

Production of English Lexical Stress in Polysyllabic Words by ESL Learners of Predictable and Non-predictable Stress Languages**Asst. Prof. Dr. Hasan Shaban Ali Al Thalab (Ph.D.)****University of Tikrit - College of Education for Humanities-****Department of English Language**

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Abstract

Lexical stress production in a second language creates difficulty for most learners of a particular language. The present study aims at investigating the differences in the performance of two different language backgrounds (the Iraqi Arabic (predictable stress) and Chinese Malaysian (non-predictable stress) L2 learners). Previous studies revealed that the accurate production and assignment of lexical stress could be more essential for the comprehensibility of non-native verbal communication than the grammatical correctness, and researchers specify that improper stress placement in a second language is mostly caused by transference from learners first language. Even so, L2 speakers, who do not have a stress system in their L1 (tone languages such as Chinese, Vietnamese, Thai), may not acquire rules of stress in the same way as native speakers do. Most studies emphasized the acquisition of segmental phonology such as Flege's (1995) Speech Learning Model and Best's (1995). However, very little research has focused on L2 suprasegmental phonology and on issues related to the production of lexical stress in disyllabic and trisyllabic words and this is the focus of this study. The results revealed somehow predictions made in Stress Typology Model (STM) the poor performance for a predictable stress language and different predictions of non-stress system language. Although Iraqi Arabic speakers were not better than the Chinese language group, they were not completely stressed deafness speakers.

1. Introduction

Lexical stress is a mental phonological characteristic of words that singles out the most prominent syllable in a word. Since lexical stress could be placed in various locations within a word, L2 learners who become familiar with a second language are simply unqualified to communicate in that language. The level of pronunciation is governed by many factors, for example, age and language background (Flege and Hillenbrand, 1987; Guion, 2005; Lord, 2005; Piske et al., 2001). For instance, native Mandarin speakers learning English as a second language have frequently revealed to have problems generating English lexical stress, this strain is as a result of the impact of native suprasegmental tonal classifications (Archibald, 1997; Chen et al., 2001a; Zhang et al., 2008). Languages as English, Dutch, or Italian, are distinct in being identified as free stress languages. For that reason, the location of lexical stress could be mostly unpredictable or not completely liable by instructions in these languages. Thus, L2 learners may use facts taken from other different origins to assign stress to a word such as understanding the distributional features of languages, the unconditional rules and lexically kept facts (Sulpizio et al., 2016). Roach (2009) simplifies that English lexical stress is significantly complex for the reason that its patterns are not predictable for English syllabic structures and word affixes. Cruttenden (2008) also highlights that it is difficult to state any complete patterns for English stress system as there are lots of exceptions in its stress systems.

Many phoneticians and researchers have mentioned that L2 learners could obtain lexical stress of particular words as part of the acquisition training for each new lexical item (Howard, 2010). Consequently, it is principally a complex matter for L2 learners to achieve the assignment of lexical stress in English. Additionally, similar to segmental

phonemes, tones are lexically contrastive in Mandarin and the chief acoustic associate of tones is the fundamental frequency system in addition to a syllable (Lee et al., 2008). In general, the phonological tone is phonetically recognized by pitch. On the contrary, it has been quoted in the literature that there are other possible approaches to express a phonological tone. In other words, tone can have various phonetic symbols such as (e or extra high or. mid, Down step or Up step) by which the lexical meaning is changed. Mołczanow (2015) notes that tone can act together with stress placement, duration, and syllable structure. He adds that tone can cooperate in a straight line with vowel quality without the simplifying elements such as syllable structure or duration.

In speech production, the prosodic construction has frequently been established as an essential factor, since it transfers remarkably its structure and discourse knowledge (Herman, 2000; Selkirk, 1995). Conversely, models of transfer impact have been outlined entirely upon studies of segmental dissimilarities. They recognize the connotation of former phonological knowledge. Equally, they focus on segmental transfer effects, and avoid the interaction of the phonetic resemblances with basic alterations which are inevitably encountering in even the simplest substances of the prosodic contact existences. A small number of research that thoroughly investigates those phonetic properties of L2 prosody processing about different dialect backgrounds have presented how L1 phonology limits the production of L2 prosodic patterns (Best, 1995; Flege, 1995,1997). Zhang and Francis (2010) improved that lexical stress need different qualities in individual dialects. Stress patterns in English and Spanish languages are contrastive, that is, the change in the location of stress changes the grammatical category and vowel quality of the given word, for instance, the word 'contract' as a

noun, stress is assigned on the first syllable and as a verb, stress is placed on the second syllable. Even though the patterns of stress assignment are stagnant in other languages such as French in which stress is placed on the final syllable of a word. Conversely, complications could be raised as a result of native experience with a precise stress system when learning the stress patterns of a different language. For example, in a series of lexical stress studies (Dupoux, Pallier, Sebastian, & Mehler, 1997; Dupoux, Peperkamp, & Sebastian-Galles, 2001) recognized that French L2 learners encounter problems in differentiating Spanish stress differences, and they might exercise stress deafness. Stress deafness of L2 listeners could be resulted from their inability to alter contrastive stress in their phonological system (Dupoux et al., 2008). Besides, lexical stress systems which are offered in the previous studies display a vital portion in producing words. L2 learners of English typically understand difficulties in producing lexical stress because their L1 prosodic transmission or L1 transfer. Accordingly, the problem of Iraqi Arabic and Chinese Malaysian L2 learners in lexical stress assignment could be caused by their L1 stress systems and/or tonal transfer. Even so, a few studies have been devoted to determine the influence of L1 and language experience in the production of English lexical stress (Arciuli, 2017).

The current research clarifies the prosodic transference influences on the production of lexical stress rules by Iraqi Arabic and Chinese Malaysian L2 learners of English and it essentially aims to fill a gap in the literature about the result of L1 stress patterns in real and nonce polysyllabic words across two typologically unlike prosodic system languages. Using a list of real and nonce words (words which do not have a dictionary meaning) as incentives that would encompass segmental transmission influences. The study concerted with Iraqi

Arabic and Chinese Malaysian L2 learners of English. The results demonstrate that L1 stress patterns have a significant consequence on L2 learners' presentation for both language groups. Language experience extremely controls a listener's skill to recognize and indicate articulated words.

In sum, the current study makes an effort to investigate the effect of word length on the overall performance mean percentage scores in the production of lexical stress for both Iraqi Arabic and Chinese Malaysian language groups. In order to examine this objective, the following research question was distributed. **What is the difference in the performance of each language group in the production of lexical stress based on a word length in real and nonce words?** This leads to the following hypothesis: **H0. There is no significant difference in the performance between Iraqi Arabic and Chinese Malaysian language groups in the production of lexical stress based on word length.**

1.1 Stress Typology Model (2006)

Altmann's STM is a chief contribution in second language stress perception in addition to production. The model is not restricted to L1 stress languages; it also comprises non-stress languages. Nevertheless, the model only explained the noticeable surface stress patterns in L1 production. STM does not deal with the perception of acoustic cues for L2 stress or sensitivity to certain acoustic signals of L2 stress that could be transferred from sensitivity in L1 prosodic system, e.g., acoustic correlates of L1 stress, L1 tone, pitch accent, intonation or phonemic duration contrast. Most likely, concentrating on the acoustic property of L2 stress could offer further explanation such as why native speakers of languages without word-level stress (Chinese, Japanese, and Korean) are good at stress identification task; as it is not only because the lack

of surface stress features [- stress, - predictable], but also because of other acoustic properties of the L1. The SDM and STM cannot explain the varying degree of stress deafness among speakers of predictable stress languages (Peperkamp et al., 2010).

1.2 Stress Patterns in English

As a matter of fact, it is so uneasy to select and determine the appropriate place of stress. It may be calculable to several linguists as (O'Connor, 1980: 91) and expected to others as (Chomsky and Halle, 1968: 104). Roach (1983: 75) as well offers several models relative to stress assignment

a) Words containing one syllable; the same syllable will receive the primary stress, e.g. boat /b t/ watch /w /. b) Words containing two syllables, the second syllable receives the primary stress if it is long and if it is short, the first one takes the stress; machine /m i n/ ; college /k lɪdʒ/; postpone /p s p n/ open / p n/; today /t dei/; hardly /h dli/. c) Words containing three syllables, the syllable together with a long vowel or diphthong ending for more than one consonant will receive stress; demolish /dɪ m lɪʃ/; fantastic /fæn tæstɪk/; interpret /ɪn t prɪt / ; If the second and the third syllables consist of short vowels, the stress will fall on the first one. Samara /'sæm r /; protocol /'pr t k l/.

1.3 Stress Patterns in Arabic

Mostly Standard Arabic, within word-stress, has two subclasses. The first subclass is Primary stress which is frequently associated with a pitch variation when the word is said in isolation. The second subclass is secondary stress which is realized by stress alone - not commonly associated with a variation of pitch. The following rules can be established to identify the position of the primary stress of the most prominent syllable of the isolate word in Classical Arabic (Mitchell, 1975; Erwin, 1969; Ghalib, 1977).

1. Words of one syllable usually take a primary stress, e. g. /'huut/ 'whale', /'xawf/ 'fear'.
2. Words with ultimate (final) long syllables take oxytonic primary stress, e. g. /sik'kiir/ 'drunkard', /sid 'd aad/ 'carpets', /mas'ruur/ 'delighted'.
3. Words with penultimate (one before the last) medium syllables take primary stress, e. g. /'saahir/ 'wizard', /'muuhif/ 'lonely, deserted', /'wad hak/ 'your face', /'kallam/ 'he talked to'.
4. Words whose last two syllables have the structures of either (CV + CVC) or (CV + CVV) take primary stress, e. g. /'saaʔadak/ 'he helped you', /'qaddamak/ 'he introduced you', /'darrasuu/ 'they taught'.

2. Methods

2.1. Subjects

The participants are chosen from two unlike typologically language clusters. In total, 169 informants participated in the production experiment study. The Arabic language group involves (87) Iraqi Arabic native subjects (81 males and 6 females). Their age ranged: 20-47 (M=37). The Malaysian group comprises 82 Chinese Malaysian native subjects (18 males and 64 females) (M=23.5). The Iraqi speakers were all native Iraqi Arabic, while the Chinese Malaysian speakers were all originally from Malaysia. All contributors were employed from UPM (University Putra Malaysia), UMP (University Malaysia Pahang) and UKM (University Kebangsaan Malaysia) Universities and had normal hearing, speech, and language ability according to their self-report. All the participants were compensated RM (Ringgit) 10 for taking part in this study.

2.2. Stimuli

Speakers in this study were offered a wordlist that includes disyllabic and trisyllabic English real and nonce words that represent 22 syllable structure patterns in English which match and mismatch with Iraqi Arabic syllable structures. The total number of words is 88 which are of a noun grammatical class. In other words, four tokens for each syllable structure for the production task, as it habitually happens in multisyllabic words in separation. The words are nominated after the familiarity test was done for 13 Iraqi and Malaysian students as syllable structures are selected according to Iraqi Arabic syllable structures to distinguish syllable structures that match or mismatch English forms so they are expected to be familiar with these words. All stimuli were recorded by one male native speaker of British English.

2.3. Procedure

Speakers (of various specializations) were given a wordlist which includes 106 (88 real and nonce words and 18 fillers), the task encompasses two parts: the production of wordlist and the PSYCHOPY software programme which offers subjects with the recorded words. A short exercise seminar went before the real task in which subjects produced a number of English words with different stress positions to make sure that everyone comprehends what lexical stress is. Then and there, they pronounced the pretest words through a headset a Logitech at a self-adjusted comfortable listening level and they were individually tested in a quiet room and seated comfortably in front of a Dell Inspiron laptop computer at the UPM, UMP and UKM Universities. The computer was used to present stimuli and record each participant's voice. The real experimental objects were offered in printed form. Each member has to read aloud 88 words and 18 filler items. The subjects were also instructed to produce as rapidly as possible. This experiment took about 5-10 minutes to be accomplished. Each token was offered once. The number of trial for Iraqi Arabic group was (9222) (106x87) and the Chinese Malaysian group was (8692) (106x82). Thus, the total number of trials for both language groups was (17914) (106x169).

3. Results

1. Iraqi Arabic and Chinese Malaysian accuracy scores

It is obvious that the Chinese language group performed better than the Iraqi Arabic language group in the production of lexical stress in trisyllabic structures. The overall Chinese Malaysian subjects mean percentage score in the production of lexical stress in trisyllabic structures was ($M = .6543$, $SD = .0929$) in which they scored higher than the Iraqi Arabic subjects ($M = .5595$, $SD = .1290$). Based on the results of the independent samples *t*-test, $t(167) = -5.453$, $p = .000$, 95% CI $[-.12919, -.06050]$ see Table 1. Since the significant value was smaller than alpha, the null hypothesis was rejected. It can be concluded that the subjects' performance in the production of lexical stress in trisyllabic structures had a significant effect on their performance mean percentage scores. Conversely, the overall Iraqi Arabic subjects mean percentage score in the production of lexical stress in disyllabic structure ($M = .7665$, $SD = .0759$) scored higher than the Chinese Malaysian subjects ($M = .7616$, $SD = .0725$). Based on the results of the independent samples *t*-test, $t(167) = .428$, $p = .669$, 95% CI $[-.01769, .02749]$, since the significant value was greater than alpha at .05 level of significance, the null hypothesis was not rejected. It can be concluded that there is no significant difference in the performance of both language groups mean scores in the production of lexical stress in disyllabic structures.

Table 1.: Independent Samples Test in the production of lexical stress in disyllabic and trisyllabic for both language groups.

Independent Samples Test

	N	Mean	Std. Deviation	t	df	Sig.	95% Confidence Interval of Difference	
							Lower	Upper
Disyllabic Iraqi Arabic	87	.7665	.07599	.428	167	.669	-.01769	.02749
Chinese Malaysian	82	.7616	.07258					
Trisyllabic Iraqi Arabic	87	.5595	.12908	-5.453	167	.000	-.12919	-.06050
Chinese Malaysian	82	.6543	.09297					

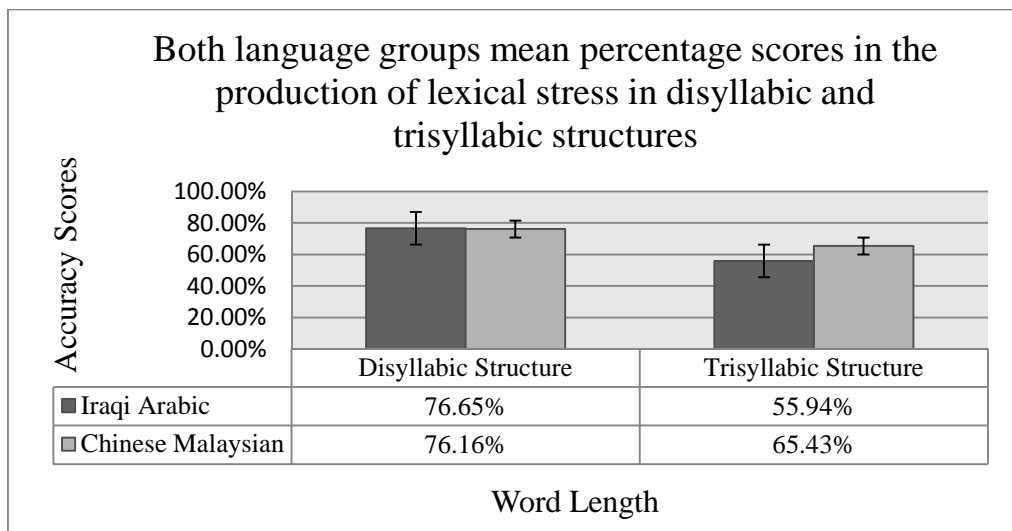


Figure 1. : Shows the mean percentage scores in the production of lexical stress in disyllabic and trisyllabic structures.

As indicated in Figure 1, the mean percentage score of Chinese Malaysian language group was (76.16%) in the production of lexical stress in disyllabic structures. In contrast, the mean percentage score for the Iraqi Arabic group was (76.65%). It is obvious that the Iraqi Arabic language group performed better than the Chinese Malaysian language group in the production of lexical stress in disyllabic structure. On the other hand, the Chinese Malaysian subjects in the production of lexical

stress in trisyllabic structures mean percentage score was (65.43%) which is rather higher than Iraqi Arabic subjects mean percentage score (55.94%).

i) Iraqi Arabic Language Group

The Iraqi Arabic subjects performed better in the production of lexical stress in disyllabic patterns in real words ($M = .7905$, $SD = .0785$) as compared with their production of lexical stress in disyllabic patterns in nonce words ($M = .7424$, $SD = .1055$). Based on the results of the paired samples t -test, $t(87) = 4.181$, $p = .000$, 95% CI [.02521, .07092]. Since the significant value was smaller than alpha at .05 level of significance, the null hypothesis was rejected. It can be concluded that there is a significant difference in the Iraqi Arabic mean percentage scores in the production of disyllabic patterns in real and nonce words.

Additionally, the Iraqi Arabic performance mean percentage scores in the production of lexical stress in trisyllabic patterns in real words ($M = .5972$, $SD = .1326$) was also better than their performance in the production of lexical stress in trisyllabic patterns in nonce words ($M = .5218$, $SD = .1554$). Based on the results of the paired samples t -test, $t(86) = 5.419$, $p = .000$, 95% CI [.04774, .10307] see Table 1. Since the significant value was smaller than alpha, the null hypothesis was rejected. It can be concluded that Iraqi subjects' performance in the production of lexical stress in trisyllabic patterns in real and nonce words had a significant effect on their mean percentage scores.

Table 2. : Iraqi Arabic mean percentage scores in the production of lexical stress in disyllabic and trisyllabic structures.

Paired Samples Test

	N	Mean	Std. Deviation	t	df	Sig.	95% Confidence Interval of Difference	
							Lower	Upper
Disyllabic Pattern Real	87	.7905	.07853	4.181	86	.000	.02521	.07092
Disyllabic Pattern Nonce	87	.7424	.10551					
Trisyllabic Pattern Real	87	.5972	.13264	5.419	86	.000	.04774	.10307
Trisyllabic Pattern Nonce	87	.5218	.15542					

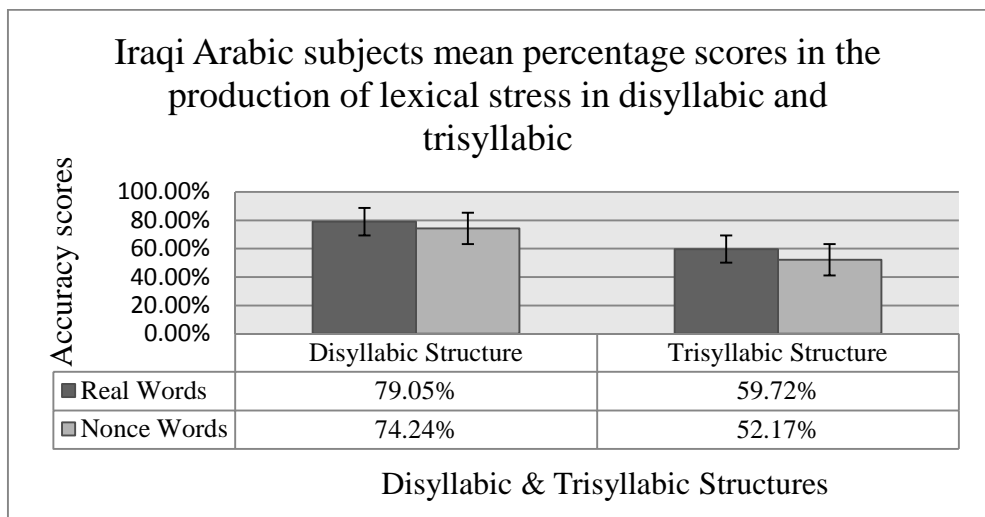


Figure 2. Presents the mean percentage scores in the production of lexical stress in disyllabic and trisyllabic structures.

Diversity in the performance of Iraqi Arabic subjects in the production of lexical stress in disyllabic patterns for real words which was better than their performance in the production of lexical stress in disyllabic patterns for nonce words with a mean percentage score (79.05%) for disyllabic patterns in real words in contrast with their performance in the production of disyllabic patterns in nonce words with a mean percentage score (74.24%). The mean percentage scores of

the Iraqi Arabic subjects in the production of English lexical stress in trisyllabic structures in real words was (59.72%) which was also better than their performance in the production of lexical stress in trisyllabic patterns in nonce words with a mean percentage scores (52.17%).

See Figure 1, which clarifies the diversity in the performance mean percentage scores.

ii) Chinese Malaysian Language Group

The Chinese Malaysian subjects performed better in the production of lexical stress in disyllabic patterns in real words ($M = .7759$, $SD = .0825$) as compared with the production of lexical stress in disyllabic patterns in nonce words ($M = .7472$, $SD = .0928$). Based on the results of the paired samples t -test, $t(81) = 2.620$, $p = .011$, 95% CI [.00689, .05039]. Since the significant value was smaller than alpha at .05 level of significance, the null hypothesis was rejected. It can be concluded that there is a significant difference in the Chinese Malaysian mean percentage scores in the production of disyllabic patterns in real and nonce words. Additionally, the Chinese Malaysian performance mean percentage scores in the production of lexical stress in trisyllabic patterns in real words ($M = .6874$, $SD = .1109$) was also better than their performance in the production of lexical stress in trisyllabic patterns in nonce words ($M = .6212$, $SD = .1117$). Based on the results of the paired samples t -test, $t(81) = 4.885$, $p = .000$, 95% CI [.03921, .09309] see Table 1. Since the significant value was smaller than alpha, the null hypothesis was rejected. It can be concluded that the Chinese subjects' performance in the production of lexical stress in trisyllabic patterns in real and nonce words had a significant effect on their mean percentage scores.

Table 3.: Chinese Malaysian mean percentage scores in the production of lexical stress in disyllabic and trisyllabic structures.

Paired Samples Test

	N	Mean	Std. Deviation	t	df	Sig.	95% Confidence Interval of Difference	
							Lower	Upper
Disyllabic Pattern Real	82	.7759	.08253	2.620	81	.011	.00689	.05039
Disyllabic Pattern Nonce	82	.7472	.09288					
Trisyllabic Pattern Real	82	.6874	.11097	4.885	81	.000	.03921	.09309
Trisyllabic Pattern Nonce	82	.6212	.11172					

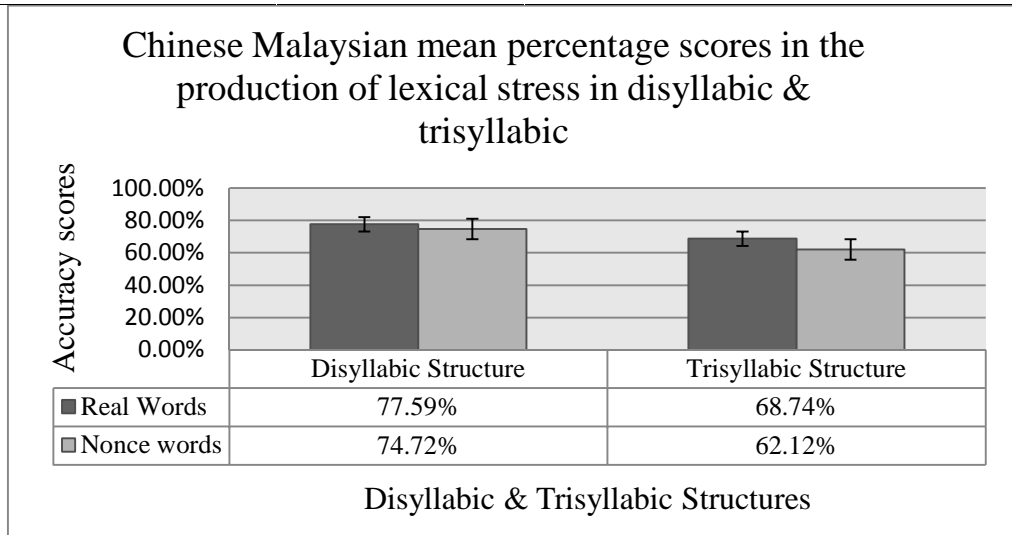


Figure 3. Presents the mean percentage scores in the production of lexical stress in disyllabic and trisyllabic structures.

Diversity in the performance of Chinese Malaysian subjects in the production of lexical stress in disyllabic patterns for real words which was better than their performance in the production of lexical stress in disyllabic patterns for nonce words with a mean percentage score (77.59%) for disyllabic patterns in real words in contrast with their performance in the production of disyllabic patterns in nonce words with a mean percentage score (74.72%). Whereas the mean percentage scores of the Chinese Malaysian subjects in the production of English lexical stress in trisyllabic structures in real words was (68.74%) which was also better than their performance in the

production of lexical stress in trisyllabic patterns in nonce words with a mean percentage scores (62.12%). See Figure 1. above which clarifies very well the diversity in the performance mean percentage scores.

iii) Word Category and Length Interaction

A two-way repeated measured analysis of variance (ANOVA) was conducted on the influence of two independent variables (disyllabic, trisyllabic structures) on the Iraqi Arabic and Chinese subjects' performance mean percentage scores group (N=167) in the production of lexical stress. Real words included two categories (disyllabic and trisyllabic patterns) and nonce words consisted of two categories (disyllabic and trisyllabic patterns). All effects were statistically significant at the .05 significance level. The main effect of the Iraqi Arabic in real words type yielded an F ratio of $F(1, 167) = 11.817, p < .001$, indicating a significant difference between disyllabic real patterns ($M = .7905, SD = .07853$), trisyllabic patterns ($M = .5972, SD = .13264$), whereas the main effect for nonce word type yielded an F ratio of $F(1, 167) = 11.817, p < .001$, indicating a significant difference between disyllabic nonce patterns ($M = .7424, SD = .1055$), trisyllabic nonce patterns ($M = .5218, SD = .1554$). The interaction effect was significant ($1, 167) = 7.925, p < .005$. However, all effects were statistically significant at the .05 significance level for Chinese Malaysian subjects. The main effect for real words type yielded an F ratio of $F(1, 167) = 11.817, p < .001$, indicating a significant difference between disyllabic real patterns ($M = .7759, SD = .0825$), trisyllabic patterns ($M = .6874, SD = .1109$). The main effect for nonce word type yielded an F ratio of $F(1, 167) = 11.817, p < .001$, indicating a significant difference between disyllabic nonce patterns ($M = .7472, SD = .0928$), trisyllabic nonce patterns ($M = .6212, SD = .1117$). The interaction effect was significant ($1, 167) = 7.925, p < .005$.

Table 4. A two-way repeated measured analysis of variance (ANOVA) in the production of lexical stress in disyllabic and trisyllabic structures.

Tests of Between-Subjects Effects

		N	Mean	Std. Deviation	F	df	Sig.	Partial Eta Squared
Disyllabic Real	Iraqi Arabic	87	.7905	.07853	11.81	167	.001	.066
	Chinese Malaysian	82	.7759	.08253				
Disyllabic Nonce	Iraqi Arabic	87	.7424	.10551				
	Chinese Malaysian	82	.7472	.09288				
Trisyllabic Real	Iraqi Arabic	87	.5972	.13264				
	Chinese Malaysian	82	.6874	.11097				
Trisyllabic Nonce	Iraqi Arabic	87	.5218	.15542				
	Chinese Malaysian	82	.6212	.11172				
WordLength * WordCategory		169			7.925	167	.005	.045

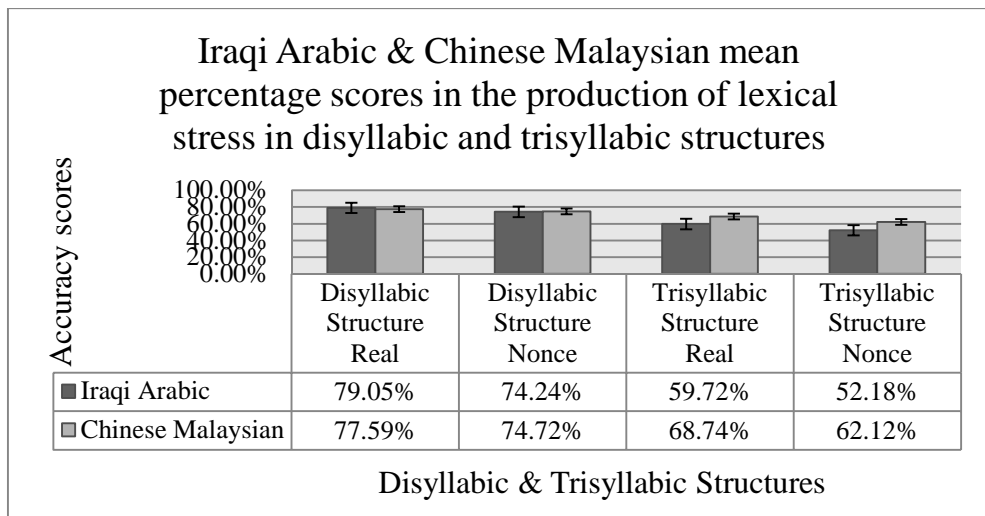
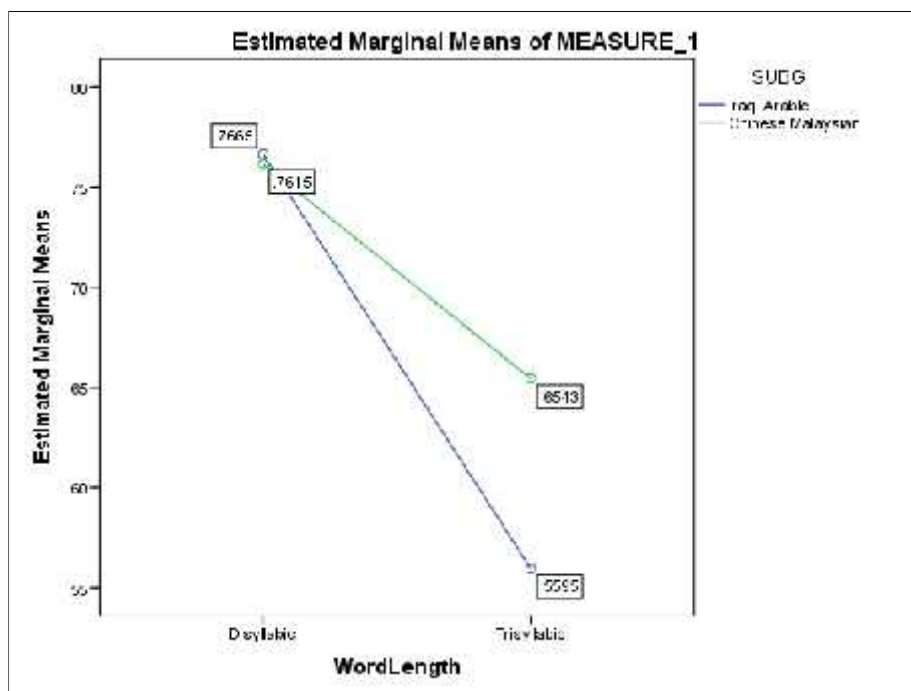
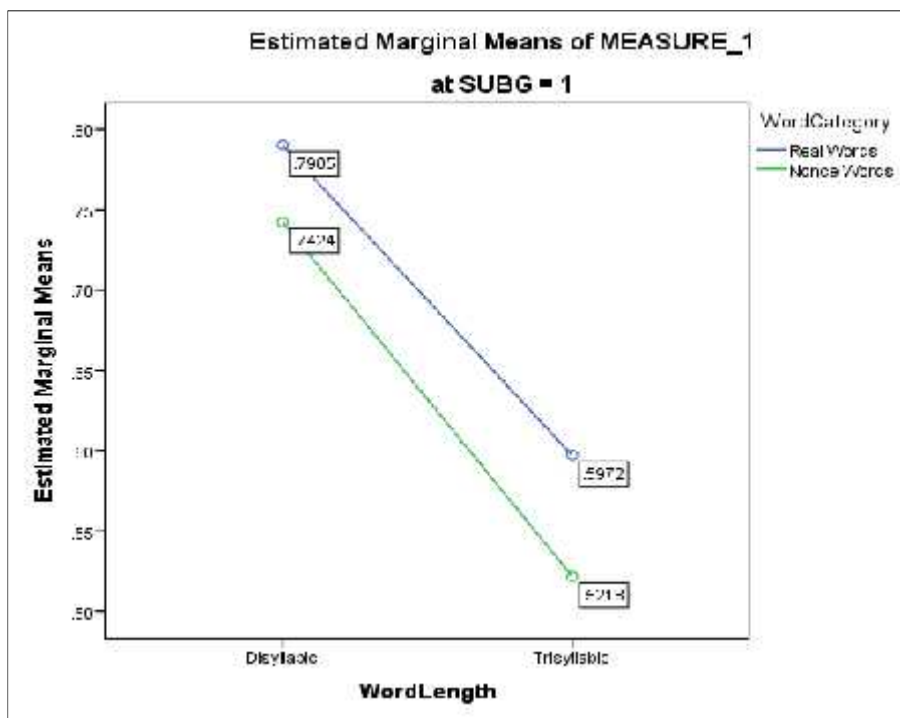


Figure 4. Presents the mean percentage scores in the production of lexical stress in disyllabic and trisyllabic structures.

As indicated in Figure 4, the mean percentage score of the Iraqi Arabic group was (79.05%) in the production of lexical stress in disyllabic patterns in real words. In contrast, the mean percentage score for the

Chinese Malaysian group was (77.59%). It is obvious that the Iraqi Arabic group performed better than the Chinese Malaysian language group in the production of lexical stress in disyllabic patterns in real words. However the Chinese Malaysian subjects have done better in the production of lexical stress in disyllabic patterns in nonce words with a mean percentage score (74.72%) than the Iraqi Arabic subjects (74.24%), however, there is no significant difference between them. Furthermore, the Chinese Malaysian subjects accomplished better than the Iraqi Arabic in the production of lexical stress trisyllabic patterns in real words with the mean percentage scores (68.74%) and the Iraqi Arabic (59.72%) correspondingly. Finally, the Chinese Malaysian subjects mean percentage scores in the production of lexical stress in trisyllabic patterns in nonce words were higher than that of the Iraqi Arabic subjects with mean percentage scores(62.12%) and the Iraqi Arabic (52.18%).



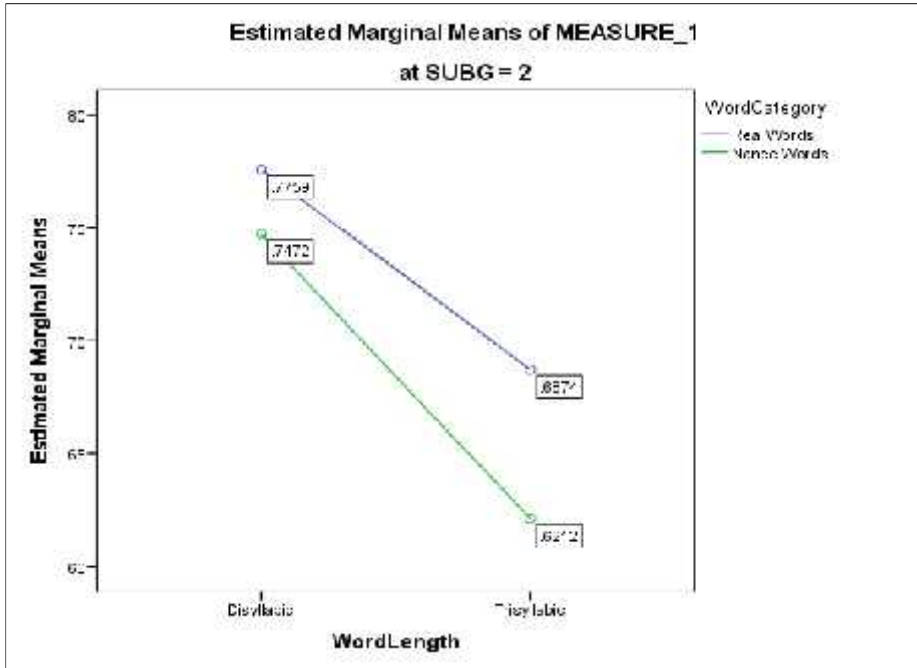


Figure 5. Shows the profile plots for both language groups in the production of lexical stress in disyllabic and trisyllabic structures.

4. Discussion

The chief intention of the research question is to examine how native language stress rules affect the demonstration of L2 learners in the production of lexical stress. In the present production experiment, presenters of typologically two unlike languages: Iraqi Arabic and Chinese Malaysian were examined. As a matter of fact, L1 has a strong influence on nonnative language during the process of L2 acquisition. This effect is caused by resemblances and variances between L1 and L2. Odlin (2003) deliberated that language transmission disturbs all linguistic subsystems comprising phonology. Actually, Stress Deafness Model (Peperkamp & Dupoux, 2002) does not mark some estimates of non-stress languages (such as Chinese) as it suggests a grading of languages with only predictable stress languages. Therefore, the consequences made for the effect of language are predictable on the subject of the production of lexical stress for both language groups and they are consistent with the prospects stated in Stress Typology Model (Altman & Vogel, 2002) and also backing the results of Altmann s' (2006). In other words, the performance of non-stress languages (such as Chinese) is slightly near to the performance of the native speakers in the production of lexical stress. Stress Typology Model offers an clarification for the enhanced performance of non-stress languages which is the absence of stress system in their phonology. Thus, the Chinese language group performed better than the Iraqi Arabic language group in this task.

The results of the study also show that the inaccessibility of stress rules did not disturb experienced learners' ability to produce lexical stress with newly educated English nonce words. Together, these findings postulate that Iraqi Arabic speakers practice enormous difficulty with English lexical stress. However, it appears that the well-organized

amount of rules approved by lexical stress in English in regard to the acoustic word recognition may be comparatively small paralleled to that in further lexical stress languages. To the range that the auditory word-treatment methods recognized by native English speakers are directed by smaller amount on lexical stress than those established by speakers of other stress patterns languages. Unquestionably, the incompetence that native Iraqi Arabic speakers experienced in the study with English lexical stress variations is with respect to their acquisition of other lexical stress languages. In the current research, there is no indication of any significance linked to the approachability of stress marks (well-informed learners, who had previous knowledge to stress marks did not look like benefit from them in this study). These findings may also be unexpected designated the facilitative impact of orthographic contribution that replicates difficult L2 phonological dissimilarities established in other language systems. Even so, this facilitative effect has not been recognized to be vigorous through all L2 consciousness settings.

5. Conclusions

The motivation of the existing study was to examine the prosodic transfer effects on the production of English lexical stress patterns by Iraqi Arabic and Chinese Malaysian L2 learners of English, to observe whether the conclusions of the existing study go in line with the claims made by Altmann's STM for predictable stress language and non-stress language L2 learners, and to see whether the number of syllables affects the performance of both different typological language groups. The results showed that Iraqi Arabic and Chinese Malaysian ESL learners' performance, in the production of English lexical stress, was diverse as a role of their proficiency in their second and native languages. It was attested that the number of syllables has a great influence on the performance of ESL learners of both language groups. However, the degree of difficulty tends to be different from one variety of language to another among learners depending on their knowledge of L2. The performance of both language groups was good in the production of lexical stress in real and nonce words; therefore, it seems that the results of the study are in line with the claims of the models adopted. Accordingly, it was obvious that the Iraqi Arabic L2 learners' performance in match syllable structure was much better than mismatch syllable structure. To sum up, the investigation proves that some of the prosodic erroneousness in the production of L2 lexical stress was predictable such as L1 interferences. Thus, additional studies are required to improve teaching methods to lessen these L1 transfer effects.

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لفظ النبر للكلمات المعجمية في اللغة الانكليزية ذات المقاطع المتعددة بواسطة متعلمي
اللغة الانكليزية كلغة ثانية

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الملخص

يشكل الوضوح النسبي او النطق للنبر للكلمات المعجمية في اللغة الثانية صعوبة لمعظم متعلمي اللغة. تهدف الدراسة الحالية إلى التحقق من الفروقات اللفظية في النطق للنبر لي خلفيات لغوية مختلفة (متعلمي اللغة الانكليزية من متحدثي اللغة العربية العراقية واللغة الماليزية الصينية). كشفت الدراسات السابقة أن النطق الدقيق للنبر للكلمات المعجمية يمكن أن يكون أكثر أهمية لتحقيق التواصل اللفظي من القواعد النحوية الصحيحة، ويوضح الباحثون أن وضع النبر في غير مكانة المناسب في اللغة الثانية يؤدي الى تغيير المعنى بسبب تأثير لغتهم الام على ادائهم والذين ليس لديهم نظام نبر في لغتهم والتي تسمى اللغات النغمية مثل (الصينية والفيتنامية والتايلندية) وقد لا يكتسبون قواعد النبر بنفس الطريقة التي يتبعها المتحدثون الاصليون للغة. اكدت معظم الدراسات السابقة على دراسة الفونيمات اكثر من تركيزها على دراسة السمات فوق الصوتية والتي تعتبر محور الدراسة الحالية حيث ركزت الدراسة على ظاهرة النبر في الكلمات التي تتكون من مقطعين وثلاثة مقاطع .

كشفت النتائج الاداء الضعيف لمتعلمي اللغة الانكليزية من متحدثين اللغة العربية العراقية في نطق النبر ووضعة في مكانة الغير الصحيح وتعتبر هذه النتائج مطابقة لنتائج النظريات السابقة في ما يخص اللغات التي تمتلك نظام النبر مقارنة مع تلك اللغات التي لا تمتلك ذلك النظام والتي يكون مستوى النطق فيها قريب من مستوى المتحدث الاصلي. على الرغم من ان اداء المتحدثين باللغة العربية العراقية لم يكونوا افضل من المتعلمين الصينيين الماليزيين الا انهم لم يكونوا من المتحدثين الذين يجهلون النطق والمكان الحقيقي للنبر.