
- Reliability of the observation card
- Procedures of implementing the observation card.

3.5.3. The Questionnaires:

- **Questionnaire 1: “Difficulties”**
- The Aim of Questionnaire 1.
- The Resources of constructing the content of questionnaire 1.
- The Description of the Format and content of questionnaire 1.
- Validity of the questionnaire 1.
- Reliability of the questionnaire 1.

- **Questionnaire 2: “Reasons”.**
- The Aim of questionnaire 2
- The Resources of constructing the content of questionnaire 2.
- The Description of the Format and content of questionnaire 2.
- Validity of the questionnaire 2.
- Reliability of the questionnaire 2.
- Statistical Analysis

Chapter III

Methodology

This chapter introduces a full description of the methodology of the study in term of the population, the sample, methods of choosing the sample, the instrumentations, the pilot study, and the statistical package used when analyzing the data.

3.1. The methodology:

The researcher used the descriptive analytical method of research to implement the purpose of the study. Brown and Rodgers (2002: 117) define description research as “A research that describes group characteristics or behaviors in numerical terms”. Maintain that “the descriptive statistics is those statistics used to analyze descriptive research data, usually in terms of central tendency and dispersion”.

Accordingly, the researcher believes that the provided numerical terms help him in determining the percentage of those difficulties facing English department junior students in learning stress at the IUG.

3.2. The population of the study:

The population of the study consisted of all English department female students at IUG who previously took the course “Phonetics and Phonology”. These students are enrolled in another course named “Sociolinguistics”. They are about (133) students in the third level.

3.3. The sample of the study:

3.3.1. The pilot study:

The researcher aims to find out the main difficulties that English Department juniors at IUG may face when learning stress. In order to achieve this purpose, three different instruments were used: two questionnaires to be answered by linguists, observation cards and diagnostic written test to be done by students. To ensure these tools validity and reliability, the researcher randomly chose three different samples. The following table shows the number of each sample in accordance with the tool used:

Table (3.1)

The number of the pilot sample according to the tool

The tool	Number of sample
Two questionnaires	9 Linguists
Diagnostic written test	30 students
Observation cards	20 Students

As shown in the table (3.1) above, the researcher chose 30 students for the diagnostic tool, 20 of them were chosen for the observation. As for the linguists, it was found that the total number of linguists who teach phonetics in the Palestinian universities in Gaza is 9. So, the researcher used their responses for both: piloting the study and getting findings.

3.3.2. Sample of the study:

Based on the fact that three tools are used to fulfill the aim of study, two samples were chosen:

- **Students sample:**

The sample of the study consisted of (30) subjects constituting (23%) of the population of the study. Out of this number, 20 students were chosen for the observation. Those subjects were selected randomly, following the simple random sample choosing, to participate in the study. The sample included only female junior students who registered the course “Sociolinguistics” in the second term of the Academic year (2009-2010). Moreover, they previously took the course “Phonetics and Phonology”. That is to say that these students already have the basic knowledge of Human sounds: segmentals and suprasegmentals.

- **Linguists sample:**

Nine linguists consisting the whole population of the study were chosen from: IUG, Al- Azhar university, Al- Aqsa university and Al- Quds Open university, to respond to the two questionnaires.

3.4. Method of choosing the sample:

Simple random sample method was used to choose the sample of this study. To do this, the researcher asked the Dean of Admission and registration to provide her with a computed list (Excel file) of all the third level female students who previously took the course: “Phonetics and Phonology” and currently registered in the course: “sociolinguistics in second term of the

academic year (2009-2010). According to these thirty students were chosen; every 6 students, a student was chosen.

3.5. The instruments:

The researcher used four different tools to achieve the purpose of the study. These tools were: observation cards, diagnostic written test, two questionnaires, and work shop. The researcher believed that this triangulation, as called in ELT research, helps in providing more accurate and confirmable results regarding the difficulties may be faced when learning stress. According to Mackey and Gass (2005): “Triangulation involves using multiple research techniques and multiple sources of data in order to explore the issues from all feasible perspectives. Using the technique of triangulation can aid in credibility, transferability, confirmability, and dependability in qualitative research”.

3.5.1. Diagnostic written test:

➤ The aim of the diagnostic written test:

This test is built to diagnose the areas of difficulties that English Department Junior may face when producing English stress in writing. It aims to measure what knowledge students have about the topic under investigation. Additionally, it helps in confirming the results that the researcher reached at during observation.

- **The Resources of Constructing the Content of the Test:**

To build the diagnostic test, the researcher depends on the following resources:

1. Previous studies in general.
2. Interviewing university teachers about the areas that should be questioned and tested.
3. Roach's (2002) Phonetics & Phonology: practical courses.
4. Theoretical Framework in general.

- **The Description of the Format and Content of the Diagnostic written test:**

The test consists of 6 questions designed to identify the main problems facing English department students when learning stress.(See appendix (A)) The following table shows the questions, the number of items and the areas it measures.

Table (3.2) the distribution of the diagnostic written test

THE QUESTION	THE NUMBER OF ITEMS	THE MEASURED AREAS
Question 1	4	It measures the students' ability to identify the syllables of the word.
Question 2	6	It measures the students' ability to identify the weak syllables and reduce them into schwa.
Question 3	10	It measures the students' ability to identify the stress pattern of the given words.
Question 4	12	It measures the students' ability to distinguish the grammatical class of the given words noun, verb, adjective....etc.
Question 5	4	It measures the students' ability to distinguish the stress pattern in compound nouns.
Question 6	5	It measures the students' ability to identify how the meaning of the sentence changed according to the change of stress placement on it.

On the other hand, quite clearly instructions were written on the front page of the test sheet.

These instructions include:

- Students' biodata to fill in such as: faculty, major, academic level, university level and age.
- An opening sentences for students to encourage them help the researcher.
- A description of the diagnostic questions.

- Clear instructions regarding how to respond to each question.
- **Validity of the diagnostic written test:**

- **Content validity:**

The diagnostic written test was checked by ten referees. These referees are doctors, lecturers, and supervisors from different educational institutions as: IUG, AL-Aqsa university, AL-Azhar University, AL-Quds Open university and the ministry of Education. See appendix (E). Actually, this step aims to ensure its clarity and relevance. Ambiguous items were modified and clarified according to the referees' suggestions.

- **Internal Consistency Validity:**

This type of validity indicates, as mentioned before, the correlation of each item degree with the question it belongs to in the test. Then, the correlation of each question with the total degree of the test was computed. By applying the test to a pilot sample consisting of (30) Subjects, the researcher computed the internal consistency by using person correlation coefficient and computed the correlation coefficient of each item with the correlation coefficient of each item with the question it belongs to.

Table (3.3)

Correlation coefficient of each item in the first question with the total degree of the first question

no	Items	Pearson correlation	Sig.
A1	Meet	0.459	sig. at 0.05
A2	Travel	0.852	sig. at 0.01
A3	Academic	0.814	sig. at 0.01
A4	Photographer	0.664	sig. at 0.01

"r" table value at (28) d f. at (0.05) sig. level equal 0.361

"r" table value at (28) d f. at (0.01) sig. level equal 0.463

Table (3.4)

Correlation coefficient of each item in the second question with the total degree of the second question

no	Items	Pearson correlation	Sig.
B1	Accurate	0.868	sig. at 0.01
B2	Borough	0.843	sig. at 0.01
B3	Potato	0.967	sig. at 0.01
B4	Support	0.942	sig. at 0.01
B5	Postmen	0.923	sig. at 0.01
B6	Monarchy	0.873	sig. at 0.01

"r" table value at (28) d f. at (0.05) sig. level equal 0.361

"r" table value at (28) d f. at (0.01) sig. level equal 0.463

Table (3.5)

Correlation coefficient of each item in the third question with the total degree of the third question

no	Items	Pearson correlation	Sig.
C1	Afternoon	0.946	sig. at 0.01
C2	Accident	0.960	sig. at 0.01
C3	Vegetable	0.434	sig. at 0.05
C4	Pronounce	0.980	sig. at 0.01
C5	Night	0.922	sig. at 0.01
C6	Superman	0.927	sig. at 0.01
C7	Candle	0.905	sig. at 0.01
C8	Happen	0.927	sig. at 0.01

"r" table value at (28) d f. at (0.05) sig. level equal 0.361

"r" table value at (28) d f. at (0.01) sig. level equal 0.463

Table (3.6)

Correlation coefficient of each item in the fourth question with the total degree of the fourth question

no	Items	Pearson correlation	Sig.
D1	'prezənt	0.769	sig. at 0.01
D2	prɪ'zent	0.769	sig. at 0.01
D3	'prɒdʒʊz	0.508	sig. at 0.01
D4	prə'dʒʊz	0.508	sig. at 0.01
D5	'prəʊtest	0.445	sig. at 0.05
D6	prə'test	0.577	sig. at 0.01
D7	'pɜː(r)fɪkt	0.380	sig. at 0.05
D8	pə'fekt	0.587	sig. at 0.01
D9	'rek ɔː (r)d	0.448	sig. at 0.05
D10	re'k ɔː(r)d	0.532	sig. at 0.01

"r" table value at (28) d f. at (0.05) sig. level equal 0.361

"r" table value at (28) d f. at (0.01) sig. level equal 0.463

Table (3.7)

Correlation coefficient of each item in the fifth question with the total degree of the fifth question

no	Items	Pearson correlation	Sig.
E1	baby sitter	0.687	sig. at 0.01
E2	real estate agent	0.543	sig. at 0.01
E3	BBC	0.676	sig. at 0.01
E4	control tower	0.611	sig. at 0.01
E5	snow-white	0.704	sig. at 0.01
E6	global warming	0.617	sig. at 0.01
E7	carefree	0.657	sig. at 0.01
E8	long-sighted	0.697	sig. at 0.01
E9	left-luggage office	0.639	sig. at 0.01
E10	desktop publishing	0.675	sig. at 0.01

"r" table value at (28) d f. at (0.05) sig. level equal 0.361

"r" table value at (28) d f. at (0.01) sig. level equal 0.463

Table (3.8)

Correlation coefficient of each item in the sixth question with the total degree of the sixth question

no	Items	Pearson correlation	Sig.
F1	'lent my brother 200\$.	0.833	sig. at 0.01
F2	I lent my 'brother 200\$.	0.904	sig. at 0.01
F3	I lent my bother '200\$.	0.938	sig. at 0.01
F4	'I lent my brother 200\$ last week.	0.898	sig. at 0.01
F5	I lent my brother 200\$ 'last week	0.914	sig. at 0.01

"r" table value at (28) d f. at (0.05) sig. level equal 0.361

"r" table value at (28) d f. at (0.01) sig. level equal 0.463

The data collected in the above mentioned tables indicate that the described correlation coefficients are significant at (0.05, 0.01); so all the items included in every question are valid for measuring what they were designed for. After words, the internal validity was examined by computing the correlation coefficient of each question with the total degree of the test as it shown in table (3.9).

Table (3.9)

Correlation coefficient of each question with the total degree of the diagnostic written test

	TOTAL	FIRST	SECOND	THIRD	FOURTH	FIFTH	SIXTH
TOTAL	1						
FIRST	0.365*	1					
SECOND	0.581**	0.376*	1				
THIRD	0.768**	0.381*	0.370*	1			
FOURTH	0.505**	0.480**	0.486**	0.387*	1		
FIFTH	0.374*	0.463**	0.442*	0.454*	0.420*	1	
SIXTH	0.659**	0.497**	0.458*	0.540**	0.422*	0.433*	1

*"r" table value at (28) d f. at (0.05) sig. level equal 0.361

**"r" table value at (28) d f. at (0.01) sig. level equal 0.463

It is clearly shown from the table above that the coefficients are significant at (0.05 , 0.01); so all the questions included in the diagnostic written test were valid.

- **Reliability of the diagnostic written test**

The test reliable when it gives consistent results if it is reapplied in the same conditions (Brown and Rodgers, 2002: 241). The researcher used the pilot study to calculate the reliability of the diagnostic written test which was measured by Alpha Cronback and split-half methods.

1. Alpha Cronback Method :

A total sample of 30 students participated in testing the reliability of the diagnostic written test. Alpha formula was used to determine the reliability of the diagnostic written test as shown in table (3.10).

Table (3.10)

Alpha correlation coefficient of the diagnostic written test reliability

Alpha Cronbach Method		
Scope	Total	Correlation
FIRST	4	0.672
SECOND	6	0.954
THIRD	8	0.958
FOURTH	10	0.670
FIFTH	10	0.849
SIXTH	5	0.939
TOTAL	43	0.877

The table shows that the degree of reliability was (0.877). This result indicates that the diagnostic written test is reliable and can be used to conduct the study.

2. Split half Method :

This method depends on calculating the correlation coefficient between the mark of the odd items of the diagnostic written test and the even items of the test. Then, Spearman Brown formula is used to modify the length of the diagnostic written test to find out the reliability coefficient as shown in table (3.11)

Table (3.11)

Correlation coefficient between the two halves of the diagnostic written test before and after modification

SPILT –HALF TECHNIQUE			
SCOPE	TOTAL	BEFORE	AFTER
FIRST	4	0.554	0.713
SECOND	6	0.930	0.964
THIRD	8	0.937	0.967
FOURTH	10	0.505	0.668
FIFTH	10	0.901	0.948
SIXTH	*5	0.904	0.931
TOTAL	*43	0.697	0.706

* The researcher used Gutman coefficient for unequal halves.

On looking deeply in tables (3.11), it is found that correlation coefficient by using split-half after modification is (0.706). This indicates that the diagnostic written test is reliable and can be applied to the sample of the study.

➤ **Procedures of Implementing the diagnostic written test:**

The diagnostic written test was implemented on the study sample in order to achieve the main aim of this study. Before giving the test, the researcher did her best to arouse the students' motivation and prompts their awareness about the importance of the topic for them. However, the following procedures were done when the test was conducted:

- Giving instructions in a clear and simple way.
- Giving instructions in the native language of the students (Arabic Language) to make sure that all the examinees understand the instructions apparently.
- Instructing the students not to write their names on the test sheet to ensure confidentiality and to reduce anxiety about their knowledge of English stress.
- Instructing them not to resort to any help of any kind (friends, books, dictionaries, etc.) while taking the test.

3.5.2. Observation:

To observe students' production of English word and sentence stress in the spoken context, the researcher designed an observation card.

✓ The Aim of The observation card:

This card was designed to facilitate the process of observing students when learning stress. It aims to point out the difficulties that English department juniors face when learning stress in the spoken context.

➤ The resources of constructing the content of the observation card:

To build the observation card, the researcher depended on the following:

- (a) Previous studies in general.
- (b) Interviewing university teachers to ask them about the areas that should be questioned and observed.
- (c) Roach's (2002) *Phonetics & Phonology: practical course*.
- (d) Harmer' (2001) *The Practice of English Language Teaching*
- (e) Theoretical framework.

➤ **The Description of the Format and Content of the observation card:**

Twenty observation cards were designed to facilitate the process of observing English department female students at IUG while producing English stress. There was an agreement between my supervisors regarding the form of the used cards. The card measures seven areas of difficulty in stress learning. A 5-points scale were used to calculate the percentage of these difficulties: v. good, good, moderate, weak, v. weak. (See appendix (C)).

• **Validity of the observation card:**

Mackey & Gass (2005) state that the tool is valid when it reflects what we believe it reflects. In other words, valid tool is the tool that measures what it is designed to measure. To validate the observation tool, the researcher applied two types of validity: the referee validity and the internal consistency validity:

✓ **The referee validity:**

The observation activities and cards were checked by ten referees. These referees are Associate Professors, Assistant Professors, lecturers, and supervisors from different educational institutions as: IUG, AL-Aqsa University, AL-Azhar University, AL-Quds Open University and the Ministry of Education. (See appendix E). Actually, this step aims to ensure clarity and relevance of the observation cards. Ambiguous items were modified and clarified according to the referees' suggestions and recommendations.

✓ **Internal consistency:**

Brown and Rodgers (2002: 241) refer to internal consistency as the degree to which the results can be accurately interpreted. The internal validity coefficient was computed by using person correlation coefficient. The following table (3.12) shows the data analysis of the correlation coefficient of each item in the observation card it belongs to, in order to compare the whole degree of the observation card by using the SPSS.

Table (3.12)

Correlation coefficient of each item in the observation card with total degree of it

no	Items	Pearson correlation	Sig.
A1	The student is able to divide the word into its constitute syllables.	0.856	sig. at 0.01
A2	The student is able to unstress the weak syllable and reduce it into schwa.	0.531	sig. at 0.01
A3	The student is able to classify the words into their stress patterns.	0.778	sig. at 0.01
A4	The student is able to place the appropriate stress on the words according to their provided grammatical class.	0.584	sig. at 0.01
A5	The student is able to recognize the effect of affixes on the stress placement.	0.747	sig. at 0.01
A6	The student is able to stress the words that convey contrastive ideas in the provided dialogues.	0.843	sig. at 0.01
A7	The student is able to stress the given sentences according to the provided meaning.	0.928	sig. at 0.01

"r" table value at (18) d f. at (0.05) sig. level equal 0.444

"r" table value at (18) d f. at (0.01) sig. level equal 0.561

- **Reliability of the Observation card:**

The test is reliable when it gives consistent results if it is reapplied in the same conditions (Brown and Rodgers, 2002: 241). The researcher piloted the study to calculate the reliability of the observation cards which was measured by Alpha Cronback and split-methods.

1. Alpha Cronback Method :

A total sample of 20 students participated in testing the reliability of the observation cards. Alpha formula was used to determine the reliability of these cards as shown in table (3.13).

Table (3.13)

Alpha correlation coefficient of the observation card reliability

Alpha Cronbach Method		
Scope	Total	Correlation
Observation card	7	0.825

The table shows that the degree of reliability was (0.825). This result indicates that the observation card is reliable and can be used to conduct the study.

2. Split half Method :

This method depends on calculating the correlation coefficient between the mark of the odd items of the observation cards and the even items of the observation cards. Then, Spearman Brown formula was used to modify the length of the observation cards to find out the reliability coefficient as shown in table (3.14)

Table (3.14)

Correlation coefficient between the two halves of the observation cards before and after modification.

SPLIT HALF METHOD			
SCOPE	TOTAL	BEFORE	AFTER
Observation card	7	0.868	0.878

* the researcher used Gutman coefficient for unequal halves.

On looking deeply in tables (3.14), it is found that correlation coefficient by using split-half after modification is (0.878). This indicates that the observation cards proved reliable and hence can be applied to the sample of the study.

- **Procedures of Implementing the Observation:**

To implement observation, the following procedures were followed:

1. Designing an observation card for each member in the sample,(See appendix C). This card helps the researcher to calculate the percentage of errors made by the members,
2. Determining when and where the observation should be conducted,
3. Interviewing each member individually to read aloud the assigned activities,
4. Explaining the activity and giving clear instruction about how to do it. For example, Read aloud the following dialogue and emphasis the words you feel they are important,
5. Recording students while they are reading,
6. Listening again to the records and then fill in the observation cards,
7. Analyzing the data to get the result, and

8. Discussing the results and then commenting on them.

3.5.3. The Questionnaires:

Two questionnaires were used to carry out this study. In fact, the questionnaires were designed to highlight important points that relate directly to the aims intended to be covered out of this research. The first serves to visualize the difficulties that English Department Juniors may face when learning stress. While the second reveals the reasons beyond such difficulties. These questionnaires were given to linguists who teach Phonetics or Linguistics. See appendix(D)

➤ **Questionnaire (1):**

➤ **The Aim of the Questionnaire:**

As mentioned above, this questionnaire shed light on the problematic areas that English Department Juniors may have when learning stress.

➤ **The Resources of constructing the content of Questionnaire 1:**

When constructing this questionnaire, the researcher makes use of the following resources:

1. Previous studies in general.
2. Interviewing university teachers to ask them about the areas that should be questioned.
3. Theoretical Framework.

➤ **The Description of the Format and Content of Questionnaire are:**

The questionnaire consists of 12 items. These items relate directly to the main difficulties that English Department Juniors may face when learning stress. Accordingly, these difficulties are of four levels; **they are:**

1. Syllable level.
2. Word level.
3. Sentence level.
4. Intelligibility.

Based on the fact that the needed responses reflect reality rather than opinion, the stated scale falls in three ranks: large extent, some extent, and cannot. Practically, linguists were asked to respond in accordance with their experience about the topic.

➤ **Validity of Questionnaire:**

Two types of validity were applied to validate the questionnaire. These types are:

Referee validity and the internal consistency validity.

• **The Referees' Validity:**

To ensure the questionnaire validity and relevance the questionnaire was refereed by ten experts. These experts are from the IUG, AL-Aqsa University, Al_Azhar University, AL-Quds Open University, and the Ministry of Education. The following table (3.15) shows the number of items according to the levels.

Table(3.15)

The number of the questionnaire items according to the levels

LEVELS	NO. ITEMS
Syllable level	5
Words level	3
Sentence level	2
intelligibility	2
Total	12

- **Internal Consistency:**

It indicates the correlation of the degree of each item with the total average of the questionnaire.

The internal validity coefficient was computed by using Pearson formula. The following table (3.16) show the data analysis of the correlation coefficient of each item with the domain it belongs to, in order to compare the whole degree of the questionnaire by using the SPSS.

Table (3.16)**Correlation coefficient of the item of the Questionnaire (1)**

no	Items	Pearson correlation	Sig.
A1	Students are able to divide the words into their syllables.	0.824	sig. at 0.01
A2	Students are able to distinguish between strong and weak syllables.	0.891	sig. at 0.01
A3	Students are familiarized with the syllable structure: onset, nucleus, and coda.	0.992	sig. at 0.01
A4	Students are familiarized with types of syllables: open, close.	0.923	sig. at 0.01
A5	Students are able to reduce weak vowels to schwa	0.911	sig. at 0.01
B1	Students are able to distinguish between content words and function words.	0.992	sig. at 0.01
B2	Students are able to distinguish word classes: noun, verb, adjective, that have the same spelling and pronunciation.	0.906	sig. at 0.01
B3	Students have sufficient knowledge about the general rules of stress that relate to affixes: prefixes and suffixes	0.691	sig. at 0.05
C1	Students are able to express contrasting ideas by using stress.	0.992	sig. at 0.01
C2	Students are able to emphasize the words that carry important meaning in the sentence	0.951	sig. at 0.01
D1	Students can easily understand native speakers when talking to them.	0.772	sig. at 0.05
D2	Native speakers can easily understand your students when talking to them	0.713	sig. at 0.05

"r" table value at (7) d f. at (0.05) sig. level equal 0.666

"r" table value at (7) d f. at (0.01) sig. level equal 0.798

As shown in the table (3.16), there is a relation between the items and the total degree and each item with the other item at sig level (0.05 , 0.01) that shows a high internal consistency of the questionnaire which ensures the validity of the questionnaire.

➤ **Reliability of the questionnaire:**

The test reliable when it gives consistent results if it is reapplied in the same conditions (Brown and Rodgers, 2002: 241). The researcher used the pilot study to calculate the reliability of the questionnaire which was measured by Alpha Cronback and split-methods.

1. Alpha Cronback Method :

A total sample of 9 linguists participated in testing the reliability of the diagnostic written test. Alpha formula was used to determine the reliability of this questionnaire as shown in table (3.17).

Table (3.17)
Alpha correlation coefficient of the questionnaire (1)

Alpha Cronbach Method		
Scope	Total	alpha
Questinnaire1	12	0.972

The table shows that the degree of reliability was (0.972). This result indicates that the questionnaire is reliable and can be used to conduct the study.

3. Split half Method :

This method depends on calculating the correlation coefficient between the mark of the odd items of the questionnaire and the even items of the questionnaire. Then, Spearman Brown formula was used to modify the length of questionnaire (1) to find out the reliability coefficient as shown in table (3.18)

Table (3.18)

Correlation coefficient between the two halves of the questionnaire (1) before and after modification

SPLIT –HALF TECHNIQUE			
	TOTAL	BEFORE	AFTER
Questionnaire2	12	0.933	0.965

*The researcher used Gutman coefficient for unequal halves.

Regarding the results presented in table (3.18), it is found that correlation coefficient by using split-half after modification is (0.965). This indicates that questionnaire (1) is reliable.

Questionnaire (2):

➤ **The Aim of the Questionnaire:**

This questionnaire shed light on the main reasons beyond the difficulties that English Department Juniors may have when learning stress.

➤ **The Resources of constructing the content of Questionnaire 2:**

When constructing this questionnaire, the researcher made use of the following resources:

1. Previous studies in general.
2. Interviewing university teachers to ask them about the areas that should be questioned.
3. Theoretical Framework.

➤ **The Description of the Format and Content of Questionnaire are:**

The questionnaire consists of 9 items. These items relate directly to the main reasons beyond the difficulties that English Department Juniors may face when learning stress. Accordingly, these reasons are four, **they are:**

5. Interlingual Factors
6. Methodological Factors
7. Psychological Factors
8. Facilities

Based on the fact that the responses needed to reflect opinions, the scale followed the taxonomy of Likert in which opinion can be strongly agree, agree, do not know, disagree, strongly disagree . Practically, linguists were asked to respond in accordance with their experience about the topic.

➤ **Validity of Questionnaire:**

Two types of validity were applied to validate the questionnaire. These types are:

Referee validity and the internal consistency validity.

• **Referee Validity:**

To ensure the questionnaire validity and relevance the questionnaire was refereed by ten experts. These experts are from the IUG, AL-Aqsa University, Al_Azhar University, AL-Quds Open University, and the Ministry of Education. The following table (3.19) shows the number of items according to the levels.

Table (3.19)

The number of the questionnaire items according to the categories

Reasons	No. Items
1. Interlingual Factors.	1
2. Methodological factors.	4
3. Psychological factors.	2
4. Facilities.	2
Total	9

- **Internal Consistency:**

It indicates the correlation of the degree of each item with the total average of the test. The internal validity coefficient was computed by using Pearson formula. The following table (3.20) shows the data analysis of the correlation coefficient of each item with the domain it belongs to to compare the whole degree of the questionnaire by using the SPSS.

Table (3.20)

Correlation coefficient of the item of the Questionnaire(2)

no	Items	Pearson correlation	Sig.
E1	Students transfer the rules of their mother tongue to English when they are learning English stress	0.985	sig. at 0.01
F1	Students are given enough practice regarding stress placement.	0.889	sig. at 0.01
F2	Teachers who teach stress are qualified enough.	0.844	sig. at 0.01
F3	There are clear syllabuses or textbooks that students can rely on to study stress.	0.953	sig. at 0.01
F4	Stress is given enough time of teaching during lectures	0.703	sig. at 0.05
G1	Students are stressed when dealing with English stress.	0.889	sig. at 0.01
G2	Students' fear and anxiety of making mistakes reduce their learning of stress	0.985	sig. at 0.01
K1	University is prepared with language laps. that help students in their learning of stress.	0.770	sig. at 0.05
K2	A large number of students are there in the class	0.827	sig. at 0.01

"r" table value at (7) d f. at (0.05) sig. level equal 0.666

"r" table value at (7) d f. at (0.01) sig. level equal 0.798

As shown in the table (3.20), there is a relation between the items and the total degree and each item with the other item at sig level (0.05, 0.01). A high internal consistency of the questionnaire is assured, which ensures the validity of the questionnaire.

➤ **Reliability of the questionnaire:**

The test reliable when it gives consistent results if it is reapplied in the same conditions (Brown and Rodgers, 2002: 241). The researcher used the pilot study to calculate the reliability of the questionnaire which was measured by Alpha Cronback and split-methods.

1. Alpha Cronback Method :

A total sample of 9 linguists participated in testing the reliability of the diagnostic written test. Alpha formula was used to determine the reliability of this questionnaire as shown in table (3.21).

Table (3.21)
Alpha correlation coefficient of the questionnaire(2) reliability

Alpha Cronbach Method		
Scope	Total	alpha
Questionnaire (2)	9	0.956

The table shows that the degree of reliability was (0.956). This result indicates that the questionnaire is reliable and can be used to conduct the study.

4. Split half Method :

This method depends on calculating the correlation coefficient between the mark of the odd items of the questionnaire and the even items of the questionnaire. Then, Spearman Brown formula used to modify the length of the questionnaire (2) to find out the reliability coefficient as shown in table (3.22)

Table (3.22)

Correlation coefficient between the two halves of the questionnaire (2) before and after modification

SPILT –HALF TECHNIQUE			
	TOTAL	BEFORE	AFTER
Questionnaire (2)	9	0.969	0.971

* The researcher used Gutman coefficient for unequal halves.

On looking deeply in tables (3.23), it is found that correlation coefficient by using split-half after modification is (0.971). This indicates that questionnaire (2) is reliable and hence can be applied to the sample of the study.

➤ **Statistical Methods Used:**

In order to analyze the data, the researcher used the SPSS statistical packages as a statistical technique. The following statistics were used:

1. The data were collected and computed by using Spearman correlation, Alpha Cronback and Split-half techniques to confirm the instruments' validity and reliability.
2. Means and percentages were used to determine the main difficulties facing students in learning stress.
3. T-test for independent sample was used to compare between the difficulties level and the hypothetical level.

Chapter IV

The Results of the Study:

4.1 The answer of the first question

4.2 The answer of the second question

4.3 The answer of the third question

4.4 The answer of the fourth question

4.5The answer of the fifth question

Chapter IV

Results of the Study

This research was conducted to find out the main difficulties that English department juniors at IUG may face when learning stress , reasons beyond these difficulties and strategies to be used to overcome these difficulties. To achieve this purpose, the researcher stated the problem of the study in the following main question:

“What are the difficulties facing English department juniors at IUG in learning stress?”

Out of the main question, the researcher derived the following five research questions:

1. What are the difficulties that English Department Juniors at IUG face when learning stress from experts' point of view?
2. What is the level of difficulties that English Department Juniors at IUG would have when learning stress in written contexts?
3. What is the level of difficulties that English Department Juniors at IUG would have when learning stress in spoken contexts?
4. What are the reasons beyond those difficulties that English Department Juniors at IUG face when learning stress from experts' point of view?
5. What are the strategies that can be used to tackle the difficulties that English Department Juniors at IUG face when learning stress?

As a matter of fact, this chapter presents the finding after the data had been statistically treated in term of statistical tables.

- **Findings of the study:**

Having applied the instruments of the study: two questionnaires, diagnostic written test and observation cards to the sample, the following findings were reached:

1.1 The answer of the first question:

The first question is: What are the difficulties that English department juniors at IUG face when learning stress from exerts' point of view?

To answer this question, the researcher counts the frequencies of responses for each item in the questionnaire. Then the mean, standard deviation, percentage weight and rank for each item were calculated. See table (4.1):

Table (4.1)

Frequencies, the sum of responses, means, standard deviation, percentage weight and rank of each item in the questionnaire

	N = 9	Sum	Mean	Std. Deviation	% weight	rank
	SYLLABLE					
A1	Students are able to divide the words into their syllables.	7	0.778	0.441	38.89	6
A2	Students are able to distinguish between strong and weak syllables.	10	1.111	0.601	55.56	2
A3	Students are familiarized with the syllable structure: onset, nucleus,	7	0.778	0.833	38.89	7

	and coda.					
A4	Students are familiarized with types of syllables: open, close.	5	0.556	0.527	27.78	9
A5	Students are able to reduce weak vowels to schwa	11	1.222	0.667	61.11	1
	WORDS					
B1	Students are able to distinguish between content words and function words.	0	0.000	0.000	0.00	12
B2	Students are able to distinguish word classes: noun, verb, adjective, that have the same spelling and pronunciation.	2	0.222	0.441	11.11	11
B3	Students have sufficient knowledge about the general rules of stress that relate to affixes: prefixes and suffixes	9	1.000	0.707	50.00	3
	SENTENCE					
C1	Students are able to express contrasting ideas by using stress.	9	1.000	0.707	50.00	4
C2	Students are able to emphasize the words that carry important meaning in the sentence	4	0.444	0.726	22.22	10
	Intelligibility					
D1	Students can easily understand native speakers when talking to them.	9	1.000	0.500	50.00	5
D2	Native speakers can easily understand your students when talking to them	7	0.778	0.441	38.89	8

According to the experts' point of view, the most two difficulties (as shown in the table above) that English department juniors face when learning stress are: A(5) "Students are able to reduce weak vowels to schwa" and A(2) "Students are able to distinguish between strong and weak syllables". However, the following is a full description of the results found in the table above:

First, there is an agreement among experts that the difficulty (A5) "Students are able to reduce weak vowels to schwa" is the most serious difficulty faced by students when learning stress. It is found that this difficulty occupied the first rank and had a weight of (61.1%).

Second, experts agreed that students have difficulties in distinguishing between strong and weak syllable. This difficulty occupied the second rank. It has a weight of (55.56). **Third**, It is found that the items: "students have sufficient knowledge about the general rules of stress that relate to affixes: prefixes and suffixes", "students are able to express contrasting ideas by using stress" and "students can easily understand native speakers when talking to them" occupied the third, fourth and fifth rank respectively. They have the weight of 50.00.

Fourth, the difficulties "students are able to divide the words into their syllables", "students are familiarized with the syllable structure: onset, nucleus and coda" and "Native speakers can easily understand your students when talking to them" occupied the sixth, seventh, and eighth rank. They have the weight of 38.89.

Fifth, different agreements were found on the following items: "Students are familiarized with types of syllables: open, close", "Students are able to emphasize the words that carry important meaning in the sentence", "students are able to distinguish word classes: noun, verb, and adjective that have the same spelling and pronunciation". These items have a weight of 27.78%, 22.22%, 11.11% and respectively.

Finally, it is apparent that experts agreed that students have no difficulty in distinguishing between content and function words. As shown in the table above, this item (B1) has a weight of (0.00%).

To summarize the results regarding the difficulties that English department juniors face when learning stress, the researcher calculated the percentage of each domain in the questionnaire. The following table (4.2) shows the sum of responses, means, standard deviations, percentage weight and rank of each domain in the questionnaire.

Table(4.2)

The sum of responses, means, standard deviation, percentage weight and rank of each domain in the questionnaire

Field	No. of items	Mean	Std. Deviation	% weight	Rank
SYLLABLE	5	4.444	1.944	44.44	2
WORDS	3	1.222	0.441	20.37	4
SENTENCE	2	1.778	0.833	44.44	2
Intelligibility	2	2.222	0.833	55.56	1
Total of Difficulties	12	9.667	2.121	40.28	

It is important to mention that students have serious difficulties when learning stress. But these difficulties are of different percentage. In accordance with the table above, the experts believe that intelligibility domain is the most area of difficulty that students face when learning stress. It occupied the first rank and it has a weight of (55.56%).

As for the domains syllable level and sentence level: they were approximately of the same difficulty. They occupied the second rank. They had a percentage weight of (44.44%).

Otherwise, it was found that students have the least difficulty when learning word stress. Word level domain occupied the fourth rank. With a percentage weight of (20.37%).

To sum up, experts thought that students have serious and crucial difficulties at intelligibility, syllable and sentence levels. The total percentage of difficulties that English department junior at IUG face when learning stress is (40.28%).

4.2 The answer of the second question:

In the following section, the researcher answers the second question of the study. This question was: “What is the difficulties level that English department juniors at IUG would have when learning stress in the written context?”

To answer this question, the researcher used a diagnostic written test .The test measures the students’ ability to produce stress in written context.

- **Findings gained when using the diagnostic written test:**

Here, the researcher applied the diagnostic written test on the sample to find out the level of difficulties the sample has when producing English stress in written contexts, (writing). The following table presents the results in concern:

Table (4.3)

The sum of responses, means, standard deviation, percentage weight and rank of each domain in the diagnostic written test

No	Items	degree	Sum	Mean	Std. Deviation	% of Wright response	% of wrong response	rank
1	ONE	4	300	2.479	1.170	62.0	38.0	6
2	TWO	6	386	3.190	1.234	53.2	46.8	4
3	THREE	8	310	2.562	1.527	32.0	68.0	2
4	FOUR	12	854	7.058	3.171	58.8	41.2	5
5	FIVE	10	407	3.364	1.889	33.6	66.4	3
6	SIX	10	144	1.190	1.894	11.9	88.1	1
	TOTAL	50	2401	19.843	6.565	39.7	60.3	

When looking deeply in the table above, the following results are noticed:

1. 88.1% of the sample had difficulties in Q.(6) “The following is a sentence with different stress patterns. Try to decide what meaning that each intends to convey?”
2. 68.0% of the sample had difficulties in Q. (3) “Classify the following words into their stress patterns”
3. 66.4% of the sample had difficulties in Q. (5) “Decide where to assign the primary stress in the following compound words?”

4. 46.8% of the sample had difficulties in Q.(2) “Decide where to assign the primary stress on the proper syllable in each of the following words?”
5. 41.2% of the sample had difficulties in Q.(4) “Classify the following words according to their grammatical classes i.e. nouns, verbs, adjectives?”
6. 38.0% of the sample had difficulties in Q.(1) “Divide each of the following words into their constituting syllables?”

Thus, when the diagnostic written test was worked out by the study subjects, it was found that the total percentage of difficulties faced by English department juniors when learning stress is 60.3%.

4.3 The answer of the third question:

What is the level of difficulties that English Department juniors would have when learning stress in the spoken context?

To answer this question, the researcher used an observation card. The observation card measures the sample production of stress in the spoken context.

- **The findings gained from the observation cards:**

Having observed the sample while they are reading a loud the giving activities, see appendix (B), the following results were gained:

1. 71% of the sample had difficulties in placing the appropriate stress on the words according to their provided grammatical class”.

2. Also, 71% of the sample had difficulties in stressing the given sentences according to the meaning provided.
3. 66% of the sample had difficulties in using stress to convey contrastive ideas in the provided dialogues.
4. 65% of the sample had difficulties in reducing the weak syllable into schwa.
5. 59% of the sample had difficulties in dividing words into their constitute syllables. Also, they have the same weight of difficulty in recognizing the effect of affixes on the stress placement.
6. 54% of the sample had difficulties in classifying the words according to their stress patterns.

Thus, throughout observation it was found that the total percentage of difficulties faced by English department juniors faced when learning stress was 76.7%. The following table introduces these results:

Table(4.4)

The sum of responses, means, standard deviation, % weight and rank of each domain in the observation cards

	N = 20	Sum	Mean	Std. Deviation	% weight	rank
A1	The student is able to divide the word into its constitute syllables.	59	2.950	1.356	59.0	5
A2	The student is able to unstress the weak syllable and reduce it into schwa.	65	3.250	1.251	65.0	4
A3	The student is able to classify the words into their stress patterns.	54	2.700	0.979	54.0	7
A4	The student is able to place the appropriate stress on the words according to their provided grammatical class.	71	3.550	1.050	71.0	1
A5	The student is able to recognize the effect of affixes on the stress placement.	59	2.950	1.356	59.0	5
A6	The student is able to stress the words that convey contrastive ideas in the provided dialogues.	66	3.300	0.979	66.0	3
A7	The student is able to stress the given sentences according to the provided meaning.	71	3.550	0.686	71.0	1
	TOTAL	445	22.250	3.712	76.7	

To sum up, the level of difficulties that the sample had when learning stress through using observation and diagnostic written test is 76.7% and 60.3% respectively. So it is strongly is now certain that English department juniors at IUG face serious difficulties when learning English stress.

4.2 The answer of the fourth question:

The fourth question in this study was: “what are the reasons beyond the difficulties that English department juniors at IUG face when learning stress from experts’ point of view?”

To answer this question, the researcher distributed a questionnaire to linguists who teaches phonetic in the Palestinian Universities in Gaza Strip. Then, the responses gained were calculated using frequencies, the sum of responses, means, standard deviation, percentage weight and ranks. The following table (4.5) shows this:

Table(4.5)

Frequencies, the sum of responses, means, standard deviation, percentage weight and ranks for each item in the questionnaire

	N = 9	Sum	Mean	Std. Deviation	% wight	rank
	Interlingual Factor					
E1	Students transfer the rules of their mother tongue to	15	1.667	0.500	33.3	7
	Methodological Factors					
F1	Students are given enough practice regarding stress	23	2.556	0.882	51.1	3
F2	Teachers who teach stress are qualified enough.	17	1.889	0.782	37.8	6

F3	There are clear syllabuses or textbooks that students can	22	2.444	0.882	48.9	4
F4	Stress is given enough time of teaching during lectures	28	3.111	0.782	62.2	2
Psychological Factors						
G1	Students are stressed when dealing with English stress.	15	1.667	0.500	33.3	7
G2	Students' fear and anxiety of making mistakes reduce their	19	2.111	0.782	42.2	5
Facilities						
K1	University is prepared with language labs. that help	29	3.222	1.563	64.4	1
K2	A large number of students are there in the class	13	1.444	0.527	28.9	9

Having analyzed the data, it was found that the main two reasons beyond the difficulties that English department juniors face when learning stress are:

1. "University is prepared with language labs that help students in their learning of stress".
This reason occupied the first rank. It had a weight of (64.4%).
2. About (62.2) of experts were in agreement that stress is given enough time of teaching during lectures.

While the least two reasons beyond these difficulties were:

1. "A large number of students are there in the class..." This reason occupied the ninth rank.
It had a weight of (28.9%).

2. About (33.3%) of experts agreed on the two reasons: “Students transfer the rules of their mother tongue to English when they are learning English stress” and “students are stressed when dealing with English stress.” Both reasons occupied the seventh rank.

To sum up the reasons beyond the difficulties that English department juniors face when learning stress, the researcher calculated the percentage of each domain in the questionnaire using frequencies, the sum of responses, means, standard deviation, the % weight and ranks. The table (4.6) below shows this:

Table (4.6)

Frequencies, the sum of responses, means, standard deviation, % weight and ranks for each domain in the questionnaire.

No	Items	degree	Sum	Mean	Std. Deviation	% of Wright response	rank
1	Interlingual		15	1.667	0.500	33.33	4
2	Methodological Factors		90	10.000	1.936	50.00	1
3	Psychological Factors		34	3.778	0.833	37.78	3
4	Facilities		42	4.667	1.803	46.67	2
	Total of reasons		181	20.111	2.261	44.69	

The table shows that the methodological domain is the first reason beyond the difficulties faced by English department juniors when learning stress. It had a weight of (50.00%). While the interlingual domain occupied the fourth ranks with the least percentage weight of (33.33%).

4.3 The answer of the fifth question:

“What are the strategies that can be used to tackle the difficulties that English Department Juniors at IUG face when learning stress?”

The researcher conducted a work shop On May the 17th from (1 to 2.30) in the hall N 417 to discuss the strategies that English students can use to overcome the difficulties they face when learning stress. The work shop comprised four experts : Dr. Khader Tawfeeq Khader, Dr. Waleed Amer ,Dr. Basam Al-Aswad and the researcher. Also, Female students from different levels were invited. Later on , Dr. Asad Abo Sharekh was interviewed about his point of view regarding these strategies. In light of the literature review, theoretical framework, the results gained from this study and the workshop conducted about the strategies that students can use to overcome difficulties in learning stress, the researcher concluded that these strategies are:

6. Checking new words in dictionary.
7. Self monitoring and self correction.
8. Reading aloud.
9. Exposing themselves to authentic Listening materials.
10. Metacognitive strategies.

Chapter (5)

5.1. Summary.

5.2. Findings.

5.3. The Discussion of the results:

5.3.1 The discussion of the results of the first question.

5.3.2 The discussion of the results of the second and third questions.

5.3.3 The discussion of the results of the fourth question.

5.3.4 The discussion of the results of the fifth question.

5.4. Work with English Stress.

5.5. Conclusion.

5.6. Recommendations.

References

Appendices

Chapter (5)

Findings, Discussion, Conclusion and Recommendation:

5.1. Summary:

This study sheds the light on the English stress which considers to be one of the crucial topics in the field of Phonetics. Moreover, it plays a big role in facilitating intelligibility when communicating with others. Therefore, the research aims to point out the following:

1. The difficulties that English department junior at IUG face when learning English stress.
2. The reasons beyond such difficulties.
3. The strategies that students can use to overcome such difficulties when learning stress.

To fulfill the purpose of the study, the researcher applied four different tools on a random selected sample from the third level in the English department at IUG.

These tools are:

1. Two questionnaires.
2. Diagnostic written test.
3. Observation cards.
4. Work shop.

This chapter concerns in discussing the results gained when applying these tools. Moreover, a brief conclusion and recommendation were given at the end of the chapter.

5.2. Findings:

The results gained in this study emerge from using four different tools as mentioned above. In the following, the researcher explores these results:

A. The main difficulties that English department juniors face when learning stress from experts' point of view:

1. Over 55% of experts agreed that intelligibility is the most area of difficulty that students face when learning English stress.
2. Over 44% of experts agreed that syllables and sentences stress: “using stress in connected speech” both consider to be the second area of difficulty for learners when learning stress.
3. Over 20% of experts agreed that students have the least difficulty when learning word stress.

B. The level of difficulties that English department juniors at IUG have when learning stress in the written context:

- On applying a diagnostic written test, it is found that 60.3% was the level of difficulties that English department juniors at IUG face when learning stress in the written context.

C. The level of difficulties that English department juniors at IUG have when learning stress in the spoken context:

- During observation, it is noticed that 76.7% was the level of difficulties that English department juniors at IUG face when learning stress in the spoken context.

D. The reasons beyond the difficulties that English department junior at IUG face when learning stress:

1. Over 50% of experts agreed that the methodology factor considers to be the first reason beyond the difficulties faced by English department juniors at IUG when learning stress.
2. Over 46% of experts believe that Facilities is the second reason beyond the difficulties faced by English department juniors at IUG when learning stress.
3. Over 37% of experts believe that the Psychological factors are the third reason beyond these difficulties when learning stress.
4. Over 33% of experts believe that interlingual “mother-tongue interference” is the least reason beyond these difficulties that English department juniors at IUG face when learning stress.

E. The strategies that students can use to overcome the difficulties faced when learning stress:

In light of the workshop conducted and the previously mentioned results the researcher concluded that students can use the following strategies to overcome difficulties in learning stress:

1. Checking new words in dictionary.
2. Self monitoring and self correction.
3. Reading aloud.
4. Exposing themselves to authentic Listening materials.
5. Metacognitive strategies.

5.3. The Discussion of the results:

5.3.1. Discussion of the results of the first question:

What are the difficulties that English department juniors at IUG face when learning stress from experts' point of view?

To answer this question, a questionnaire of difficulties was distributed to be completed by nine linguists specialized in Phonetics. Then, the researcher used the frequencies, the sum of responses, means, the percentage weight and rank of each item of the questionnaire was calculated to find out these main difficulties.

It is found that the main difficulty that English department juniors face when learning stress is “intelligibility” which occupied the highest rank of difficulty with a percentage weight of (55.56%). The researcher attributes this to the fact that stress placement has a crucial role in achieving intelligibility. It is believed that misplacing stress in connected speech leads to two types of difficulties: “Students disability to understand native speakers when talking to them” and “Native speakers” inability to understand students when talking to them.

Intelligibility is also related directly to students' inability to assign the sentence stress. Sentence stress misplacement was found to be the second main difficulty that English department juniors at IUG face when learning stress. It occupied the second rank with a percentage weight of 44.44%. As a matter of fact, it was found that students lack the ability to use English stress to either express contrasting ideas or emphasize the words that carry important meaning in the sentence. In fact, the researcher assumes that this difficulty emerges from the students' inability to determine the important words that intended to be conveyed. Related to this idea, Barrera-

Pardo (2008:15) says "Perhaps one of the most important cues used to decode incoming English speech is the ability to recognize (and to produce, when one is the speaker) nuclear stresses correctly that is, in a group of words, what is the most stressed syllable. The importance of nuclear stress resides in its semantic implication: it highlights the part of the message on which the speaker chooses to focus".

Moreover, it is believed that when teaching stress teachers concentrate more on having students assigning stress in isolated words rather than in connected speech. Actually, throughout this research, experts believe that students have the least difficulty when dealing with word stress. It occupied the fourth rank with the weight of (20.37%).

In Addition, over 44% of experts believe that students have difficulties in the syllable levels. Actually, this emerges from the fact that students lack the ability to divide the words into their syllables. It is noted throughout observation that students do not distinguish between the phonetical and phonological representations of the syllable. They do not transcribe the word first before counting the vowels in it . Also, students have difficulties in "distinguishing between strong and weak syllables", "distinguishing between open and close syllables" and "reducing weak vowels to schwa". According to Barrera - Pardo (2008: 13), "Learners of English surely have problems with not only stress, but also the lack of it. Those who learn to speak clearly and stress everything have difficulty with unstressed syllables and words, especially in reconstructing function words from their fragmentary weak forms. Relatively few foreign speakers of English are able to draw the correct inferences from the suppression of stress.

5.3.2. Discussion of the results of the second and third questions:

What is the level of difficulties that English department juniors at IUG would have when learning stress in the written context?

What is the level of difficulties that English department juniors at IUG would have when learning stress in the spoken context?

To answer the second question of the study, the researcher used a diagnostic written test which sought to measure the students' ability to produce stress in written context. Moreover, the test aims to measure the students' knowledge about the topic under investigation. On the other hand, the researcher used an observation card in order to answer the third question. The observation card measures the students' production of stress in the speech.

When comparing the results gained from observation cards with those gained from the diagnostic written test. It was found that, the level of difficulties that English department juniors at IUG face when learning stress is (76.7%). While in written discourse, 60.3% was the level of difficulties that English department juniors at IUG face when learning stress. This means that although students may have basic knowledge about stress, they lack the ability to produce it in their speech. Altmann (2006: xiii) reported: "it was found that good perception does not necessarily underlie good production and vice versa".

Moreover, it is believed that having students to indicate stress in written context gives students the opportunity to concentrate more on what they are asked to do. But, most of the spoken language is informal and spontaneous. So, when asking students to indicate stress in spoken

discourse, they sometimes focus less on what they are asked to do. This is especially because they feel inhibited and they fear of making mistakes.

5.3.3. Discussion of the fourth question:

What are the reasons beyond these difficulties that English department juniors at IUG face when learning stress from experts' point of view?

The researcher distributed a questionnaire to linguists who teach phonetics in the Palestinian Universities in Gaza Strip. Then, the responses gained were calculated using frequencies, the sum of responses, means, standard deviation, percentage weight and ranks.

Having analyzed the data, it was found that over 50% of experts believe that methodology domain is the major reason beyond the difficulties faced by English department juniors when learning stress. As a matter of fact, the researcher believe that this result emerges from the fact that there is no a clear syllabus for students to use when learning stress. So students do not find a reference to use and rely upon when dealing with stress. This causes students to be stressed when dealing with stress. Additionally, it is believed that students' fear and anxiety of making mistakes reduce their learning of stress. It is found that over 37% of experts believe that the psychological factors are the third reason beyond these difficulties when learning stress.

Moreover, students are not given enough practice in assigning stress. It was found that there is just one course of Phonetic and Phonology at IUG that concerns about teaching stress. In this course, students are taught general overall about different topics in phonetics within 3 hours a week. As a matter of fact, the researcher believes that 3 hours a week are not enough for students to enable them producing stress correctly.

Furthermore, it was found that over 46% of experts believe that facilities is the second reason beyond the difficulties faced by English Department juniors at IUG when learning stress. Actually, experts say that Palestinian Universities do not have Phonetics labs. They declare that these labs are important in teaching Phonetics but Universities do not have the ability to save them because they cost thousands of dollars. As a matter of fact, many researches discussed the importance of using language labs to facilitate students' learning of pronunciation and other areas of language. Brenes (2006) says: "In language lab sessions, students can listen to different speakers recorded in high-quality tapes". Moreover, he shows that "in the language laboratory, each student can participate and practice as much as possible while repeating sentences aloud". Additionally, he clarifies that if a listen - response - compare laboratory is available, the learner can record the lesson. Then he or she can listen and compare his or her own responses with those of the tape. This provides learners a sort of feedback about their production of language.

Otherwise, it was found that over 33% of experts believe that interlingual factor (mother tongue interference) is the least reason beyond these difficulties that English department juniors at IUG face when learning stress.

In fact, some researchers indicate that there is no evidence that these difficulties faced by students are caused by transferring the stress rules of L1 to learn English stress. Mairs (1989) in Hansen (2007) says: "While transfer of constraints on native language syllable structure may be important in developing inter language grammars and influencing a number of different levels of grammatical structure, the tendency to transfer stress rules from the learners' native language may be less pervasive".

5.3.4. Discussion of the results of the fifth question:

What are the strategies that can be used to tackle the difficulties that English Department juniors at IUG face when learning stress?

All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Hismanoglu (2002).

According to Hismanoglu (2000), there are many researchers who defined language learning strategies. Wenden and Rubin (1987) in Hismanoglu (2000) define learning strategies as "any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information". Recently, Richards and Platt (1992) in Hismanoglu (2000) state that learning strategies are intentional behavior and thoughts used by learners during learning so as to better help them understand, learn or remember new information."

Based on the importance of the learning strategies in students' learning, the researcher along with experts made a workshop about the learning strategies that English department juniors at IUG can use to overcome the difficulties in stress learning. There was an agreement between these experts that "Checking new words in the dictionary" "self monitoring and self correction", "reading aloud", "exposing to authentic listening materials, and metacognitive strategies" are the most recommended strategies that English department juniors at IUG can use to overcome the difficulties they face when learning stress.

In the following, the researcher discusses these strategies briefly:

1. Checking new words in the dictionary:

It is hard for Arab learners to predict where to assign stress in new words. This is because there are many exceptions in the stress rules of English that make English stress unpredictable for them. So experts recommended students to check the stress placement of every new word they come across. This gives them the opportunity to not only learn the meaning of these words, but also learn where to indicate stress on it.

2. Self monitoring and self correction:

Self monitoring, or self evaluating as Peterson (2000:13) called it, is a process in which students listen to the recordings of his own speech to correct his errors and mistakes. According to Maniruzzaman (2009), self-monitoring is the conscious action of listening to one's own speech in order to find out errors and mistakes. He clarifies that this action is followed by self-correction standing for the process of fixing one's errors and mistakes after they have occurred by repeating the word or phrase correctly. Maniruzzaman (2009) says: "By teaching our adult learners to self-monitor and self-correct, we enable them to make their learning of EFL pronunciation more personal, more meaningful and more effective".

3. Reading aloud:

Learners can improve their production of English stress in connected speech while they are reading aloud a piece of spoken text that is preferred to be incorporated of novel elements as: sound, stress placement, and tones.

Maniruzzaman (2009) points out that this strategy enables teachers to identify the errors and mistakes students would have with pronunciation in general and stress placement in particular.

4. Exposing to authentic listening materials:

Students should be totally immersed in English. This can only be done when learners expose themselves to either authentic listening materials or semi authentic listening materials. Authentic listening materials can be alive listening in which students interact with native speakers of English and have at least conversation classes with them.

On the other hand, when alive listening is not available, students can expose themselves to language through multimedia. Here, students should listen carefully to the pronunciation of speakers through news, drama, novels and other English programs in, for example, BBC, CNN, and Voice of America Broadcasting.

5. Metacognitive strategies:

Metacognitive strategies enable students to be responsible about their own learning. Oxford (1999) in Bull and Ma (2001) shows that these strategies allow learners to control their own cognition- that is, to coordinate the learning process by using functions as centering, arranging, planning, and evaluating. In short, these strategies enable them to plan for the procedures that they would use to learn specific area of language such as English stress.

Previously, Learning strategies are discussed. To encourage students use these strategies, the researcher finds that it is important for teachers to raise students' awareness about the areas they are going to learn. Moreover, students should be trained on how to employ these learning strategies to learn English stress.

- **Strategies to raise students' awareness about English stress:**

Barrera Pardo (2008:15, 16) mentions about 8 techniques that teachers can use to raise learners awareness about English stress. The researcher summarized briefly the following techniques:

1. To pay students attention to the difference between stresses and unstressed vowels. unstressed vowels are marked by the letter x. For example,

tx raise xwarenxss xf thx marked contrast bxtween stressed xnd unstrssed vowxls, xn x

short pxssxge rxplace...

2. To illustrate how stressed and unstressed are articulated. Students should understand that stressed syllable is more longer, louder and prominent than the unstressed syllable. For example,

ffffffine vs. vine; ssssue vs. zoo.

3. Learner awareness of the rhythmical difference between mother tongue and English may be raised by having them read so-called 'bilingual pairs'. i.e. pairs that share the same stress pattern in both languages, but vary in how they treat the stressed and unstressed parts of each word. For Spanish speakers, ' bilingual pairs' would be words like 'Arizona', 'Alabama', 'California', 'Los Angeles'.
4. Telegram speech: in newspaper headlines we often find only words that carry information are preserved; unstressed words are obviated. Learners can be asked to turn this "telegram speech' into more complete sentences, or vice versa.

5. Reconstructing reduced forms from spoken, natural speech. Learners of syllable-timed languages have difficulties with the unstressed parts of the message in fluent English. Cloze-text exercises where they have to recognize these reduced forms are particularly helpful.
6. The use of ambiguous sentences can also serve sensitise learners of English about the use of contrastive stress in English: "I saw the water fall' /'I saw the waterfall': 'Did you ever see a dragon fly?' 'Did you ever see a dragonfly?'
7. For practice with vowel unstressing, have a list of words that you can safely assume your students are unfamiliar. Tell them underline, circle, or mark the vowels they think will be reduced when you read them out. They can then be asked to group words by number of reduced vowels.

Based on the findings of the study that is previously discussed, the researcher suggested the following unit. It is believed that this unit will enable English department juniors at IUG to learn stress effectively.

Work With English Stress

- **Who is this unit for?**

Work with English stress is designed for under graduated Palestinian university students who registered in the English department. These students are both males and females. As a matter of fact, it is noted that they upper intermediate foreign language learners. Moreover, they have a limited background of English stress. So, English university students are in need to be familiarized with the basic knowledge of stress.

- **Context:**

Since English department students need the basic knowledge of English stress, this unit is supposed to be useful not only for English department students at IUG but also for students in the other Palestinian universities: AL-Azhar, AL-Aqsa, and Al-Quds Open university. In fact, it is important for universities to be prepared with the required equipments that are needed for fulfilling the aim of this unit as: phonetic labs, language labs, computer labs, internet and any other facilities that can be used to increase learners' knowledge about English stress.

- **The unit rational:**

Based on the fact that under graduated English department students lack the basic knowledge and rules of English stress, this unit is designed to increase their awareness about the most important areas related to English stress as: phonological and phonetical representations of syllables, patterns of word stress, stressed and unstressed syllables, Grammatical function of English stress, stress and affixes and sentence stress. Actually, this unit helps students not only to emphasize the important utterance in connected speech, but also to show contrast ideas. Additionally, it enables

students to diagnose their points of weakness to manipulate them as well as their points of strength to support. As a matter of fact, this unit enables students, to some extent, to use stress effectively and confidently in order to achieve their own goals.

- **The unit format:**

Work with English stress contains six lessons within 8 pages. It is an attempt to shed the light on the most important area in the field of phonetics; English stress. It discusses specifically the following points that relate to English stress:

1. Phonetical and phonological representation of the syllables.
2. Patterns of word stress.
3. Stressed and unstressed syllables.
4. Grammatical functions of stress.
5. Stress and affixes.
6. Sentence stress.

- **The unit features:**

1. It pays teachers and students' attention to the most important areas in English stress.
2. It is clear and presented in a very simple way.
3. It is provided with clear instructions. When studying the unit, students will feel as if the teacher is explaining the lesson to them.

4. Student would feel secure when dealing with stress.

• **The aim of the unit:**

This unit aims at training students in English word and sentence stress.

➤ **The unit objectives:**

At the end of the unit, English department students are expected to:

1. Distinguish between the phonetical and phonological representations of the syllable.
2. Identify the number of syllables within the words.
3. Identify the different patterns of stress.
4. Distinguish between stressed and unstressed syllables.
5. Reduce the unstressed syllable into schwa.
6. Place the appropriate stress on words according to their provided grammatical class.
7. Recognize the effect of affixes on word stress placement.
8. Emphasize important ideas through connected speech.
9. Show contrastive ideas using stress.

This unit is supposed to be taught within a semester. It is important to mention that examples or exercises given within the unit are not sufficient. They serve as a model for teachers on what areas to concentrate on when teaching English stress. That is to say, teachers have to enrich the ideas mentioned with other supported examples from their own.

SCOPE AND SEQUENCE

The unit	Phonological and phonetical representations of the syllable	Patterns of word stress	Stressed and unstressed syllables	Grammatical function of stress	Stress and affixes	Sentence stress
Work with English Stress	<ol style="list-style-type: none"> 1. Transcribe the given words and then decide the number of syllables it includes. 2. Oral division of words into syllables following the given model. 	<ol style="list-style-type: none"> 1. Listen and decide the stress pattern that the words have. 	<ol style="list-style-type: none"> 1. Decide whether the underlined syllables are strong (s) or weak (W). 	<ol style="list-style-type: none"> 1. Stress the given words according to the given grammatical class. 	<ol style="list-style-type: none"> 1. Prefixes and stress. 2. Suffixes and stress. 	<ol style="list-style-type: none"> 1. Emphatic stress. 2. Contrastive stress. 3. Sentence stress and meaning.

Work with English stress

- **Phonetic and phonological representations of syllables:**

Phonetic representation of syllables.

1. **Transcribe the following words, and then count the number of vowels in it. The number of vowels in the word indicate the number of constitute syllables within it:**

1) Democracy: _____

2) Political: _____

3) Transportation: _____

4) Victory: _____

5) Laboratory: _____

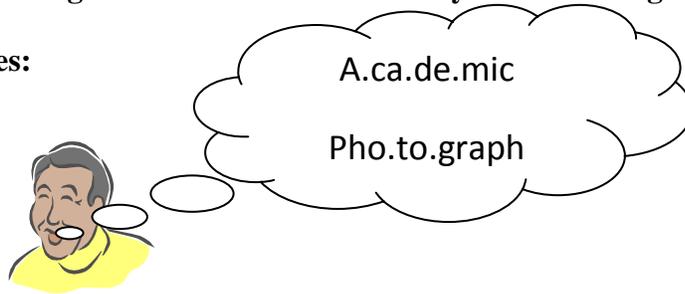
6) Congress: _____

7) Students: _____

8) Important: _____

- **Phonological representation of the syllable:**

2. Follow the given model to divide orally the following words into their constitute syllables:



Diplomat: _____

Travel: _____

Transportation: _____

History: _____

Vegetable: _____

University: _____

- Thus, you have learnt that there are two representations of syllables: phonetic and Phonological. Phonetic representation of syllable needs you to transcribe the word. While, the phonological needn't.
- Note, history and victory have the same pronunciation. Which of two representations: phonetic and phonological is the nearest to the spoken language?
- Which of those is the most important? Why?

- **Word stress patterns:**

1. Listen and decide. What is the stress pattern that each of the following words has. List your answers in the correct column as shown:

e.g.,

○ ○	○ ○	○ ○ ○
Hair brush	Receipts	Hand kerchief

- **Now, do the following:**

Wallet

lighter

resurrect

Cassettes

aspirin

deceive

Eyeliner

abandon

furniture

○ ○	○ ○	○ ○ ○

N.B.: There are three ways (notations) to present the stressed syllables. They are,

1. Capitalization as in LONdon

2. Underlining as London.



3. Using circles as London. The big circle represents the stressed syllable. While the small one represents the unstressed one.

2. A) : Means the second syllable from the end is stressed.

B)  : Means the first syllable from the end is stressed.

C)  : Means the third syllable from the end is stressed, and so on.

• **Stressed and unstressed syllables:**

1. Decide whether the underlined syllables are weak (w) or strong (s). Usually, stressed syllables are strong. While, unstressed syllables are weak. Unstressed syllables usually have one of these weak vowel \ ə \, \ ɪ \, or \ ʊ \. Be careful, \ ə \ is the most common and weakest vowel in English. So when a word has two weak syllables; one is schwa and the other is either \ ɪ \, or \ ʊ \, the unstressed syllable is the one which has \ ə \. For example: woman \ 'wʊmən \ . The second syllable from the end is stressed although it contains a weak \ ʊ \.

Now, put (S) or (W) to indicate whether the underlined syllables are strong or weak:

Accelerate

Calculate

Omit

Comparison

Proclaim

Complain

Forbid

Dilemma

Hopeless

Effective

Density

Scarcity

Opportunity

Perhaps

Thorough

Borough

Potato

Callous

• **Grammatical function of stress:**

- Stress placement changes the grammatical class of the word. By stress, words could be: verb, noun, adjective, compound noun, verb plus adverbial, compound adjective or phrasal verb.

1) Stress the following:

1. Abstract (adjective).

2. Conduct (noun).

3. Escort (verb).

4. Rebel (verb).

5. Look out (verb + adverbial).

6. Blue bird (compound noun).

7. School leaving age (three parts compound nouns).

8. High profile (compound adjective).

9. Dream of (phrasal verb).

10. Go through with (two words phrasal verb).

- **Stress and affixes:**

- ✓ Affixes mean prefixes and suffixes.

- ✓ Prefixes are affixes that come at the beginning of the word. They change the meaning of the words.

E.g.

Healthy → unhealthy

Call → recall

- ✓ Suffixes are affixes that come at the end of the word. They also change the meaning of the word.

e.g.

Nation → nationality.

- **Derivational Suffixes:**

They are suffixes that change the grammatical status of the word. They fall into two classes: (a) those which do not affect the word stress (b) those which do.

- **Suffixes that do not affect the word stress:**

- ance \ əns\
- age \ ɪdʒ \
- ant \ ənt\
- ence \ əns\
- ent \ ənt\
- en \ ən\
- er, or \ ər\
- ess \ ɪs\, |es\
- ful \ fl\
- fy \ faɪ \
- hood \ hʊd\
- ice \ ɪ s\
- Ish \ ɪʃ \
- Ism \ ɪ zəm\
- Ive \ ɪv\

- less \lɪs\
- ly \lɪ \
- ment \mənt\
- ness \nɪs\
- ship \ʃɪp\
- ter \tə \
- ure \ ə \ | \jə \
- zen \zn\

▪ **Suffixes which do affect the word stress:**

▪ **Suffixes carrying primary stress themselves:**

- '_ee': 'refugee' ɹefjʊ'dʒ:
- '_eer': 'mountaineer' ɹmaʊntɪ'nɪə
- '_ese': 'Portugese' pɔ:tʃə'gi:z
- '_ette': 'cigarette' ɹsɪgr'et
- '_esque': 'picturesque' pɪktʃr'esk.

➤ Exceptions of this rule include: 'Omelette, 'etiquette, em'ployee (although less commonly we use ɹemploy'ee). Hewings, M. (2007).

Suffixes that influence stress in the stem:

Here, stress is not the last syllable of the stem:

- '_eous': 'advantage' əd'vantɪdʒ
- '_graphy': 'photo' 'fəʊtəʊ
- '_ial': 'proverb' 'prɒvɜ:b
- '_ic': 'climate' 'klaɪmɪt
- '_ion': 'perfect' 'pɜ:fɪkt
- '_ious': 'injure' 'ɪndʒə
- '_ty': 'tranquil' 'træŋkwɪl
- '_ive': 'reflex' 'rɪ:fleks

• The Influence of suffixes on words that have main stress

In some cases, adding suffixes to the root of some words do not change their stress pattern. But it changes the pronunciation of the vowel in the main stressed syllable.

For example:

ex'treme -	ex'tremity	de'rive -	de'rivative
\ i : \	\ e \	\ aɪ \	\ ɪ \
'n <u>a</u> tion -	'n <u>a</u> tional	ex'plore -	ex'p <u>l</u> oratory
\ eɪ \	\ æ \	\ ɔ : \	\ ɒ \

In some words, adding suffixes to the root of some words change not only the pronunciation of the vowel in the stressed syllable, but also the spelling of either the vowel and / or the consonants that follow it:

\aɪd\ col'lide - col'lision \ɪʒ\

\aɪb\ de'scribe - de'scription, pre'scriptive \ɪp\

\ɪ : v\ de'ceive - de'ception, de'ceptive \ep\

\ɪ : \ re'peat - re'petitive \e\

\ɑ : \ ex'ample - ex'emplary \e\

\eɪ\ ex'plain - ex'planatory \æ\

\eɪ\ re'tain - re'tention \e\

\aɪ\ ap'ply - ap'plicable \ɪ\

There are other words that do change their stress pattern when a suffix is added to the stem (root). Also, they change their pronunciation in one or more syllable:

pro'nounce - pronuci'ation - pre'fer - 'preferable

/ə/ \aʊ\

\ə\ \ʌ\

\ɪ\ \ɜ : \

\e\ \ə\

Now, Stress the following pairs:

1) Danger.

Dangerous.

2) Commerce.

Commercial.

3) Comfort.

Comfortable.

4) Japan

Japanese.

5) Atmosphere.

Atmospheric.

6) National.

Nationality.

• **Sentence stress:**

1. In pairs, read aloud the following dialogues: a, b, c, and d. try to emphasize the underlines words. They are important.

a) A: What do you do?

B: I'm a computer programmer. What do you do?

A: I work in solicitor's office.

b) A: Where are you from?

B: Paris. And you?

A: London.

c) A: Could I borrow some white sugar

B: Sorry, I only have brown sugar.

d) A: Do you have any double cream?

B: We're out of stock. But we do have single cream.

A: No, I must have double cream.

Note, in the dialogue a and b you emphasize the information that you want to know. This type of stress is called emphatic stress. While, in the dialogues c and d, you show contrast ideas. This type of stress is called contrastive stress.

- **Sending a telegram:**

2. A. You are not going to work today. Send a telegram to your boss telling him about that.

Suppose that you have not enough money. So you need to be specific.

b. In groups, pairs and individually discuss which words should be omitted and which to leave in.

c. Read the telegram a loud. Use gesture to underline the stressed words. (adapted from kenworthy (1987)).

• **Sentence stress and meaning:**

3. Sentence stress changes according to the meaning that the speakers intend to convey. Stress the following sentences according to the meaning provided.

- 1) I read a book in two weeks. (I, not anyone else)
- 2) I read a book in two weeks. (what is read is a book not a newspaper)
- 3) I read a book in two weeks. (I read not write)
- 4) I read a book in two weeks. (The book is read in two weeks not any other period of time).
- 5) I read a book in two weeks. (Weeks not months or years).

4. Read the following sentences aloud. Then stress the words that you expect to be important.

- 1) James decided to type the letter himself.
- 2) The plane was approaching the run way of high speed.
- 3) Try to see the other persons' point of view.
- 4) You put your brakes on when the light turn to red.
- 5) In a short time the house was full of children.

- These sentences are taken from roach (2002:264).

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5.5. Conclusion:

Based on the findings derived from the results of this study, the following conclusions were reached:

1. English department juniors at IUG have serious difficulties in learning stress. These difficulties are of four areas: intelligibility, syllable, sentence stress and word stress.
2. The major and serious difficulty facing English Department juniors at IUG in learning stress is intelligibility. While, word stress considers to be the least area of difficulty when learning stress.
3. Students encounter more difficulties when producing stress in speaking than when producing it in writing. This indicates that even students may have basic knowledge about stress, they are not trained to use this knowledge in their speaking.
4. Methodology, facilities, psychological factors and mother tongue interference are considered to be the major reasons beyond the difficulties that face English department juniors at IUG when learning stress
5. Checking dictionary, listening intensively to the spoken English self-correcting, self monitoring and interacting with native speakers are the most important strategies that students can use to learn stress more effectively.

5.6. Recommendations:

In the light of the difficulties facing English Department juniors at IUG in learning stress, the researcher found out some recommendations for teachers, students and university stakeholders in order to overcome these difficulties.

A. Teachers:

The researcher recommends teachers to:

1. Arouse their students' awareness about how to deal with stress.
2. Expose students to different authentic listening materials to give them the opportunity to listen to native speakers' accent.
3. Inform their students how different types of stress are produced. And then, have students to practice producing them.
4. Arouse students' awareness of the differences between their mother tongue rules of stress and English stress rules. This enables them to avoid inferring from their L1 when learning English stress.
5. Have sessions with native speakers in which learners are totally immersed in English.

B. Students:

The researcher recommends students with the following:

1. Whenever you come across a new word, you should check how to stress it in a monolingual dictionary.
2. Have conversations classes with a native speaker of English.
3. Students should make dialogues in the class with the help of the teacher.
4. Listen carefully and intensively to the pronunciations of native speakers through BBC, CNN, Voice of America, Drama, Novels and other types of multimedia.
5. Consult your teacher when having any kind of difficulties regarding stress.

C. University Stakeholders:

Stakeholders are recommended to:

1. Include three or more courses of Phonetics in the English department plan.
2. Invite Native English Teachers to teach these courses.
3. Activate technological learning through offering language labs, phonetic labs computer labs and other facilities that give students the opportunity to practice producing the English stress.

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Appendices

Appendix (A)

Diagnostic written test

This test is designed in order to diagnose the areas of main difficulties that English Department Sophomores at IUG face when learning stress:

- **Biodata:**

1. **Name:**

2. **Age:**

3. **University level:**

4. **Course Name:**

5. **Mother Tongue:**

6. **Academic Level:**

- **Have you taken a course in phonetic and phonology before:** Yes No

N\B: Be sure that marks are going to be used only for statistical purposes.

Question One: (4 marks)

Divide each of the following words into their constituting syllables?

Items	Answer	Marks
1. Create		
2. Travel		
3. Academic		
4. Photographer		

Question Two: (6 marks)

Decide where to assign the primary stress on the proper syllable in each of the following words:

Items	Answer	Marks
1. Accurate		
2. Borough		
3. Potato		
4. Support		
5. Postmen		
6. Monarchy		

Question Three: (8 marks)

Classify the following words into their stress patterns as provided in the table below:

Items	Marks
1. organize	
2. comfortable	
3. institution	
4. Pronounce	
5. careful	
6. experimental	
7. refugee	
8. economic	

Question Four: (12 marks)

Classify the following words according to their grammatical classes i.e. nouns, verbs, adjectives:

Items	Marks
1. 'prezənt	
2. prɪ'zent	
3. 'prɒdju:s	
4. prə'dju:s	
5. 'prəʊtest	
6. prə'test	
7. 'pɜ:(r)fɪkt	
8. pə'fekt	
9. 'rek ɔ: (r)d	
10. re'k ɔ: (r)d	

Verb	Noun	Adjective

Question Five: (10 marks)

Decide where to assign the primary stress in the following compound words?

Items	Answers	Marks
1. baby sitter		
2. real estate agent		
3. BBC		
4. control tower		
5. snow-white		
6. global warming		
7. carefree		
8. long-sighted		
9. left-luggage office		
10. desktop publishing		

Question Six: (10 marks)

The following is a sentence with different stress patterns. Try to decide what meaning that each intends to convey:

Items	Answers	Marks
1. I 'lent my brother 200\$		
2. I lent my 'brother 200\$		
3. I lent my bother '200\$		
4. 'I lent my brother 200\$ last week		
5. I lend my brother 200\$ last week.		

Appendix (B)

Observation Activities

Observation

The following activities are going to be used for the sake of observation. Through these activities, the researcher aims to determine the difficulties that English Department sophomores may face in learning stress at IUG.

- 1. Age:**
 - 2. University level:**
 - 3. Course Name:**
 - 4. Mother Tongue:**
 - 5. Academic Level:**
- **Have you taken a course in phonetic and phonology before:** Yes No

N\B: Be sure that marks are going to be used only for statistical purposes.

Activity (1): Divide the following words into their constitute syllables:

Items	Answer	marks
1. Democracy		
2. Student		
3. Manipulation		
4. Create		
5. Transportation		
6. Academic		
7. Diplomat		
8. Travel		
9. Study		
10. Manage		
11. Sorrow		
12. Political		
13. Important		
14. Money		
15. Laboratory		
16. Congress		

Activity (2): Stress the following words: Decide where to assign the primary stress on the following words.

Items	Answer	marks
1. Attend		
2. Accurate		
3. Settlement		
4. Support		
5. Character		
6. Tomorrow		
7. Thorough		
8. Particular		
9. Potato		
10. Perhaps		
11. Borough		
12. Monarchy		
13. Gracious		
14. Opportunity		
15. Autumn		
16. Callous		

Activity 3: Classify the following words into their stress patterns:

Item	Marks
1. die	
2. deceive	
3. entertain	
4. heart	
5. collect	
6. resurrect	
7. bat	
8. pronounce	
9. Furniture	
10. Meet	
11. copy	
12. abandon	
13. light	
14. object	
15. important	
16. Depend	
17. Polish	
18. Accident	

Activity 4: Place the appropriate stress on the following words according to their provided grammatical class?

Items	Answer	Marks
1. Abstract (Adjective)		
2. Conduct (Noun)		
3. Escort (Verb)		
4. 'rebel' (Verb)		
5. Look out (verb +adverbial)		
6. Bluebird (compound noun)		
7. School leaving age (three parts compound nouns)		
8. High profile (compound adjective)		
9. Dream of (phrasal verb)		
10. Go through with (two words phrasal verb)		

Activity (5): Stress the following words:

Items	Answers	Marks
1. Danger		
2. Dangerous		
3. Commerce		
4. Commercial		
5. Comfort		
6. Comfortable		
7. Japan		
8. Japanese		
9. Atmosphere		
10. Atmospheric		
11. Nation		
12. National		
13. Nationality		

Activity (6): Walter is a waiter in a busy snack bar. Read aloud the following dialogue between Walter and his customers. ? Capitalize the most important words in the dialogue.

A. W. So that's two coffees, a beef sandwich, and a tomato soup....

C. No, a chicken sandwich.

W. Sorry, sir....

B. W. Yes, sir?

C. A small mushroom pizza, please.

W. Okay....

C. C. No, make a large mushroom pizza.

W. Certainly, Sir.

D. W. Okay, So you want one coffee, six colas, four strawberry ice-creams, two chocolate ice creams and apiece of apple pie..

C. No, four chocolate, ice-creams and two strawberry.

W. Anything else?

Taken from Harmer (2001)

Activity (7): Put a stress mark before each syllable you would expect to be stressed in the following sentences:

Items	Marks
1. James decided to type the letter himself.	
2. The plane was approaching the runway of high speed.	
3. Try to see the other persons' point of view.	
4. You put your brakes on when the light turns to red.	
5. In a short time the house was full of children.	

Appendix (C)

Observation Cards

1. Student's Number :
2. Age :
3. University level :

Items	1	2	3	4	5
1. The student is able to divide the word into its constitute syllables.					
2. The student is able to unstress the weak syllable and reduce it into schwa.					
3. The student is able to classify the words into their stress patterns.					
4. The student is able to place the appropriate stress on the words according to their provided grammatical class.					
5. The student is able to recognize the effect of affixes on the stress placement.					
6. The student is able to stress the words that convey contrastive ideas in the provided dialogues.					
7. The student is able to stress the given sentences according to the provided meaning.					

The scale indicates : (1) V. good (2) good (3) moderate (4) weak (5) very weak

Appendix (D)

The questionnaires

The following two questionnaires are designed to highlight important points that relate directly to the aims intended to be covered out of this research. The first serves to visualize the difficulties that English department juniors may face when learning stress. While the second reveals the reasons beyond such difficulties. These questionnaires are given to Linguists who teaches phonetics or linguistics.

Name:

University:

Major:

Experience:

Years of teaching Phonetics:

Questionnaire (1)

- **Difficulties:**

Items	To Large Degree	To some Extent	Can't
<p>A. Syllable level:</p> <ol style="list-style-type: none"> 1. Students are able to divide the words into their syllables. 2. Students are able to distinguish between strong and weak syllables. 3. Students are familiarized with the syllable structure: onset, nucleus, and coda. 4. Students are familiarized with types of syllables: open, close. 5. Students are able to reduce weak vowels to schwa. <p>B. Words level:</p> <ol style="list-style-type: none"> 1. Students are able to distinguish between content words and function words. 2. Students are able to distinguish word classes: noun, verb, adjective, that have the same spelling and pronunciation. 3. Students have sufficient knowledge about the 			

<p>general rules of stress that relate to affixes: prefixes and suffixes.</p> <p>C. Sentences level:</p> <ol style="list-style-type: none"> 1. Students are able to express contrasting ideas by using stress. 2. Students are able to emphasize the words that carry important meaning in the sentence. <p>D. Intelligibility:</p> <ol style="list-style-type: none"> 1. Students can easily understand native speakers when talking to them. 2. Native speakers can easily understand your students when talking to them. 			
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Questionnaire (2)

• **Reasons:**

Items	1	2	3	4	5
<p>A. Interlingual Factors:</p> <p>1. Students transfer the rules of their mother tongue to English when they are learning English stress.</p>					
<p>B. Methodological Factors:</p> <p>1. Students are given enough practice regarding stress placement.</p> <p>2. Teachers who teach stress are qualified enough.</p> <p>3. There are clear syllabuses or textbooks that students can rely on to study stress.</p> <p>4. Stress is given enough time of teaching during lectures.</p>					
<p>C. Psychological Factors:</p> <p>1. Students are stressed when dealing with English stress.</p> <p>2. Students' fear and anxiety of making mistakes reduce their learning of stress.</p>					
<p>D. Facilities :</p> <p>1. University is prepared with language labs. that help students in their learning of stress.</p> <p>2. A large number of students are there in the class.</p>					

• The scale above indicates the following (1) Strongly agree (2) agree (3) don't know (4) disagree (5) strongly disagree.

Appendix (E)

List of Referees

No.	Referee's Name	Position
1.	Dr. Waleed Amer	Associate Prof. - English Department - IUG
2.	Dr. Kamal Murtaja	Assistant Prof.- English Department - IUG
3.	Dr. Awad Keshta	Associate Prof. - Education Department - IUG
4.	Dr. Asa'ad Abu Sharekh	Assistant Prof. - English Department - AL-Azhar University
5.	Dr. Jaber Abu Shawesh	Assistant Prof. - English Department - AL-Quds Open University
6.	Dr. Ahmad AL-Nakhala	Assistant Prof. - English Department - AL-Quds Open University
7.	Dr. Mohammed Hamdan	Assistant Prof. - Education Department - AL-Aqsa University
8.	Aa'ed AL-Raba'i	Head of Research and Analytical Department in MOEHE
9.	Ahmad AL-Habash	Supervisor - The Supervision Department - MOEHE
10.	Munir Saleh	Supervisor -The Supervision Department - MOEHE.

Appendix (F)

Consultation Form of the Tools.

Dear Mr. \ Mrs. \ Miss _____

You are kindly invited to examine and check the tools of my study which is designed to collect data on difficulties facing English department juniors at IUG in learning stress.

I would be so grateful if you provide me with your comments related to relevance, sentence structure, number of items and any other information used in these tools. Any modifications, additions or omissions, will be taken into consideration.

Yours

Hadeel M. Ashour

Referee's Name

Signature
