

**HAIPHONG PRIVATE UNIVERSITY
DEPARTMENT OF FOREIGN LANGUAGES**

GRADUATION PAPER

A STUDY ON SYLLABLE STRESS IN ENGLISH

By:

Ng« ThP Bóp

Class:

NA904

Supervisor:

Nguyễn Thị Thuý Thu., M.A

HAI PHONG – JUNE 2009

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên:..... M. sè:.....

Líp:.....Ngũnh:.....

T^{án} ®Ò tui:

.....
.....
.....
.....

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp
(Về lý luận, thực tiễn, các số liệu cần thống kê, và các biện pháp)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. Các tài liệu, số liệu cần thiết để thiết kế, thống kê, phân tích

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3. Sơ đồ tóm tắt nội dung

.....

.....

.....

.....
.....

CÁN BỘ H- ỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Ng-êi h-íng dÉn thø nhÊt:

Hä vµ t^{án}:.....

Häc hµm, häc vP:

Cñ quan c«ng t,c:

Néi dung h-íng dÉn:

Ng-êi h-íng dÉn thø hai:

Hä vµ t^{án}:.....

Häc hµm, häc vP:

Cñ quan c«ng t,c:

Néi dung h-íng dÉn:

§Ò tµi tèt nghiÖp ®-íc giao nguy..... th,ng..... n`m 2009

Y^{âu} cÇu ph¶i hoµn thµnh xong tr-íc nguy.....th,ng..... n`m 2009

§. nhËn nhiÖm vô §TTN

Sinh vi`n

§. giao nhiÖm vô §.T.T.N

Ng-êi h-íng dÉn

H¶i Ph¶ng, nguy th,ng n`m 2009

HIỆU TR- ỚNG

GS.TS.NG- T: TrÇn H÷u NghP

PHÂN NHẬN XÉT TÓM TẮT CỦA CÁN BỘ H- ỚNG DẪN

1. Tình thÇn th, i ®é cña sinh vi^n trong qu, tr×nh l¼m ®Ò tui tèt nghiÖp:

.....
.....
.....
.....
.....
.....

§, nh gi, chÊt l-îng cña Đ.T.T.N (so vi néi dung yªu cÇu ®· ®Ò ra trong nhiÖm v §.T. T. N trªn c, c mÆt lý luËn, thùc tiÔn, tÝnh to, n sè liÖu)

.....
.....
.....
.....
.....
.....
.....

2. Cho ®iÓm cña c, n bé h-íng dn ghi c¶ sè vµ ch÷)

.....
.....
.....
.....

Hải Phòng, ngày tháng năm 2009
Cán bộ hướng dẫn
(Ký và ghi rõ họ tên)

**NHẬN XÉT ĐÁNH GIÁ
CỦA NGƯỜI CHẤM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP**

1. Sinh viên, chất lượng đề tài tốt nghiệp và các mặt thu thập và phân tích tài liệu, sẽ làm ban chấp hành, trình Ủy ban thạc sĩ của đề tài.

2. Cho ý kiến của người chấm phản biện:

(ghi rõ họ tên và chữ)

Ngày.....tháng..... năm 2009
Người chấm phản biện

ACKNOWLEDGEMENT

First of all, I would like to express my sincere and special gratitude to my supervisor, Mrs. Nguyen Thuy Thu, M.A, for her valuable suggestions, comments, correction and encouragement, without which this research would not has been comprehensive.

Besides, I also want to send my deep thanks to Mrs. Tran Thi Ngoc Lien, the Dean of Foreign Language Department and all teachers at Hai Phong Private University for their previous lectures that provided me good background to do my graduation paper.

Finally, my wholehearted thanks are presented to my family and all my friends for their constant supports and encouragement in the process of doing this paper. Without their help, my research would not have been made possible.

Haiphong, June 2009

Ngo Thi Bup

TABLE OF CONTENT

Page

Acknowledgement

PART I. INTRODUCTION	1
1. Rationale	1
2. Aims of the study	1
3. Methodology	2
4. Scope of the study	2
5. Design of the study	2
PART II. DEVELOPMENT	3
Chapter 1. Theoretical background	3
I. An over view of English syllables	3
I.1. What is the syllable?	3
I.2. The structure of English syllable	4
I.3. Strong and weak syllables.....	7
II. Stress.....	7
II.1. What is stress?.....	7
II.2. The nature of stress	8
II.3. Levels of stress.....	10
II.4. Suprasegmental phonology.....	10
II.5. Rhythm.....	11
III. English syllable stress	11
Chapter 2: A study on English syllable stress	12
I. Stable stress.....	12
I.1. Stress placements	12
I.1.1. Initial	12
I.1.2. Second	19
I.1.3. Third	22
I.1.4. Antepenultimate	22

I.1.5. Penultimate.....	24
I.1.6. Ultimate.....	24
I.2. Suffixes that do not affect stress placement.....	29
I.3. Prefixes that do not affect stress placement.....	31
I.4. Suffixes carrying primary stress themselves.....	32
I.5. Stress that do not change by part of speech.....	33
II. Moving stress.....	34
II.1. Stress that change by part of speech.....	34
II.2. Suffixes that influence stress in the stem.....	35
II.3. Stress placement within compound words.....	37
II.3.1. On the first element.....	37
II.3.2. On the second element.....	39
Chapter 3: Stress errors made by Vietnamese students, reasons and some implications.....	41
I. Findings.....	41
II. Reasons.....	42
III. Some implications.....	44
PART III: CONCLUSION.....	47
I. Summary of the study.....	47
II. Suggestions for further study.....	47

PART ONE: INTRODUCTION

1. Rationale

Nowadays, English is considered as a global language because it is the main language used in transactions. I am also a student of Foreign Language Department so English is very important for me to have a good job after graduating.

However, when learning English as the second language, many students and I found that we have to face with many difficulties. We are afraid of communicating with foreigners because we find it is difficult to understand every single word they said. While listening, I can realize simple words (including 1 or 2 syllables), but it is difficult to realize complicated words (including 3 or 4 syllables). My teacher said that when foreigners pronounce a word, they often stress on the important words only. And this is the main reason why we couldn't realize the unimportant ones. So, I have decided to choose "Syllable stress" to do research so that I can understand more what they said and also improve my skills.

Moreover, my teacher also said that my English speaking skill is not good because I put stress at any syllable and my sentences don't have intonation rising and falling. It has influence on expressing my thoughts while communicating.

Studying English for some years, and according to the fact I found that not only me but also many non- native speakers have met difficulties with syllable stress. My friends also have the same mistakes; they put inappropriate syllable stress position. I hope that my study will help them predict syllable stress placement more easily.

2. Aims of the study

The study aims at:

- identifying the stress placement
- giving the understanding on stable stress and moving stress

- showing some findings about stress errors of Vietnamese students, reasons and some implications.

3. Methodology

From the first year to the fourth year, this is the time when I myself gather the knowledge about syllable stress for my research. Beside the basic knowledge, I collect more data from reference books, websites, dictionaries, and then I analyze and divide them into groups with the same rules. Moreover, asking my teachers and friends whatever related to syllable stress which they faced during learning English.

4. Scope of study

Stress is a large part, including stress in one word and stress in one sentence. Because of my limited knowledge and time, in this paper, I will focus on Syllable Stress (as same as Stress in one word) containing stress in simple words (stable stress, moving stress), and stress in compound words and some findings about stress errors, reasons and some implications.

5. Design of the study

This graduation paper consists of three main parts:

Part one is the Introduction which states the rationale, the aims, the methods, the scope and the design of the study.

Part two is the Development with three Chapters:

Chapter 1 is called “ Theoretical background” which includes An over view of English syllable, Stress and English syllable stress.

Chapter 2 is named “ A study on English syllable stress” which focuses on stable stress and moving stress.

Chapter 3 shows some findings of stress errors, reasons and some implications.

Part three is the Conclusion restates the knowledge mentioned in Part two, also gives a summary of the study.

PART TWO: DEVELOPMENT

CHAPTER 1. THEORETICAL BACKGROUND

I. An over view of English syllables

I.1. What is the syllable?

The syllable is a very important unit. Most people seem to believe that, even if they cannot define what a syllable is, they can count how many syllable there are in a given word or sentence. Syllable may be defined both phonetically and phonologically.

Phonetically (that is, in the relation to the way we produce them and the way they sound), syllables are usually described as consisting of a centre which has little or no obstruction to airflow and which sounds comparatively loud; before and after this centre (that is, at the beginning and end of the syllable), there will be greater obstruction to airflow and/or less loud sound. *R.Peter (2000:132)*

E.g:

i) What we might call a minimum syllable would be a single vowel in isolation, e.g. *the words 'are' a :, 'or' ɔ :, 'err' ə:.* These are preceded and followed by silence, isolated sounds such as m, which we sometimes produce to indicate agreement, or ʃ, to ask for silence, must also be regarded as syllables.

ii) Some syllables have an **onset** (that is, they have more than just silence preceding the centre of the syllable):

'bar' bɑ : 'key' ki: 'more' mɔ :

iii) Syllables may have no onset but have a **termination**:

'am' æm 'ought' ɔ :t 'ease' i:z

iv) Some syllables have onset and termination:

'run' rʌ n 'sat' sæt 'fill' fil

Phonologically (this involves is looking at the possible combinations of English phonemes), we find that the word can begins with a vowel, or with one, two or three consonants. No word begins with more than three consonants. In the same

way, we can look at how a vowel ends when it is the last word spoken before a pause; it can end with a vowel, or with one; two, three or (in a small number cases) four consonants. No word ends with more than four consonants. *R.Peter (2000:134)*

E.g. ‘stand’ /stænd/ ‘how’ /hau/ ‘benefit’ /'benifit/

I.2. The structure of English syllable

The structure of English syllable has three main parts:

ONSET + VOWEL + CODA

In which:

ONSET

- If the first syllable of the word begins with a vowel (any vowel may occur, though **u** is rare), we say that this initial syllable has a **zero onset**.

E.g. ‘into’ /intu/ ‘hour’ /auə/

- If the syllable begins with one consonant, that **initial** consonant may be any consonant phoneme except **ŋ; ʒ** is rare.

E.g. ‘pen’ /pen/ ‘baby’ /'beibi/

- If the syllable begins with two consonants, we call them a **consonant cluster**.

There are two sorts of initial two-consonant clusters:

- One sort is composed of **s** followed by one of a set of about 11 consonants (p, t, k, m, n....). The **s** in these clusters is called the **pre-initial** consonant and the other consonant the **initial** consonant.

E.g. ‘sting’ /stiŋ/ ‘small’ /smɔ :l/

- The other sort begins with one of a set of about 13 consonants (t, k, b, g, f, l....), followed by one of the set l, r, w, j. We call the first consonant of these clusters the **initial** consonant, and the second the **post-initial**.

E.g. ‘play’ /plei/ ‘try’ /traɪ/

- When we look at three-consonant clusters we can recognize a clear relationship between them and the two sorts of two-consonant cluster. The first consonant is

called **pre-initial** one, the second consonant **initial** one and the last consonant **post-initial** one.

E.g. ‘splay’ /splei/ ‘stream’ ‘stri:m/

In fact, the number of possible initial three-consonant clusters is quite small and they can be set out in full (words given in spelling form):

		POST-INITIAL			
		l	r	w	j
s PLUS INITIAL	p	‘splay’	‘spray’	—	‘spew’
	t	—	‘string’	—	‘stew’
	k	‘sclerosis’	‘screen’	‘squeak’	‘skewer’

CODA

- If there is no final consonant, we say that there is a **zero termination**.

E.g. ‘fly’ /flai/ ‘easy’ /‘i:zi/

- When there is one consonant only, this is called the **final** consonant. Any consonant may be a final consonant except h, r, w, j.

E.g. ‘hat’ /hæt/ ‘dream’ /dri:m/

- There are two sorts of two-consonant final cluster:

- One being a final consonant preceded by a **pre-final** consonant. The pre-final consonants form a small set: m, n, ŋ, l, s.

E.g. ‘bump’ /bʌ mp/ ‘bent’ /bent/ ‘bank’ /bæŋk/

- The other a final consonant followed by a post-final consonant. The post-final consonants also form a small set: s, z, t, d, θ.

E.g. ‘bets’ /bets/ ‘backed’ /bækt/

- There are two types of final three-consonant cluster:

- The first is pre-final plus final plus post-final, as set out in the following table:

		PRE-FINAL	FINAL	POST-FINAL
‘helped’	he	l	p	t
‘banks’	bæ	ŋ	k	t
‘bonds’	bɔ	n	d	z
‘twelfth’	twe	l	f	θ

- The second type shows that more than one post-final consonant can occur in a final cluster: final plus post-final 1 plus post-final 2. Post-final 2 is again one of s, z, t, d, θ.

		PRE-FINAL	FINAL	POST-FINAL 1	POST-FINAL 2
‘fifths’	fi	—	f	θ	s
‘next’	ne	—	k	s	t
‘lapsed’	læ	—	p	s	t

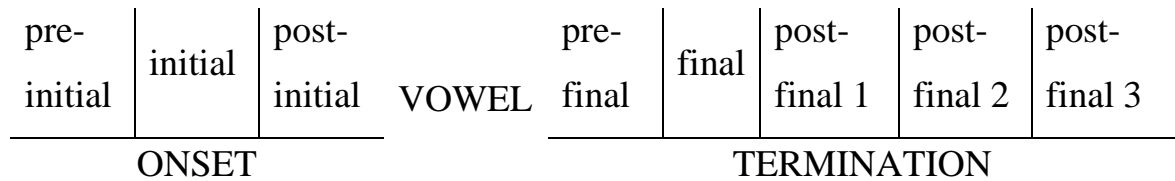
- Most four-consonant clusters can be analyzed as consisting of a final consonant preceded by a pre-final consonant and followed by post-final 1 and post-final 2, as shown below:

		PRE-FINAL	FINAL	POST-FINAL 1	POST-FINAL 2
‘twelfths’	twe	l	f	θ	s
‘prompts’	prɔ	m	p	t	s

- A small number of cases seem to require a different analysis, as consisting of a final consonant with no pre-final but *three* post-finals:

		PRE-FINAL	FINAL	POST-FINAL 1	POST-FINAL 2	POST-FINAL 3
'sixths'	si	—	k	s	θ	s
'texts'	te	—	k	s	t	s

To sum up, we may describe the English syllable as having the following maximum phonological structure:



I.3. Strong and weak syllables

Strong and weak syllables are the factors which help us predict the stress placement.

When we compare weak syllables containing vowels with strong syllables, we find the vowel in a weak syllable tends to be shorter, of lower intensity and different in quality. Any strong syllable will have as its peak one of the vowel phonemes (or possibly a triphthong), but not I, ʊ, o. Weak syllables, on the other hand, can only have four types of centre:

- i) the vowel ə
- ii) a close front unrounded vowel in the general area of i: and I
- iii) a close back rounded vowel in the general area of u: and ʊ
- iv) a syllabic consonant.

II. Stress

II.1. What is stress?

Stress is defined as using more muscular energy while articulating the words. When a word or a syllable in word is produced louder, more lengthy, with higher pitch or with more quality, it will be perceived as stressed. The prominence makes some syllables be perceived as stressed.

(<http://www.ingilish.com/englishsyllablestress.htm>)

E.g. ‘important’ [im'pɔ :tənt] ‘decision’ [di'siʒn]

II.2. The nature of stress

The nature of stress is simple enough – practically everyone would agree that the first syllable of words like ‘father’, ‘open’, ‘camera’ is stressed, that the middle syllable is stressed in ‘potato’, ‘apartment’, ‘relation’ and that the final syllable is stressed in ‘about’, ‘receive’, ‘perhaps’, and most people feel they have some sort of idea of what the difference is between stressed and unstressed syllables, though they might explain it in many different ways. We will mark a stressed syllable in transcription by placing a small vertical line ' high up, just before the syllable it relates to; the words quoted above will thus be transcribed as follows:

[fɑ :ðə]	[pə'teɪtə]	[ə'baut]
[ˈoʊpən]	[ə'pɑ :tmənt]	[ri'si:v]
['kæməɾə]	[ri'leɪʃn]	[pə'hæps]

What are the characteristics of stressed syllables that enable us to identify them? It is important to understand that there are two different ways of approaching this question, one being to consider what the speaker does in producing stressed syllables, and the other being to consider what characteristics of sound make a syllable seem to a listener to be stressed. In other words, we can study stress from the point of view of **production** and of **perception**; the two are obviously closely related, but are not identical.

Many experiments have been carried out on the perception of stress, and it is clear that many different sound characteristics are important in making a syllable recognizably stressed. From the perceptual point of view, all stressed syllables have one characteristic in common, and that is called **prominence**; stressed syllables are recognized as stressed because they are more **prominent**

than unstressed syllables. What makes a syllable prominent? At least four different factors are important.

- i) Most people seem to feel that stressed syllables are **louder** than unstressed; in other words, loudness is a component of prominence. In a sequence of identical syllables (e.g. ba:ba:ba:ba:), if one syllable is made louder than the others, it will be heard as stressed.
- ii) The **length** of syllables has an important part to play in prominence. If one of the syllables in our “nonsense word” ba:ba:ba:ba: is made longer than the others, there is quite a strong tendency for that syllable to be heard as stressed.
- iii) Every syllable is said on some **pitch**; pitch in speech is closely related to the frequency of vibration of the vocal cords and to the musical notion of low- and high-pitched notes. It is essentially a *perceptual* characteristic of speech. If one syllable of our “nonsense word” is said with a pitch that is noticeably different from that of the others, this will have a strong tendency to produce the effect of prominence. For example, if all syllables are said with low pitch except for one said with high pitch, then the high-pitched syllable will be heard as stressed and the others as unstressed.
- iv) A syllable will tend to be prominent if it contains a vowel that is different in **quality** from neighbouring vowels. In we change one of the vowels in our “nonsense word” (e.g. ba:bi:ba:ba:) the “odd” syllable bi: will usually be heard at stressed.

Then, prominence is produced by four main factors: loudness, length, pitch, quality. Generally, these four factor work together in combination, though syllables may sometimes be made prominent by means of only one or two of them. Experimental work has shown that these factors are not equally important; the strongest effect is produced by pitch, and length is also a powerful factor. Loudness and quality have much less effect.

II.3. Levels of stress

There were a simple distinction between “stressed” and “unstressed” syllables with no intermediate levels; such a treatment would be a two-level analysis of stress. Usually, however, we have to recognize one or more intermediate levels. It should be remembered that we are dealing with stress within the word; this means that we are looking at words as they are said in isolation, which is a rather artificial situation; we do not often say words in isolation, except for a few such as “yes”, “no”, “please” and interrogative words such as “who”, “what”. However, looking at words in isolation does help us to see stress placement and stress levels more clearly than studying them in the context of continuous speech.

We have now identified two levels of stress: primary and secondary stress; this also implies a third level which can be called unstressed. There are three levels that we use in describing English stress:

- i) Primary level: is the strongest level of stress.
- ii) Secondary level: is the level of stress with weaker pitch than primary stress but stronger than that of unstressed.
- iii) Unstressed level: is regarded as being the absence of any recognizable amount of prominence.

However, it is worth noting that unstressed syllable containing I, ʊ, ə or a syllabic consonant will sound less prominent than an unstressed syllable containing some other vowel. E.g: the first syllable of poetic /*pou'etik*/ is more prominent than that of pathetic /*pə'θetik*/. This could be used as a basis for a further division of stressed, giving us a third (“tertiary”) and fourth level.

II.4. Suprasegmental phonology

Suprasegmental phonology is a concept to indicate significant sound contrasts which are not the result of differences between phoneme. Clearly, stress has linguistic importance, it is not usually regarded as something that is related to individual segmental phonemes, normally, stress is a property of syllables and is therefore one of the parts of the suprasegmental phonology of English. For

instance, when the word “contract” is pronounced with the first stressed syllable, English speakers hear it as a noun, whereas, when the second syllable is stressed, the word is heard as a verb. Such contrast is called suprasegmental.

II.5. Rhythm

It has often been claimed that English speech is rhythmical, and that the rhythm is detectable in the regular occurrence of stressed syllables. The theory that English has stress-timed rhythm implies that stressed syllables will tend to occur at relatively regular intervals whether they are separated by unstressed syllables or not. When spoken in conversation style, English speech tends toward a regular alternation between stronger and weaker; and tends to adjust stress levels. For example: thir'teen → 'thirteenth'place. It seems that stresses are altered according context.

III. English syllable stress

There are two types of stress associating with the syllable of the word:

- Stable stress - the stress does not change its place within the paradigm (the set of word worms) of the word while being declined or conjugated and in all derived words as well, i.e. if a noun has its ending stressed it will have its ending stressed in all possible cases, the same is true for root or prefix
- Moving stress - the stress does change its place within the paradigm of the same word, for example, if a noun in singular form has its root stressed then it can have its ending stressed in plural form.

CHAPTER 2: A STUDY ON ENGLISH SYLLABLE STRESS

In order to decide on stress placement, it is necessary to make use of some or all of the following information:

- 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.
- The grammatical category to which the word belongs (noun, verb, adjective....)
- The number of syllables in the word.
- The phonological structure in the word.

I. Stable stress

I.1. Stress placements

Depending on the guides in *English phonetics and phonology* of **Peter Roach**, I can identify stress placements in simple words, complex words and compound words. Besides, I have to collect information from other reference books and many website pages related to phonetics and phonology which I will list in REFERENCES part.

I.1.1. Initial

Stress falls on the initial syllable in such cases:

❖ On two-syllable words

• Verbs and adjectives

- If the final syllable contains a short vowel and one (or) no final consonant, the first syllable is stressed

E.g:

Enter	/ 'entə /
Suffer	/ 'sʌ fə /
Finish	/ 'finiʃ /
Carry	/ 'kæri /

Famous	/ 'feiməs /
Happy	/ 'hæpi /
Lovely	/ 'lʌ vli /

Exception: However, there are some stress which is on the second syllable although the final one includes a short vowel and one (or) no final consonant.

Transmit	/ trænz'mit /
Permit	/ pə'mit /
Remiss	/ ri'mis /
Akin	/ ə'kin /
Acquit	/ ə'kwit /
Equip	/ i'kwip /

- If the words contain two strong syllables, the stress is usually placed on the first syllable.

E.g:

Bovine	/ 'bouvain /
Canine	/ 'keinain /
Mobile	/ 'moubail /
Castrate	/ 'kæstreit /

Exception: the stress is put at the second syllable

Maintain	/ mein'tein /
Translate	/ trænz'leit /
Precede	/ pri:'si:d /
Resign	/ ri:'zain /
Resort	/ ri:'zɔ :t /

- If the final syllable contains /ou/, the first syllable is stressed.

E.g:

Callow	/ 'kælou /
Mellow	/ 'melou /
Hollow	/ 'hɔ lou /

- With two-syllable verbs, stress is on the first syllable when the last

syllable has peculiarity as suffix and ends with: **-er, -ern, -en, -ie, -ish, -ow, -y.**

E.g:

Enter	/ 'entə /
Govern	/ 'gʌ vən /
Open	/ 'oupən /
Deepen	/ 'di:pən /
Kindle	/ 'kindl /
Finish	/ 'finiʃ /
Study	/ 'stʌ di /
Follow	/ 'fɒ lou /
Narrow	/ 'nærou /

Exception:

Allow	/ ə'lau /
-------	-----------

XuanBa (2006:149)

- Nouns

- If the second syllable contains a short vowel, the stress will usually come on the first syllable.

E.g:

Father	/ 'fɑ :ðə /
Mother	/ 'mʌ ðə /
Flower	/ 'flauə /
Constant	/ 'kɒ nstənt /
Distant	/ 'distənt /
Instant	/ 'instənt /
Absent	/ 'æbsənt /
Accent	/ 'æksənt /
Current	/ 'kʌ rənt /
Mountain	/ 'mauntən /
Forest	/ 'fɒ rist /
Plateau	/ 'plætou /

Valley	/ 'væli /
Lion	/ 'laɪən /
Parents	/ 'peərənts /
Children	/ 'tʃɪldrən /

Exception: the second syllable is stressed in some words

Abyss	/ ə'bis /
Ellipse	/ i'lips /
Admit	/ əd'mɪt /

- Nouns with two strong syllables, stress will be placed on the first syllable.

E.g:

Acorn	/ 'eɪkɔ :n /
Aspect	/ 'æspekt /
Concrete	/ 'kɔ ŋkri:t /
Detail	/ 'di:teɪl /
Colleen	/ 'kɔ li:n /
Cohort	/ 'kəʊhɔ :t /

Exception: In some words, the second syllable is stressed although they are nouns with two strong syllables.

Cascade	/ kæs'keɪd /
Colleague	/ kɔ 'li:g /
Cartoon	/ kɑ :'tu:n /
Bamboo	/ bæm'bu: /
Campaign	/ kæm'peɪn /

* Note: According to *XuanBa (2006:142-3)*, most two-syllable words will have stress on the first syllable, if words end with **er, or, ar, y, ow, ance, ent, en, on.**

Exception:

Ciment	/ si'ment /
Canal	/ kə'næl /

Decoy	/ di'kɔ i /
Desire	/ di'zaiə /
Idea	/ ai'diə /
Ideal	/ ai'diəl /
July	/ dʒu:'lai /

Some verbs with word ending in **-ent**, stress often falls on the second syllable.

Accent	/ æk'sent /
Consent	/ kən'sent /
Frequent	/ fri'kwent /
Present	/ pri'zent /

Some following two-syllable words with ending in **-ent** have stress put at the second syllable, though they are nouns, verbs or adjectives.

Event (n)	/ i'vent /
Lament (n)	/ lə'ment /
Desent (n)	/ di'sent /
Desend (n)	/ di'send /
Consent (n)	/ kən'sent /
Lament	/ lə'ment /
Desent	/ di'sent /
Consent	/ kən'sent /
Content	/ kən'tent /

Some following verbs have ending in **er** but stress is on the second syllable:

Confer	/ kən'fə: /
Prefer	/ pri'fə: /
Refer	/ ri'fə: /

❖ On three-syllable words

- Verbs

- Verbs with three strong syllables, the first is usually stressed

E.g:

Adumbrate	/ 'ædʌ mbreit /
-----------	-----------------

Annotate	/ 'ænouteit /
Compensate	/ 'kɒ mpenseit /
Calculate	/ 'kælkjuleit /

- If the second and the third syllable are weak, then the stress falls on the initial syllable

E.g:

Parody	/ 'pærədi /
--------	-------------

- Adjectives

Adjectives with three weak syllables, stress placement is put on the first syllable.

E.g:

Bleary	/ 'bliəri /
Difficult	/ 'difikəlt /
Diffident	/ 'difidənt /
Liberal	/ 'libərəl /

Exception: Some adjectives with three weak syllables, the stress falls on the second syllable

Efficient	/ i'fiʃənt /
Illicit	/ i'lisit /

- Nouns

- If the final syllable contains a short vowel and the middle syllable contains a short vowel and ends with no more than one consonant, the first syllable is stressed

E.g:

Animal	/ 'æniməl /
Property	/ 'prɒ pəti /
Quantity	/ 'kwɒ ntəti /
Cinema	/ 'sinimə /
Emperor	/ 'empərə /
Custody	/ 'kʌ stədi /

- If nouns contain three weak syllables, the first syllable will be stressed.

E.g:

Elephant	/ 'elifənt /
Victory	/ 'viktəri /
Liberty	/ 'libəti /
Chemistry	/ 'kemistri /
Mineral	/ 'minərəl /

* Note: Most three-syllable nouns have stress on the first syllable, if two last syllable are **ary, ature, erty, ity, ory**.

Exception

Cicada	/ si'kɑ :də /
Horizon	/ hə'raizn /
Pagoda	/ pə'goudə /
September	/ sep'tembə /
October	/ ɒ k'təʊ bə(r) /
November	/ nou'vembə /
December	/ di'sembə /

And many verbs in which the first syllables are affixes, such as:

Accomplish	/ ə'kɒ mpliʃ /
Examine	/ ig'zæmin /
Imagine	/ i'mædʒin /

❖ On four-syllable words

There are some four-syllable words which stress falls on the first syllable.

E.g:

Atmosphere	/ 'ætməsfiə /
Generator	/ 'dʒenəreitə /
Temporary	/ 'tempərəri /
Sanguinary	/ 'sæŋgwɪnəri /

Exception: Some words have stress on other positions.

Curriculum	/ kə'rikjuləm /
------------	-----------------

Memorandum	/ memə'rændəm /
Ultimatum	/ ʌ lti'meitəm /
Enthusiast	/ in'θju:ziæst /
Ephemeral	/ i'femərəl /

* Note: In English, there is a little four-syllable words.

I.1.2. Second

❖ On two syllable words

• Verbs and Adjectives

- If the second syllable is a strong syllable contains a long vowel or a diphthong, or if it ends with more than one consonant, it is stressed.

E.g:

Apply	/ ə'plai /
Attract	/ ə'trækt /
Arrive	/ ə'raiv /
Assist	/ ə'sist /
Alive	/ ə'laiiv /

Exception: Some following words have stress on the first syllable although they end with more than one consonant.

Honest	/ 'ɒ nɪst /
Perfect	/ 'pɜ:fɪkt /
To insult	/ 'ɪnsʌ lt /
To indent	/ 'ɪndent /

- If the final syllable contains /ou/, and the first contains /i/ or /ə/, the final syllable will be stressed

E.g:

Control	/ kən'troul /
Convoke	/ kən'vouk /
Enclose	/ ɪn'klouz /
Erode	/ i'roud /
Compose	/ kəm'pouz /

Exception: the first syllable is stressed

Winnow / 'winou /

- Nouns

If the second syllable contains a long vowel or a diphthong, the stress will be the second syllable

E.g:

Machine / mə'ʃi:n /

Police / pə'li:s /

Estate / is'teɪt /

Balloon / bə'lu:n /

Design / di'zain /

Advice / əd'vaɪs /

Exception: the stress is on the first syllable

Billow / 'bilou /

Bimbo / 'bɪmbəʊ /

Increase / 'ɪnkri:s /

Inflow / 'ɪnflou /

❖ **On three-syllable words**

- Verbs

- If the last syllable is weak, the stress is placed on the second syllable if that syllable is strong.

E.g:

Encounter / ɪn'kauntə /

Determine / di'tə:mɪn /

Meander / mi'ændə /

- If the verbs contain three weak syllables: the second syllable is stressed

E.g:

Bewilder / bi'wɪldə /

Consider / kən'sɪdə /

Distinguish / dɪs'tɪŋwɪʃ /

- Adjectives

Adjectives with three strong syllables, the second syllable will carry the stress

E.g:

Corporeal / kɔ : 'pɔ : riəl /

Notorious / nou'tɔ : riəs /

Raptorial / ræp'tɔ : riəl /

- Nouns

- Nouns with one strong syllable, stress tends to go on strong syllable. If the final syllable is weak, or ends with /ou/, then it is unstressed; if the syllable preceding this final syllable strong, the middle syllable will be stressed.

E.g:

Mimosa / mi'mouzə /

Potato / pə'teitou /

Synopsis / si'nɔ pis /

- If two strong syllable precede the weak syllable, the stress will fall on the second syllable.

E.g:

Corundum / kɔ 'rʌ ndəm /

Demerit / di:'merit /

Cosmetic / kɔ z'metik /

- If Nouns contain three strong syllables, the stress falls on the second syllable.

E.g:

Albino / æl'bi:nou /

Esparto / es'pɑ : tou /

Espresso / es'presou /

Concordat / kɔ n'kɔ : dæt /

Lumbago / lʌ m'beigou /

Exception : the first and the final syllable is stressed

Isobar	/ 'aisoubɑ : /
Litotes	/ 'laitouti:z /

I.1.3. Third

If the final syllable of a verb contains a long vowel or diphthong, or ends with more than one consonant, that final syllable will be stressed.

E.g:

Entertain	/ entə'tein /
Resurrect	/ rezə'rekt /

I.1.4. Antepenultimate

Stress is on the antepenultimate (third from right) syllable in some following cases:

- Verbs end with **-ude, -fy, -ply, -ize, -ise.**

XuanBa (2006: 148)

E.g:

Persecute	/ 'pə:sikju:t /
Simplify	/ 'simplifai /
Multiply	/ 'mʌ ltiplai /
Criticize	/ 'kritisaiz /
Demonize	/ 'di:mənaiz /
Compromise	/ 'kɒ mprəmaiz /
Denaturalise	/ di:'nætʃrəlaiz /

- Nouns end with **-ite, -ude, -ute**

XuanBa (2006:147)

E.g:

Appetite	/ 'æpitait /
Solitude	/ 'sɒ litju:d /
Institute	/ 'institju:t /

- Words have ending in **-ate, -cy, -ty, -phy, -gy, al**

(<http://www.englishclub.com/pronunciation/word-stress-rules.htm>)

E.g:

-ate	Considerate Consolidate Decorate Consulate Fortunate Intermediate Communicate Approximate	/ kən'sidərit / / kən'sɒ lɪdeɪt / / 'dekəreɪt / / 'kɒ nsjʊlɪt / / 'fɔ :tʃnɪt / / ɪntə'mi:dʒət / / kə'mju:nikeɪt / / ə'prɒ ksɪmət /
-cy	Policy Democracy Regency Solvency Cogency	/ 'pɒ ləsi / / di'mɒ krəsi / / 'ri:dʒənsi / / 'sɒ lvənsi / / 'koudʒənsi /
-ty	Solidity Solubility Cogitability Combustibility Comicality	/ sə'lidəti / / sɒ lju'biləti / / kɒ dʒɪtə'bɪlɪti / / kəmbʌ stə'bɪlɪti / / kɒ mi'kælɪti /
-phy	Photography Photomacrography Physiography Philosophy	/ fə'tɒ grəfi / / fɒtɒmæ'krɒ grəfi / / fɪzi'ɒ grəfi / / fi'lɒ səfi /
-gy	Geology Somatology Geomorphology Glaciology Zymurgy	/ dʒi'ɒ lədʒi / / sɒmətɒ lədʒi / / dʒi:ɒmɒ :fɒ lədʒi / / glæsi'ɒ lədʒi / / 'z(a)ɪmə:dʒi /
-al	Critical Geological Geometrical Geopolitical Ideological	/ 'krɪtɪkəl / / dʒiə'lɒ dʒɪkəl / / dʒiə'metrɪkəl / / dʒi:ɒpə'lɪtɪkəl / / aɪdiə'lɒ dʒɪkəl /

I.1.5. Penultimate

Stress falls on the penultimate (second from right) syllable when words end with **-ic**, **-sion**, **-tion**

(<http://www.englishclub.com/pronunciation/word-stress-rules.htm>)

-ic	Graphitic Geologic Geomantic Ideologic Identic Icteric Iconoclastic	/ grə'fitik / / dʒiə'lɔ dʒik / / dʒi:ou'mæntik / / aidɪə'lɔ dʒik / / ai'dentik / / ik'terik / / aikɔ nə'klæstik /
-sion	Collision Conclusion Diffusion Extroversion Prehension Repossession Extrusion	/ kə'liʒn / / kən'klu:ʒn / / di'fju:ʒn / / ekstrə'və:ʒn / / pri'hensjən / / ri:pə'zeʃn / / eks'tru:ʒn /
-tion	Standardization Collection Conjunction Containerization Decoration Distraction Extrication	/ stændədaɪ'zeɪʃn / / kə'lekʃn / / kən'dʒʌ ŋkʃn / / kənteɪnəraɪ'zeɪʃn / / dekə'reɪʃn / / dis'trækʃn / / ekstrɪ'keɪʃn /

I.1.6. Ultimate

Stress is on the ultimate (last) syllable.

Most two-syllable verbs are stressed at the last syllable because the first syllable has peculiarity of a prefix.

- ab-	Abstain	/ əb'stein /
	Abuse	/ ə'bju:z /
	Abjure	/ əb'dʒuə /
	Ablate	/ æb'leit /
- ad-	Address	/ ə'dres /
	Adduce	/ ə'dʒʊ in /
	Adduct	/ ə'dʌ kt /
	Adjoin	/ ə'dʒ ɔ in /
ac-	Accept	/ ək'sept /
	Accord	/ ə'kɔ :d /
	Accost	/ ə'kɔ st /
	Account	/ ə'kaunt /
af-	Affect	/ ə'fekt /
	Affirm	/ ə'fə:m /
	Affix	/ ə'fiks /
	Afflict	/ ə'flikt /
al-	Allay	/ ə'lei /
	Allege	/ ə'ledʒ /
	Allow	/ ə'lau /
	Allot	/ ə'lɔ t /
an-	Annul	/ ə'nʌ l /
	Announce	/ ə'nauns /
	Annoy	/ ə'nɔ i /
	Annex	/ ə'neks /
ap-	Apply	/ ə'plai /
	Appose	/ ə'pouz /
	Appraise	/ ə'preiz /
	Approach	/ ə'proutʃ /

ar-	Arrange	/ ə'reɪndʒ /
	Arrive	/ ə'raɪv /
	Arrest	/ ə'rest /
	Arraign	/ ə'reɪn /
as-	Assuage	/ ə'sweɪdʒ /
	Assure	/ ə'ʃʊə /
	Assume	/ ə'sju:m /
	Astound	/ əs'taʊnd /
at-	Attach	/ ə'tætʃ /
	Attain	/ ə'teɪn /
	Attack	/ ə'tæk /
	Attend	/ ə'tend /
- bi-	Bisect	/ baɪ'sekt /
- com-	Combine	/ kəm'baɪn /
	Complete	/ kəm'pli:t /
	Combust	/ kəm'bʌst /
	Command	/ kəm'mɑ:nd /
co-	Co-work	/ kəu'wɜ:k /
	Co-opt	/ kəu'ɒpt /
	Cocoon	/ kə'ku:n /
col-	Collect	/ kə'lekt /
	Collide	/ kə'laid /
	Collogue	/ kə'lɒg /
	Collude	/ kə'lu:d /
con-	Conclude	/ kən'klu:d /
	Concoct	/ kən'kɒkt /
	Concur	/ kən'kʌ: /
	Concuss	/ kən'kʌs /

- de-	Defend Defer Depend Depict	/ di'fend / / di'fə: / / di'pend / / di'pikt /
- dis-	Disclose Dispose Disprove Dispute	/ dis'klouz / / dis'pouz / / dis'pru:v / / dis'pju:t /
- ex-	Exclude Excuse Excrete Excuse	/ iks'klud / / iks'kə:s / / eks'kri:t / / ik'skju:z /
ef-	Efface Effect Effuse	/ i'feis / / i'fekt / / e'fju:z /
- in-	Intone Intreat Intrude	/ in'toun / / in'tri:t / / in'tru:d /
en-	Enslave Ensue Entail Enlarge	/ in'sleiv / / in'sju: / / in'teil / / in'lɑ :dʒ /
im-	Immerse Immix Impact Impair	/ i'mə:s / / i'miks / / im'pækt / / im'peə /
- mis-	Mistake Misuse Mistune	/ mis'teik / / mis'ju:z / / mis'tju:n /

- ob-	Observe	/ ə'bzə:v /
	Obsess	/ əb'ses /
	Obtain	/ əb'tein /
	Obtest	/ əb'test /
oc-	Occur	/ ə'kɜ : (r) /
of-	Offend	/ ə'fend /
op-	Oppose	/ ə'pouz /
	Oppress	/ ə'pres /
	Opine	/ ou'pain /
- per-	Perform	/ pə'fɔ :m /
	Perfume	/ pə'fju:m /
	Pervade	/ pə'veid /
	Pervert	/ pə'vɜ:t /
- pro-	Propose	/ prə'pouz /
	Proscribe	/ prou'skraib /
	Protrude	/ prə'tru:d /
- sub-	Submit	/ səb'mit /
	Submerge	/ səb'mə:dʒ /
	Subdue	/ səb'dju: /
suc-	Succeed	/ sək'si:d /
	Succumb	/ sə'kʌ m /
suf-	Suffuse	/ sə'fju:z /
sug-	Suggest	/ sə'dʒest /
sup-	Supplant	/ sə'plɑ :nt /
sus-	Sustain	/ sə'stein
	Suspect	/ sə'spekt /
- sur-	Surmount	/ sə'maunt /
	Surprise	/ sə'praiz /

- trans-	Transfer	/ træns'fə: /
	Transfix	/ træns'fiks /
- un-	Unlock	/ ʌ n'lɔ k /
	Unman	/ ʌ n'mæn /
- out-	Outdraw	/ aut'drɔ :n /
	Outdream	/ aut'dri:m /

XuanBa (2006:149-52)

I.2. Suffixes that do not affect stress placement

In accordance with *Peter Roach in English phonetics and phonology (2000:188)*, *Gary Esarey – Pronunciation Exercises for ESL (Advanced Level) (1995:94)* and *XuanBa in The way to pronounce and stress (2006:152-5)*, when added to a word, some suffixes do not cause a change in stress. The stress placement of the derived word and the root are the same.

- Nouns from nouns

- n + ess	Actor / 'æktə /	→	actress / 'æktɪs /
	Waiter / 'weɪtə /	→	waitress / 'weɪtɪs /
- n + ist	Art / ɑ :t /	→	artist / 'ɑ :tɪst /
	Biology / baɪ'ɔ lədʒi /	→	biologist / baɪ'ɔ lədʒɪst /
- n + ship	Friend / frend /	→	friendship / 'frendʃɪp /
	Relation / ri'leiʃn /	→	relationship / ri'leiʃn /
- n + dom	King / kɪŋ /	→	kingdom / 'kɪŋdəm /
- n + hood	Child / tʃaɪld /	→	childhood / 'tʃaɪldhʊd /
	Adult / ə'dʌ lt /	→	adulthood / ə'dʌ lthʊd /

- Nouns from verbs or adjectives

- v + ment	Agree / ə'gri: /	→	agreement / ə'gri:mənt /
	Replace / ri'pleɪs /	→	replacement / ri'pleɪsmənt /
	Encourage / ɪn'kʌ rɪdʒ /	→	encouragement / ɪn'kʌ rɪdʒmənt /
- v + ance	Resist / ri'zɪst /	→	resistance / ri'zɪstəns /
	Attend / ə'tend /	→	attendance / ə'tendəns /
	Insure / ɪn'ʃʊə /	→	insurance / ɪn'ʃʊərəns /

- v + er	Write / raɪt /	→	writer / 'raɪtə /
	Farm / fɑ :m /	→	farmer / 'fɑ :mə /
- v + or	Invent / in'vent /	→	inventor / in'ventə /
	Operate / 'ɔ pəreit /	→	operator / 'ɔ pəreitə /
- v + ar	Beg / beg /	→	beggar / 'begə /
- v + al	Approve / ə'pru:v /	→	approval / ə'pru:vəl /
	Refuse / ri'fju:z /	→	refusal / ri'fju:zl /
- v + y	Deliver / di'livə /	→	delivery / di'livəri /
- v + age	Pack / pæk /	→	package / 'pækɪdʒ /
- v + ing	Understand / ʌ ndə'stænd /	→	understanding / ʌ ndə'stændɪŋ /
	Amaze / ə'meɪz /	→	amazing / ə'meɪzɪŋ /
- v + son	Compare / kəm'peə /	→	comparison / kəm'pærɪsn /
- adj + ness	Happy / 'hæpi /	→	happiness / 'hæpɪnɪs /
	Bitter / 'bɪtə /	→	bitterness / 'bɪtənɪs /

• Verbs from nouns and adjectives

- n/adj + en	Length / lenθ /	→	lengthen / 'lenθən /
	Deep / di:p /	→	deepen / 'di:pən /
- n/adj + ize	Critic / 'kɪtɪk /	→	criticize / 'kɪtɪsaɪz /
	Modern / 'mɔ dən /	→	modernize / 'mɔ də:naɪz /
- n/adj + fy	Beauty / 'bjʊ:ti /	→	beautify / 'bjʊ:tɪfaɪ /
	Simple / 'sɪmpl /	→	simplify / 'sɪmplɪfaɪ /

• Adjectives from nouns or verbs

- n + y	Wind / wɪnd /	→	windy / 'wɪndɪ /
- n + ly	Cost / kɔ st /	→	costly / 'kɔ stli /
	Friend / frend /	→	friendly / 'frendli /
- n + ful	Joy / dʒɔ i /	→	joyful / 'dʒɔ iful /
	Beauty / 'bjʊ:ti /	→	beautiful / 'bjʊ:tɪfʊl /
- n + less	Leaf / li:f /	→	leafless / 'li:flɪs /
	Care / keə /	→	careless / 'keəlis /
- n + ous	Fame / feɪm /	→	famous / 'feɪməs /

	Danger / 'deɪndʒə / →	dangerous / 'deɪndʒərəs /
- n + ious	Space / 'speɪs / →	spacious / 'speɪʃəs /
- n + al	Nature / 'neɪtʃə / →	natural / 'nætʃrəl /
- n + ish	Child / tʃaɪld / →	childish / 'tʃaɪldɪʃ /
	Devil / 'devl / →	devilish / 'devəlɪʃ /
- n + like	Death / deθ / →	deathlike / 'deθlaɪk /
	Child / tʃaɪld / →	childlike / 'tʃaɪldlaɪk /
- n + en	Gold / gəʊld / →	golden / 'gəʊldən /
- v + able	Read / ri:d / →	readable / 'ri:dəbl /
	Avoid / ə'vɔɪd / →	avoidable / ə'vɔɪdəbl /
- v + ible	Sense / sens / →	sensible / 'sensəbl /

I.3. Prefixes that do not affect stress placement

Beside suffixes, in *English phonology - Nguyen Bao Trang M.A, Dinh Quang Khieu M.S (2005:103-4)*, some prefixes which are added to words do not change the stress placement. They are:

- un-	Important / ɪm'pɔ:tənt / →	unimportant / ʌ nɪm'pɔ:tənt /
	Popular / 'pɔ:pjʊlə / →	unpopular / ʌ n'pɔ:pjʊlə /
	Healthy / 'helθi / →	unhealthy / ʌ n'helθi /
	Success / sək'ses / →	unsuccess / ʌ nsək'ses /
- im-	Mature / mə'tjuə / →	immature / ɪmə'tjuə /
	Perfect / 'pɜ:fɪkt / →	imperfect / ɪm'pɜ:fɪkt /
	Patient / 'peɪjnt / →	impatient / ɪm'peɪjənt /
	Precise / pri'saɪs / →	imprecise / ɪmpri'saɪs /
- in-	Complete / kəm'pli:t / →	incomplete / ɪnkəm'pli:t /
	Expensive / ɪks'pensɪv / →	inexpensive / ɪnɪks'pensɪv /
	Sincere / sɪn'siə / →	insincere / ɪnsɪn'siə /
	Consistent / kən'sɪstənt / →	inconsistent / ɪnkən'sɪstənt /
- ir-	Relevant / 'reləvənt / →	irrelevant / ɪ'relɪvənt /
	Rational / 'ræʃənəl / →	irrational / ɪ'ræʃənəl /
	Religious / ri'lɪdʒəs / →	irreligious / ɪri'lɪdʒəs /

	Reparable / 'repərəbl /	→	irreparable / i'repərəbl /
- dis-	Pleased / pli:zd /	→	displeased / dis'pli:zd /
	Connect / kə'nekt /	→	disconnect / diskə'nekt /
	Interest / 'intrəst /	→	disinterest / dis'intrist /
	Courage / 'kʌ rɪdʒ /	→	discourage / dis'kʌ rɪdʒ /
- non-	Stop / stɒ p /	→	non-stop / nɒ n'stɒ p /
	Smokers / 'smoukə /	→	non-smoker / nɒ n 'smɒ kə(r) /
- en-	Large / lɑ :dʒ /	→	enlarge / in'lɑ :dʒ /
	Vision / 'viʒn /	→	envision / in'viʒn /
	Danger / 'deɪndʒə /	→	endanger / in'deɪndʒə(r) /
	Rich / rɪtʃ /	→	enrich / in'rɪtʃ /
- re-	Arrange / ə'reɪndʒ /	→	rearrange / ri:ə'reɪndʒ /
	Build / bɪld /	→	rebuild / ri:'bɪld /
	Order / 'ɔ :də /	→	reorder / ri:'ɔ :də /
	Do / du: /	→	redo / ri:'du: /
- over-	Crowded / 'kraʊdɪd /	→	overcrowded / ɔvə'kraʊdɪd /
	Come / kʌ m /	→	overcome / ɔvə'kʌ m /
	Work / wɜ:k /	→	overwork / ɔvə'wɜ:k /
- under-	Pay / peɪ /	→	underpay / ʌ ndə'peɪ /
	Weight / 'weɪt /	→	underweight / ʌ ndə'weɪt /
	Sell / sel /	→	undersell / 'ʌ ndə'sel /

Exception:

Statement / 'steɪtmənt /	→	understatement / 'ʌ ndəsteɪtmənt /
Growth / grouθ /	→	undergrowth / 'ʌ ndəgrouθ /
Ground / graʊnd /	→	underground / 'ʌ ndəgraʊnd /
Pants / pænts /	→	underpants / 'ʌ ndəpænts /

I.4. Suffixes carrying primary stress themselves

- **'ade** Blockade / blɒ 'keɪd /

Exception: Comrade / 'kɒ mɪd /

Marmalade / 'mɑ :məleɪd /

- 'ee	Guarantee	/ gærən'ti: /
	Refugee	/ refju:'dʒi: /
	Absentee	/ æbsən'ti: /
Exception:	Coffee	/ 'kɔ fi /
	Committee	/ kə'miti /
- 'eer	Engineer	/ endʒi'niə /
- ese	Chinese	/ tʃai'ni:z /
	Journalese	/ dʒə:nə'li:z /
- 'oo(-)	Bamboo	/ bæm'bu: /
	Balloon	/ bə'lu:n /
- ette	Cigarette	/ sigə'ret /
	Novelette	/ nɔ və'let /
- 'esque	Picturesque	/ piktʃə'resk /
- 'ique	Unique	/ ju:'ni:k /
- 'ain (for verbs only)		
	Entertain	/ entə'tein /
	Ascertain	/ æsə'tein /

I.5. Stress that do not change by part of speech

In English, there are many words which are both nouns and adjectives, both adjectives and verbs, both verbs and nouns....

When we change their part of speech, their stress placement is still preserved.

Narrow (adj) / 'nærəu /	Narrow (v) / 'nærəu /
Cover (v) / 'kʌ və /	Cover (n) / 'kʌ və /
Experience (n) / iks'piəriəns /	Experience (v) / iks'piəriəns /
Finish (v) / 'finiʃ /	Finish (n) / 'finiʃ /
Glimmer (n) / 'glimə /	Glimmer (v) / 'glimə /
Hammer (n) / 'hæmə /	Hammer (v) / 'hæmə /
Label (n) / 'leibl /	Label (v) / 'leibl /
Lavish (adj) / 'læviʃ /	Lavish (v) / 'læviʃ /
Manifest (adj) / 'mænifest /	Manifest (v) / 'mænifest /

Treasure (n) / 'treʒə /	Treasure (v) / 'treʒə /
Profit (n) / 'prɒ fit /	Profit (v) / 'prɒ fit /
Report (v) / ri'pɔ :t /	Report (n) / ri'pɔ :t /
Struggle (n) / 'strʌ gl /	Struggle (v) / ' strʌ gl /
Practice (n) / 'præktis /	Practice (v) / 'præktis /
Reply (v) / ri'plai /	Reply (n) / ri'plai /
Water (n) / 'wɔ :tə /	Water (v) / 'wɔ :tə /
Garden (n) / 'gɑ :dn /	Garden (v) / 'gɑ :dn /
Regret (v) / ri'gret /	Regret (n) / ri'gret /
Open (adj) / 'oʊpən /	Open (v) / 'oʊpən /

II. Moving stress

II.1. Stress that change by part of speech

In English, there are several dozen pairs of two-syllable words with identical spelling which differ from each other in stress placement, apparently according to word class (noun, verb, adjective). All appear to consist of prefix plus stem. When a pair of prefix-plus-stem words exists, both members of which are spelt identically, one of which is a verb and the other is either a noun or an adjective, the stress will be placed on the second syllable of the verb but on the first of the noun or adjective.

NOUNS / ADJECTIVES

Abstract / 'æbstrækt /

Absent / 'æbsənt /

Conduct / 'kɔ ndʌ kt /

Conflict / 'kɔ nflikt /

Contest / 'kɔ ntest /

Decrease / 'di:kri:s /

Increase / 'inkri:s /

Envelope / 'enviloup /

Escort / 'eskɔ :t /

VERBS

Abstract / æb'strækt /

Absent / əb'sent /

Conduct / kən'dʌ kt /

Conflict / kən'flikt /

Contest / kən'test /

Decrease / di'kri:s /

Increase / in'kri:s /

Envelope / in'veləp /

Escort / is'kɔ :t /

Exploit / 'eksplɔ it /	Exploit / iks'plɔ it /
Export / 'ekspɔ :t /	Export / eks'pɔ :t /
Import / 'impɔ :t /	Import / im'pɔ :t /
Perfume / 'pə:fiu:m /	Perfume / pə'fju:m /
Perfect / 'pə:fikt /	Perfect / pə'fekt /
Present / 'preznt /	Present / pri'zent /
Produce / 'prɔ dju:s /	Produce / prə'dju:s /
Rebel / 'rebl /	Rebel / ri'bel /
Surmise / 'sə:maiz /	Surmise / sə'maiz /

II.2. Suffixes that influence stress in the stem

In *Pronunciation Exercises for ESL (Advanced Level)* of Gary Esarey (1995:95) and *English phonetics and phonology* of Peter Roach (2000:188), when some suffixes are added to words, stress may move toward the end of the words. Note the change from one part of speech to another when the suffix is added.

-ity

Stupid / 'stju:pid /	→	stupidity /stju:'pidəti /
Responsible / ri'spɔ nsəbl /	→	responsibility / rispɔ nsə'biləti /
Active / 'æktiv /	→	activity / æk'tiviti /
Capable / 'keipəbl /	→	capability / keipə'biliti /
Sensitive / 'sensətiv /	→	sensitivity / sensə'tivəti /
Sensible / 'sensəbl /	→	sensibility / sensə'biləti /
Relative / 'relətiv /	→	relativity / relə'tivəti /

-ar /al,-cal

History / 'histri /	→	historical / his'tɔ rikəl /
Biology / bai'ɔ lədʒi /	→	biological / baiə'lɔ dʒikəl /
Geology / dʒi'ɔ lədʒi /	→	geological / dʒiə'lɔ dʒikəl /
Accident / 'æksidənt /	→	accidental / æksi'dentl /
Experiment / iks'periment /	→	experimental / eksperi'mentl /
Family / 'fæmili /	→	familiar / fə'miljə /

-ion

Generate / 'dʒenəreit /	→	generation / dʒenə'reiʃn /
Liberate / 'libəreit /	→	liberation / libə'reiʃn /
Imagine / i'mædʒin /	→	imagination / imædʒi'neiʃn /
Educate / 'edju:keit /	→	education / edju:'keiʃn /
Operate / 'ɒ pəreit /	→	operation / ɒ pə'reiʃn /
Admire / əd'maɪə /	→	admiration / ædmə'reiʃn /

-eous

Advantage / əd'vɑ :ntɪdʒ /	→	advantageous / ədvən'teɪdʒəs /
Outrage / 'aʊtreɪdʒ /	→	outrageous / aʊ'reɪdʒəs /

-ious

Injure / 'ɪndʒə /	→	injurious / in'dʒʊəriəs /
Industry / 'ɪndəstri /	→	industrious / in'dʌ striəs /
Bile / 'baɪl /	→	bilious / 'bɪljəs /
Tendency / 'tendənsi /	→	tendencious / ten'denʃəs /

-graphy

Telephoto / teli'fɒtəʊ /	→	telephotography / telɪfə'tɒ grəfi /
Cardiac / 'kɑ :diæk /	→	cardiography / kɑ:di'ɒ grəfi /

-ic

Climate / 'klaɪmɪt /	→	climatic / klaɪ'mætɪk /
Hero / 'hɪərəʊ /	→	heroic / hi'rouɪk /
Angel / 'eɪndʒəl /	→	angelic / æn'dʒelɪk /

Besides, stress placement will be changed when **-ian** is added to words.

This suffix refers to occupation, or nationality. *Xuan Ba (2006:163)*

E.g: Musician	/ mju:'zi:ʃn /
Physician	/ fi'zi:ʃn /
Italian	/ i'tæljən /

II.3. Stress placement within compound words

According to the guides of:

- Peter Roach (2000:190-2)
- XuanBa(2006:166-9)
- The website:

“<http://74.125.155.132/search?q=cache:58twYoeTGzwJ:jpkc.sptpc.com/yuyin2004/jiaoan/13.doc+stress+placement+of+compound+word&cd=28&hl=vi&ct=clnk&gl=vn>”

Some rules of stress placement within compound words will be listed following:

II.3.1. On the first element

The most common type of stress placement within compound words has a primary stress on the first element. This type mostly includes the following cases:

- When the compound noun is formed by noun and noun

E.g:

Life-style	/ 'laɪfstɑɪl /
Stock exchange	/ 'stɒk ɪksʃeɪndʒ /
Toilet-roll	/ 'tɔɪlɪtrɒl /
Birthplace	/ 'bɜːθpleɪs /
Keyboard	/ 'kiːbɔːd /

- When the noun is a special application of the adjective in a compound adjective

E.g:

Ladylike	/ 'leɪdɪlaɪk /
Trustworthy	/ 'trʌst,wəːi /
Henpecked	/ 'henpekt /
Waterproof	/ 'wɔːtə,pruːf /

- When the phrasal and prepositional verbs are used as nouns

E.g:

Set-up	/ 'setʌp /
--------	------------

Lay-off / 'leiɔ :f /

Burn-up / 'bə:nʌ p /

- When the first constituent word is noun and the last constituent one is noun plus –ed at the end

E.g:

Club-footed / 'klʌ bfu:tɪd /

Air-minded / 'eə,mændɪd /

Chicken-hearted / 'tʃɪkɪn,hɑ :tɪd /

- When one of the constituent word is –Ing participle

E.g:

Easygoing / 'i:zi,gouɪŋ /

Washing-machine / 'wɔ ʃɪŋmə'ʃi:n /

Dressmaking / 'dresmeɪkɪŋ /

Safe-breaking / 'seɪf ,breɪkɪŋ /

- When the compounds contain adjective and verbs

E.g:

Speak-easy / 'spi:ki:zi /

Soft sell / 'sɔ ftsel /

Small-scale / 'smɔ :lskeɪl /

- When the compound contains verb and noun

E.g:

Call-number / 'kɔ :l,nʌ mbə /

Do-naught / 'du:nɔ :t /

Birth-control / 'bɜ:θkəntroul /

Brainwash / 'breɪnwɔ ʃ /

- When the adjective is used as a modifier of the noun in the compound noun

E.g:

Greenhouse / 'gri:nhaus /

Yellow-bird / 'jeloubɜ:d /

Blue coat	/ 'blukout /
Black book	/ 'blækbuk /

II.3.2. On the second element

The second type of stress placement within compound words has the primary stress on the second element. It usually includes the following few cases:

- When the noun is used as a modifier of the adjective in the compound adjective

E.g:

Stone dead	/ stoun'ded /
Tax free	/ tæks'fri: /
Sky blue	/ skai'blu: /
User friendly	/ ,ju:zə'frendli /

- When the compound is formed by an adjectival or adverbial first element and the –ed morpheme at the end

E.g:

Heavy-handed	/ hevi'hændid /
Bad-tempered	/ bæd'tempəd /
Cold-hearted	/ kould'hɑ :tid /
Deep-mouthed	/ di:p'mauðd /

- When the compounds take a figure as its first element

E.g:

Three-piece	/ θri:'pi:s /
Second class	/ sekənd'klɑ :s /
First-lady	/ fə:st'leidi /

- When the compounds work as verbs and have an adverbial first element

E.g:

Downgrade	/ daun'greid /
Underline	/ ʌ ndə'lain /
Understand	/ ,ʌ ndə'stænd /

Overdo / ɒvə'du: /

- When the compound nouns are man-made objects

E.g:

Chocolate biscuit / tʃɒ kəlɪt 'bɪskɪt /

Fruit salad / fru:t 'sæləd /

- When the compound works as adverb

E.g:

North-East / nɔ :θ'i:st /

Upstairs / ,ʌ p'steəz /

Indoors / in'dɔ :z /

Head-first / hed'fə:st /

- When the first element of the noun compound is a name

E.g:

Oxford Road / ɔ ksfəd 'rɔud /

Victoria Mansions / vɪk'tɔ :rɪə 'mænjns /

- When the compound is combined by two nouns in which the first element is the material of the second one

E.g:

Paper bag / peɪpə'bæg /

Brick house / brɪk'haʊs /

Stone bridge / stəʊn'brɪdʒ /

CHAPTER 3: STRESS ERRORS MADE BY VIETNAMESE STUDENTS, REASONS AND SOME IMPLICATIONS.

I. Findings

The survey which has been completed by asking students to read a given text of 393 words (there are 117 poly-syllabic words) which was recorded to analyze has indicated that stress errors have become a real problem to concern. Apart from all proper names and particular place names which have their own way of pronouncing, stress errors were counted in those poly syllables. Group 1 (the first year students) had made a total of 76 errors, responsibly counted from 16 to 23 each student. To group 2 (the second year students) the total errors were 60, ranging from 11 to 20 of each. And the last group – group 3 (third year students) also made 30 errors even when they have been taught about rules and ways of reading correctly. (See the table 1 given below).

Group of student	S1	S2	S3	S4	Total of errors
Group 1 (First year)	19	16	18	23	76
Group 2 (Second year)	17	20	11	22	60
Group 3 (Third year)	7	10	5	8	30

Table 1: Result of the analysis of poly-syllabic words stress errors in the students' reading.

The data in *table 2* also shows that there are some certain poly- syllabic words in that text which were very often read incorrectly.

Words	Number of students made errors/ total students
Record (v & n)	11/12
Thirteen	10/12
Fourteen	8/12
Religious	7/12
Television	5/12
Regularly	4/12
Popular	4/12

Table 2: Poly-syllabic words with high frequency of stress errors

II. Reasons

By recording and analyzing the text given to students to read, it truly shows their great difficulties in English communication. Stress errors are still made by most of students although they are from the junior to the senior ones. The stress errors belong to one of the two reasons as follow (or both of them):

- a. Primary and/ or secondary stress falls on the wrong syllable
- b. All the syllables are stressed.

As a result, a number of questions are raised about this problem. What are the consequences of stress errors in spoken production and perception ? What are the reasons of these errors? What should be done to help students avoid and correct these errors – in case they have completed those already?

Undoubtedly, stress errors do effect English production and perception. Stress patterns are said to be crucial in pronunciation of poly-syllabic words because they affect the syllables and the segments that constitute syllables. The certain English nouns and verbs such as REcord – reCORD; PREsent – preSENT; SUBject – subJECT; CONtract – conTRACT... are the good illustrations for it. Thus, should those words, in particularly, are uttered wrongly, it might cause the misunderstanding between the speakers and the listeners, or in other words, it does hinder the communication by requiring the guess-work or implications of those related to this conversation. The following example will show that more clearly. “A pilot once told a story about a member of his cabin crew informing him that they had an inVALid passenger on board. The pilot was a bit confused and wondered if the passenger didn’t have a ticket or wasn’t on the roster. He couldn’t figure out what the problem was. It wasn’t until the flight attendant continued to explain that the passenger was in a wheel chair and had special needs that the pilot realized he meant to say INvalid!”

This is a perfect example of how inaccurate word stress can cause problems. And in this case, both the pilot and the flight attendant were non-native English speakers.

(<http://hansenslt.com/articlewordstress.html>)

Why do Vietnamese students make the wrong stress placement? What can be the causes of those errors? If the answers to these questions can be found, it is hoped that something could be done to help students to avoid/ correct them. Do such errors as noted above necessarily belong to the negative language influence? In Vietnamese, all words can be said to be the mono-syllabic words (with some exceptions of compound words, which also have separate syllable and distinctive tone. For example: *long lanh, rung rinh, dat dao...*). Such difference between Vietnamese and English might cause obstacles for Vietnamese learners when they learn how to pronounce poly-syllabic words with stress patterns in English. Very often, Vietnamese students, especially the beginners, tend to pronounce all the syllables with the same loudness, length and pitch – these called “*prominences*” – thus give the full stress to all syllables. This characteristic should be considered as a negative influence of our mother tongue. Therefore, it can be counted for the reasons why stress errors occur.

Another possible reason is 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 student might meet the word “record” as a verb, and he learns to pronounce it correctly. Another time, he sees that word again, but this time as a noun. But he made a stress error of overgeneralization and pronounces it like a verb. In English, stress placement can be changed by part of speech. So, it is also one reason that students are often faced.

There is one more reliable source that results in this phenomenon. In Vietnam , a very good consultant of Vietnamese students whenever they have any difficulty in pronunciation and word stress is the dictionary. Yet, in Vietnam

there are many kinds of dictionary which is available for learners. For instance, there are dictionaries of high quality such as “The Oxford Advanced Learners’ Dictionary” or “The Dictionary for Learners (Collins)”, etc. On the other hand, there are also kinds of badly designed and unreliable quality dictionaries. One of those is the bilingual pocket dictionary by Le Ba Kong in which all English words are given with Vietnamese “equivalent” of pronunciation, and often without stress. For example : record [ri cod] , thirteen [sot tin]... It can be seen clearly how many problems those dictionaries may cause to the learners rather than to help them. Even with the very good dictionaries, if the students do not get familiar with the different ways or different transcription symbols; they are likely to be confused. That confusion might lead to the situation of making such errors in stress mentioned above. So, some unperfect dictionaries are some of the reasons which cause stress errors.

In the process of learning and teaching, Vietnamese learners tend to pay more attention to the fluency (how fast they could speak) and to the number of vocabulary (how many words they could remember); but less attention to the accuracy (how they could speak a sentence with correct stress and intonation). By that, there should be some changes in the students’ awareness in the ways of learning English professionally.

III. Some implications

In the Findings and Discussions, there are some typical examples of stress errors and there also are some possible reasons for that. In this part, I’d like to give out some implications in order to help students to avoid and to correct those kinds of errors. It is hoped to be useful.

- Whenever you learn a new word, do not forget to learn its transcription and its stress as well.

- Speak out that new word with correct stress pattern until you have the feeling of having that “correct” word on your own.

- Pay more attention to the words that have different grammatical meanings simultaneously, such as a verb, a noun, an adjective...

- Try to correct step by step your known-words, which are pronounced wrongly by looking it up again in the dictionary or by asking other people.

- Listen intensively while others speaking and do the correction work to yourselves if there are any stress errors in those talks.

- Do not try to speak so quickly. Sometimes it is that effort will damage your English.

Reading text

Elvis Presley - Story of a Superstar

When Elvis Presley died on 16th August, 1977 , radio and television programs all over the world were interrupted to give the news of his death. President Carter was asked to declare a day of national mourning. Carter said: “Elvis Presley changed the face of American culture... He was unique and irriplaceable”. Eighty thousand people attended his funeral. The streets were jammed with cars, and Elvis Presley’s films were shown on television, and his records were played on radio all day. In the year after his death, 100 million Presley LPs were sold.

Elvis Presley was born on January 8th , 1935 , in Tupelo , Mississipi. His twin brother, Jesse Garon, died at birth. His parents were very poor, and Elvis never had music lessons, but he was surrounded by music on an early age. His parents were very religious, and Elvis regularly sang at Church services. In 1948, when he was thirteen, his family moved to Memphis , Tennessee . He left school in 1953 and got a job as a truck driver.

In the summer of 1953 Elvis paid \$4 and recorded two songs for his mother’s birthday at Sam Phillips’ Sun Records studio. Sam Phillip heard Elvis and asked him to record “That’s All Right” in July 1954. 20,000 copies were sold, mainly in and out the Memphis . He made five more records for Sun, and in July 1955 he met Colonel Tom Parker, who became his manager in November. Parker sold Elvis’s contract to RCA Records. Sun Records got \$ 35,000 and Elvis got \$ 5,000. With the money he bought a pink Cadillac for his mother. On January 10th, 1956 , Elvis recorded “Heartbreak Hotel”, and a million copies were sold. In the next fourteen moths he made another fourteen records, and they were all big hits. In 1956, he also made his first film in Hollywood .

PART THREE: CONCLUSION

I. Summary of the study

I myself find that English is the most popularly used language for all aspects in our society: economy, politics, education, culture...It also is common language among people of different geographical locations. While communicating with foreigners, sometimes, we often make mistakes because we misunderstand what they said. Syllable stress is one of the factors which helps reduce misunderstanding and increase the degree intelligibility between speakers and listeners.

My research, a study on English syllable stress, consists of three chapters: Chapter 1 gives an overview of syllable stress and some concept related, Chapter 2 shows the detailed main rules of English syllable stress, and Chapter 3 indicates some findings of stress errors made by Vietnamese students, reasons and some implications.

After completing thr research, I acquire valuable experiences. I know the detailed rules of syllable stress. So now I can predict stress placement more easily and feel more confident when speaking English.

II. Suggestions for further study

Syllable stress is a large part for English learners to research. To me, because of the limitation of time and knowledge, I just study a small piece in what called syllable stress issue. Thus, I really hope that I can do further on:

Stable stress, moving stress, other rules of stress and collecting more exceptions.

REFERENCES

1. Peter Roach (2000) English phonetics and phonology. The United Kingdom: Cambridge University Press
2. Gary Esarey – Pronunciation Exercises for ESL (Advanced Level). The University of Michigan Press.
3. Xuan Ba – The way to pronounce and stress English. The high-school teachers' college Publishing House.
4. Nguyen Bao Trang M.A, Dinh Quang Khieu M.S – English phonology. The Hanoi National University Publishing House.
5. Lac Viet – multimedia tool for building multilingual dictionaries.
6. <http://74.125.155.132/search?q=cache:58twYoeTGzWJ:jpkc.sptpc.com/yu yin2004/jiaoran/13.doc+stress+placement+of+compound+word&cd=28&hl=vi&ct=clnk&gl=vn>
7. <http://web.hanu.vn/en/mod/forum/discuss.php?d=104>
8. <http://wals.info/feature/description/14>
9. <http://www.englishclub.com/pronunciation/word-stress-rules.htm>
10. <http://esl.learnhub.com/lesson/640-syllable-stress>
11. <http://www.ingilish.com/englishsyllablestress.htm>
12. <http://hansenslt.com/articlewordstress.html>