AN ANALYSIS OF ENGLISH LEXICAL STRESS PATTERNS BY PASHTUN ESL LEARNERS

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An Analysis of English Lexical Stress Patterns by Pashtun ESL Learners

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ABSTRACT

Thesis Title: An Analysis of English Lexical Stress Patterns by Pashtun ESL Learners

This research study investigates the lexical stress patterns and stress-related errors in the pronunciation of the Pashtun English as a Second Language (ESL) learners. The subjects selected for this study were sixty students of undergraduate level, studying in the Department of English, University of Malakand, Pakistan. The subjects were asked to read the list of words and sentences that contained the sample words with various number of syllables and stress positions. In order to find out the patterns used and deviations committed by the subjects in pronunciation with respect to the English lexical stress, the researcher selected one hundred and fifty disyllabic and tri-syllabic words commonly in use at this level. The words were divided into five groups in terms of the number of syllables and the position of stress in the words. The participants' performance was recorded through a mic connected to a laptop and the audios were analyzed through the PRAAT software. After analyzing the data, it was found that the subjects put stress mostly on the second syllable in all the disyllabic words and on the third and sometimes on the second syllable in the tri-syllabic words. In addition, the subjects mostly used the acoustic feature of intensity to determine stressed syllables in the words. The results also revealed that these deviations were committed because of the differences of the stress-patterns of the Pashtu and English languages and the interference of the learners' mother tongue in their target language (English). The researcher suggests that the learners should be exposed to the native speakers of English and should be made aware of the lexical stress patterns of English to overcome the problems they face with regard to the lexical stress of the English language.

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KEY WORDS

- 1. Pronunciation
- 2. Supragegmental feature
- 3. Lexical stress
- 4. Stress patterns
- 5. Acoustic features of lexical stress
- 6. Pashtun English as a Second Language (ESL) learners

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DEDICATION

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CHAPTER 1

INTRODUCTION

Pronunciation is a very important aspect of second language (L2) learning and during the process of L2 learning, learners initially make certain segmental and suprasegmental errors in speaking. *Segmentals* signify the vowel and consonant units of language while *suprasegmentals*, also known as *prosodic forms*, are the features like stress, pitch, rhythm, intonation and juncture (Riney & Hsies, 1993). Most of the modern linguists and researchers give primary importance to the suprasegmental features of pronunciation. Gilakjani (2012), for instance, is of the view that in former approaches, the main focus has been on the segmental features while the more modern researches mainly concentrate on suprasegmental features. To him, the ultimate aim of ESL learners is to master intelligible pronunciation instead of adopting perfect accent because the approach of Teaching English as a Foreign Language (TEFL) is concerned with suprasegmental features. It can enhance the intelligibility of learners, so, the suprasegmental features of pronunciation should be given more emphasis than the segmental ones. Hsieh, Johnson & Koehler (1992, as cited in Checklin, 2012, p.3) add that "errors in suprasegmental features may affect the comprehension more seriously than the segmental errors".

According to Cutler (1980), errors in lexical stress are the most commonly and easily collected ones among suprasegmental errors and can lead to deeper confusion. Checklin (2012) and Fromkin, Rodman & Hyams (2014) are of the view that there are two types of languages in terms of pronunciation. In syllable-timed languages such as French, Talugu and Yoruba, all the syllables of words are stressed equally; contrarily, Russian, Arabic and English are stressed-timed languages in which the position of stress on syllables is not fixed. In these languages, some syllables in words have more prominence, others are less prominent and some have no prominence at all. Checklin adds that in English, as a stressed-timed language, di-syllabic words have one syllable more prominent than others. Similarly, in poly-syllabic words, one syllable has more prominence; others have less prominence, and some others are not stressed at all.

Just like the English lexical stress system, the placement of primary stress in Pashtu words is also not predictable and the spelling of a word does not indicate the position of stress. As a result, the foreign learners of Pashtu language must ask the Pashtu native speakers for the correct position of stress in a word (Tegey & Robson, 1996). In Pashtu language, the same polysyllabic word is stressed differently in different contexts, for example, /zə bə ke'nəm/ "I will be sitting" and / z<u>ə bə 'kenəm</u> / "I will sit" (Penzl, 1955, as cited in Henderson, 1998, p.3). Same is the case with the words [prewatil] "to fell" and [préwatal] "they fell". But according to Henderson (1998) and Tegey & Robson (1996), there are some fixed rules for some native Pashtu words. According to them, in the native Pashtu words, the primary stress generally falls on the last syllable if the final sound of the syllable is a consonant and it falls on the penultimate syllable if it ends in vowel. Similarly, some affixes in Pashtu language such as /aan/ "animate plural" and /una/ "inanimate plural", for example, pomegranates /ənar'<u>unə</u>/ always take the primary word stress. As these rules of Pashtu stress may be in contrast with that of the English stress, the learners of English with Pashtu as their L1 may make errors in the production of English lexical stress.

In English, errors in word-stress can lead to a significant decrease in intelligibility (Bond, 1999; Cutler & Clifton, 1984; Field, 2005 & Gallego, 1990, as cited in Checklin, 2012). For instance, the words *comment* and *perfectionist* can be comprehended as *commend* and *perfect shnist* if they are stressed wrongly, (Cutler, 1980). It has been observed that the learners of English with Pashtu as their L1 make certain errors during speaking in the suprasegmental feature (stress) of the English language. Stress related errors are seen in their pronunciation during the articulation of the di-syllabic and multisyllabic English words. Keeping in view the importance of the suprasegmental feature (stress) and its impacts on the intelligibility, the researcher intends to conduct a systematic investigation into this area.

1.1 Statement of the Problem

Pronunciation is an integral part of L2 learning, and it can have a deep effect on the

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intelligibility of not only the L2 learners, but also the native speakers who are engaged in interaction with the second language learners. Most of the modern researchers, such as Gilakjani (2012), O'Brien (2004, as cited in Schaetzel, 2009), Vafaei, Sadeghpour, & Hassani (2013), are of the view that suprasegmental features, entailing stress, pitch, intonation and linking, are more important and should be given more importance than the segmental ones. On the other hand, the stress patterns of Pashtu language, in fact, differ from that of the English language. Since the Pashtun speakers of English are not aware of the stress patterns of the English language, they make certain errors in the pronunciation of the suprasegmental features such as stress pattern of the English language. The lexical stress of English is known as 'phonemic stress' or 'functional stress', signifying a type of stress which changes in a word position may lead to a considerable change in the meaning of that word. Instances include: *conduct* and *conduct*; *August* and *august*; *digest* and digest; present and present; object and object; and pervert and pervert. Resultantly, the intelligibility of the Pashtun English speakers with the native speakers of the English language gets affected up to a great extant. They face great difficulties when they communicate with the native speakers of English because being the speakers of a stresstimed language, the English people tend to focus on lexical stress in order to determine the length and meanings of utterances in conversation. This study intends to identify the errors committed by the Pashtun ESL leaners and suggest remedies in the area of pronunciation specifically the stress patterns of English.

1.2 Objectives of the Study

There are two main objectives of this research study. They are:

- To explore the lexical stress patterns in the English pronunciation of the Pashtun • ESL learners; and
- To find out the errors committed by the Pashtun ESL learners with respect to the • stress-patterns of the English language.

1.3 **Research Questions**

This research study is focused on finding answers to the following questions:

(1) What lexical stress patterns exist in the English pronunciation of Pashtun ESL

speakers?

(2) How are their lexical stress patterns deviant from the norms of English pronunciation?

1.4 Research Methodology

The details of the methodology used by the researcher for this research study are as follow:

1.4.1 Research Tools and Participants of the Study

For the collection of data, the researcher used the following research tools and participants.

1.4.1.1 Loud Reading of Words and Sentences

The research tool used in this research study was a list of words and sentences which were read aloud by the students. In order to investigate the stress-related errors and the lexical stress patterns in the English pronunciation of the Pashtun ESL learners, the researcher selected sixty students from the department of English of the University of Malakand, Khyber Pakhtunkhwa (Pakistan). For the collection of data from the participants, the researcher selected 150 most familiar words including disyllabic to trisyllabic words and the words were divided into five groups in terms of the number of syllables and the position of stress in the words (see appendix A). In addition, the disyllabic words were contextualized in sentences and those sentences were taken from the textbooks of English taught at intermediate level in Khyber Pakhtunkhwa (KP). The purpose of this contextualization was to highlight the grammatical categories of the words. Since the list contained the disyllabic words which, when used as nouns/adjectives, are pronounced with the first syllable stressed and when used as verbs, are pronounced with the second syllable stressed. For getting an oral-verbal response from the participants, each of them was asked individually to read the list of words and sentences that contained the sample words of the study and their voices were recorded through a mic connected to laptop.

1.4.1.2 Procedures of Data Analysis

For the analysis of the collected data, the researcher used the *PRAAT* software in order to get reliable and authentic quantitative results. To do so, the researcher first

measured the three acoustic features of lexical stress, i.e. pitch, intensity (loudness) and duration, in each sample word of the study read aloud by the participants (see appendix B). Then, the performance of the participants (words read aloud) was transcribed into the phonetic symbols of the English language. Finally, the participants' performance was compared with the correct pronunciation of the words (with correct lexical stress-position) given in the Oxford Advance Learners Dictionary (8th edition, 2010) and Cambridge Advance Learner's Dictionary (version 1.0, 2003) to find out the English stress patterns and stress-related errors in the English pronunciation of the participants.

1.5 Theoretical Framework

The theoretical framework used for this research study was the theory of Error Analysis (EA). The foundation of Error Analysis was first of all laid by the British applied linguist, Pit Corder, in 1967, and then further advanced by Carl James in 1998. Error Analysis, according to James (1998), refers to "the process of determining the incidence, nature, causes and consequences of unsuccessful language" (p.1). It involves, first, an objective or independent description of the L1 and also of the L2 of language learners, and then, a comparison of the two in order to locate mismatches between the two languages (James, 1998). The importance and procedure of Error Analysis is discussed in detail in the third chapter of this study.

1.6 Significance of the Study

This study is significant as very little systematic work has been done so far in this area. It will help the students to improve their speaking skills along with correct pronunciation with special attention to the suprasegmental feature (stress) of the English language. Moreover, to the English language teachers, it would provide certain useful ideas to cope with the problems and difficulties of ESL learners (especially the learners of English with Pashtu as their L1). In addition, it will facilitate the curriculum designers in incorporating study materials for the Pashtun ESL learners, particularly the ones studying at BS-level in universities in Khyber Pakhtunkhwa, Pakistan.

1.7 Area of the Study

The area of this research study is linguistics. Therein, it belongs to phonetics and

phonology. In phonetics, it comes under the ambit of acoustic phonetics because it deals with the acoustic features of lexical stress and in phonology, it belongs to suprasegmental phonology.

1.8 Delimitation

The researcher had to delimit this research study in order to make it easily and properly manageable with in the limited time span. The study was restricted only to the lexical stress, and sentence-stress has been excluded from the ambit of this study. In addition, the study was confined only to the English di-syllabic and tri-syllabic words. Words that contained more than three syllables were not included in the investigation of this study. Furthermore, in terms of data collection, the study was delimited only to the students studying at undergraduate level in the department of English at University of Malakand. Finally, the study was restricted to the Pakhtu (the hard dialect) of Pashtu language.

1.9 Chapters Breakdown

The organization of the chapters of this study is as follows. The first "Introduction" chapter of this research study briefly introduces the topic and provide a thesis statement. The second chapter "Literature Review" briefly reviews the available literature in the area of lexical stress, pronunciation, and error analysis. In the third chapter "Research Methodology", the researcher elaborates on the tools, instruments and techniques which were used for the collection and analysis of the data for this study. The fourth chapter "Data Presentation, Analysis and Findings" presents and analyze the collected data, and the final and fifth chapter "Conclusions and Recommendations" contains the conclusions and recommendations that were given by the researcher in the light of this study.

In this chapter, the researcher briefly introduced the present research study, focusing on the general background, objectives, significance and methodology of the study. In the next chapter, the researcher critically reviews various research studies related to the various aspects of pronunciation in different languages in relation to English.

CHAPTER 2

LITERATURE REVIEW

In the previous chapter, the researcher put forward the research problem, objectives, research questions, significance of the study and the methodology of the study. In this chapter, the researcher provides a precise and critical review of the related literature. In doing so, the researcher intends to focus on the various patterns of pronunciation. In addition, the stress-patterns of various languages are brought under discussion from the perspective of English as a foreign/second language learning. The main focus, however, will be on the patterns and deviations in the suprasegmental feature (lexical stress).

2.1 The Pashtu Language

The Pashtu language is the native language of a nation known as Pashtuns (also known as Pathans) in Afghanistan, Pakistan and some areas of Iran. The language, according to Rahman (1995) and Ager (2017), belongs to the Southeastern Iranian or Western Iranian (Henderson, 1998 and Hallberg, 1992) branch of Indo-Iranian languages and has the following three major varieties. The Northern Pashtu and the Central Pashtu that are spoken mainly in Pakistan and the Southern Pashtu that is spoken mainly in Afghanistan. However, Henderson (1983) mentions four main varieties of the Pashtu language

2.1.1 The Speakers of Pashtu Language

Pashtu is the mother tongue of most of the people in Afghanistan and most people of Pakistan. The exact number of the speakers of Pashtu language all over the world is not certainly known but the estimated number ranges from 45 to 55 million (Ager, 2017) or from 50 to 60 million Lewis (2009, as cited in Mahmood 2013). In Afghanistan, it is spoken as a mother tongue by 11-15.4 million and as a second language by 2.8-7.8 million people and the total number ranges from 18 to 19 million. Similarly, in Pakistan, it is one of the four main regional languages of the country and has got native speakers up to 15 percent

of the total population of Pakistan. Apart from KP where it has got a provincial status and is the native language of most of the people, it is widely spoken in many regions of the country such as Federally Administered Tribal Areas (FATA), the cities of Sindh including Karachi and Hyderabad, some regions of Balochistan such as the provincial city Quetta and even in many areas of Panjab such as Mianwali and Attock. Moving to international level, according to Ager (2017), quite noticeable Pashtu-speaking communities are found in many countries of the world including Iran, Saudi Arabia, United Arab Emirates, Qatar, Russia, Thaialand, Japan, Sweden, Canada and even in United Kingdom and United States.

2.1.2 The Official Status of Pashtu Language

Pashtu has an official and national status in Afghanistan and provincial status in Pakistan. It has been the national and official language of Afghanistan since 1936 (Ager, 2017) and is still used as official language along with another language *Dari*. Rahman (1995) adds that the very first constitution of Afghanistan was written in Pashtu and Dari languages. Furthermore, the national anthem of the said country is also in the Pashtu language.

In Pakistan, according to Rahman (1995), there exist four major nationalities, Panjabis, Baluchis, Sindhis and Pashtuns. These nationalities are mainly based on the four regional languages of the country, i.e. Panjabi, Baluchi, Sindhi and Pashtu. Though Pashtu is not used as an official language in any region of the country but it has got a provincial status. In educational domain, it was since 1940s that Pashtu was used as a medium of instruction in all the primary schools of KP, and now, it is taught as a compulsory subject up to grade five in the public schools of Khyber Pakhtunkhwa, one of the four provinces of Pakistan.

2.1.3 The Linguistics of Pashtu Language

Like every other language, Pashtu also has its own orthographical, syntactical, phonological and semantic features. Some of these features of the Pashtu language, with special emphasis on their deviations from the features of English, are briefly discussed below. This is worth mentioning that forthcoming discussion about the linguistic features of the Pashtu language should be considered from the point of view of Pashtu as a foreign language learners having English as their mother tongue.

2.1.4 The Orthography of Pashtu Language

Pashtu is written in Perso-Arabic script (Miller & David, 2014) or Arabic-Persian script (Penzl, 1951). Its writing system is basically a modified version of Arabic (Baker & Sadiqi, 2016) and Persian (Mahmood, 2013) and just like the Arabic and Persian writings, the writing of Pashtu also starts from right and goes towards left. According to Azami (2009) and Mahmood (2013), the total number of the letters of alphabet in the Pashtu language is 45. In addition, it contains 4 diacritic marks which change the vowel sounds but unlike Arabic language, Pashtu language is written mostly without diacritic marks and this creates problems for the learners and foreign readers of the Pashtu language. Following is the table of the diacritic marks of the Pashtu language.

2.1.4.1 Diacritic Marks of Pashtu Language

Table 1

Diacritic Marks of the Pashtu Language

Diacritic	<u>Unicode</u>	Name	<u>Translit.</u>	<u>IPA</u>	<u>Latin</u>
ó	U+064E	Zwar	A	[a]	A
ō	U+0659	Zwarakay	Э	[ə]	Э
Q	U+0650	Zer	Ι	[i]	Ι
்	U+064F	Peš	U	[u]	U

https://en.wikipedia.org/wiki/Pashtu_alphabet

2.1.4.2 Connecting and Non-Connecting Letters

Baker & Sadiqi (2016) mention that unlike the Roman script, there are two types of letters in the Pashtu language known as *connecting letters* and *non-connecting letters*.

Connecting letters are those which are joined by the following letter while the nonconnecting ones are not joined by the following letter. Most of the letters of the Pashtu language are connecting and only ten of them are non-connecting which are as follows.

(Baker & Sadiqi, 2016, p.4) ادذډر ړ ز ژ ږ و

2.1.4.3 Difficulty in Pashtu Script for the Learners of Pashtu

Baker & Sadiqi (2016) add that these connecting and non-connecting letters often produce difficulty for the learners of Pashtu having an L1 with Latin script. A letter in Latin script can have only two possible shapes, i.e. the capital letter and the small latter. On the other hand, in the Pashtu language, a connecting letter can have four different shapes based on its position of placement in a word (indicated by the diacritic marks). In addition, unlike the Latin script, the size (width) of a letter also changes because of the changing its position of placement in a word. Issues like these make it difficult for the learners of Pashtu to recognize the connecting letters of Pashtu when they occur in a position other than isolated. The non-connecting letters, since they never join the following letters, create gaps inside words which are sometimes taken as *word-break* by the learners of Pashtu and make difficulty for the learners in recognizing the beginning and end of a word.

2.1.5 The Grammar of Pashtu Language

A normal Pashtu sentence takes the word order of SOV, means subject, object and verb, (Azami, 2009; Mahmood, 2013; and Tegey & Robson, 1996). According to these researchers, as verb occurs in the last of a sentence, so all the verbal modifiers (adverbs) in the Pashtu language precede the verb. In addition, to form a simple yes-no question, a Pashtu statement does not undergo any structural change except a rise in the pitch and intonation at the end of the sentence. However, for making the question-word interrogatives, the appropriate question-words have to be put in their proper positions, such as $\frac{1}{2}$ (who), $\frac{1}{2}$ (what), $\frac{1}{2}$ (when), $\frac{1}{2}$ (how), $\frac{1}{2}$ (where), $\frac{1}{2}$ (which) and $\frac{1}{2}$ (why).

2.1.5.1 The Verb Be

Unlike the English language, which has got only three forms of the verb *b*e, including *is, am* and *are,* the Pashtu language has seven forms of the verb *be*. Azami (2009, p.11) and Tegey & Robson (1996, p. 92) mention the form of the Pashtu verb *be* which are as

follows.

i.	Za yam :	I am.

- ii. Ta ye: you (singular) are.
- iii. Tåse yåst: you (plural) are
- iv. Day day: he is
- v. Då da: she is
- vi. Muzh yu: we are
- vii. Dui di: they are

The Past form of the verb be have got rather eight forms, which are mentioned below.

- i. Za **wam**: I **was.**
- ii. Ta we: you (singular) were.
- iii. Tåse wai: you (plural) were
- iv. Day wo: he is
- v. Då wa: she was
- vi. Muzh wu: we were
- vii. Dui wu: they were
- viii. Dui wei: they (feminine) were

2.1.5.2 Phrase Rules in Pashtu Language

The phrase rules of Pashtu, the Noun Phrase (NP) and Verb Phrase (VP) particularly, are also in sharp contrast with those of the English. Unlike the phrase rules of English which is a *head-first* language, according to Ahmad, Khan, Orakzai, Ali, & Ahmad (2012), the NP and VP of the Pashtu language always take the head-final parameter. Though some functional word classes carry the head-first parameter also. The Prepositional Phrase (PP) projection is rather much more complicated in Pashtu than English because here the Pashtu language exhibit "mixed headedness" p.3), i.e. pre-position and postposition. However, the Pashtu language contains a unique rule regarding the PP projection known as the "*pre-post-position*" (Tegey & Robson, 1996, p.154) or "*circumposition*" (Brugman, 2014; Miller & David, 2014, p.329) according to which, a noun object is positioned between a pre-position and a post-position. The researchers add that most of adpositions in the Pashtu language are circumpositon/pre-post-positions. Some of the most

commonly used pre-post-positions of the Pashtu language along with examples are presented in the following table.

Table 2

Examples o	f Pre-Post-Positions	of the Pashtu Language

	Pre-post-position:	Example:
'in, at'	په کې [pə ke]	يه کابل کې in Kabul' [pə kābəl ke] يه کابل
'after'	په پـسې [pə pəse]	په درس پسېي [pə dárs pəsé] 'after class'
'on/to'	په باندې [pə bānde]	on the bridge' [pə plá bǎnde] په پله باندې
'with'	له سره (lə sara]	له اسد سره [lə asád sará] with Asad'
'from'	له نه [lə na]	له ليلې نه [lə laylā na] 'from Layla'
'under'	له لائدې [lande] وا]	له پله لاندې [lə plá lände] under the bridge'
'under'	تر لائدي [tər lände]	تر مېز لاندې (under the table [tər méz lånde]
'from'	له ځځه [lə tsákha]	له لوگر څخه (from Logar [1ə logár tsákha]
'up to' (تر …ه پورې [tər … a pore]	تر سهاره پورې [tər sahāra póre] 'until morning'

Tegey & Robson (1996. P.155)

2.1.6 The Phonology of Pashtu Language

The phonological system of the Pashtu language contains thirty-two (Tegey & Robson, 1996) or thirty-four (Wikipedia) consonants, nine pure vowels (Baker & Sadiqi, 2016) and seven diphthongs (Miller & David, 2014). Along with the larger number of consonants than English, the Pashtu language allows up to hundred consonant combinations while English has only thirty-five consonant clusters. The following tables contain all the speech sounds of the Pashtu language along with their phonetic symbols.

2.1.6.1 The Consonant Sounds of Pashtu Language

There are thirty-four consonant sounds in the Pashtu language which are as follows.

Table 3

Consonant Sounds of the Pashtu Language

	<u>Labial</u>	<u>Denti-</u>	<u>Retroflex</u>	<u>Post-</u>	<u>Palatal</u>	<u>Velar</u>	<u>Uvular</u>	<u>Glottal</u>
--	---------------	---------------	------------------	--------------	----------------	--------------	---------------	----------------

		<u>alve</u>	<u>eolar</u>			<u>alve</u>	olar						
	<u>m</u>		<u>n</u>		ŋ						ŋ		
p	<u>b</u>	<u>t</u>	D	t	<u>d</u>					<u>k</u>	g	đ	
		<u>fs</u>	<u>dz</u>			<u>t</u>	<u>d3</u>						
<u>f</u>		<u>s</u>	<u>Z</u>	<u>ş</u>	<u>Z</u>	l	3	ç	j	<u>x</u>	¥		<u>h</u>
			<u>1</u>						j		W		
			<u>r</u>		I,								
		<u>p</u> <u>b</u>	m p b t f s f s	b t D b t D t t t t t t t t t t t t t t t t t t t t t t t	m n m n p b t f f f f f f f f f f f f	m n n m n n p h n p h n f f f f s z f f f f f f	m n n m n n p b t D t d p b t D t d f b t D t d f b t d f f s z s z f s t t f	m n n n p b t D t d p b t D t d t t D t d t t t t D t d t t t t t t t t t t t t t t t t t t	m n n m n n p b t p b t p b t p b t p b t p b t p b t p b t p b t p t t t t <td>m n n m n n p b t D t d t n t d t t t t D t d t t t t D t d t t t t D t d t t t t D t d t t t t D t d t t t t D t d t t t t D t d t t t t D t d t t t t D t d t t t t D t d t t t t t t t t t t t t t t t t t t t t t t t t t t t t t t t <tht< t=""></tht<></td> <td>$\begin{array}{c c c c c c c c c c c c c c c c c c c$</td> <td>$\begin{array}{c c c c c c c c c c c c c c c c c c c$</td> <td>m n n n n n n n p b t D t d r n i n p b t D t d r r i n p b t D t d r r i i n p b t D t d i i i n p b t D t d i i i n p b t D t d i i i n p b t D t d i i i n p b t D t d i i i i p i i i i i i i i</td>	m n n m n n p b t D t d t n t d t t t t D t d t t t t D t d t t t t D t d t t t t D t d t t t t D t d t t t t D t d t t t t D t d t t t t D t d t t t t D t d t t t t D t d t t t t t t t t t t t t t t t t t t t t t t t t t t t t t t t <tht< t=""></tht<>	$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	m n n n n n n n p b t D t d r n i n p b t D t d r r i n p b t D t d r r i i n p b t D t d i i i n p b t D t d i i i n p b t D t d i i i n p b t D t d i i i n p b t D t d i i i i p i i i i i i i i

https://en.wikipedia.org/wiki/Pashtu

2.1.6.2 The Vowel Sounds of Pashtu Language

The vowel sounds of the Pashtu language are presented in the following table.

Table 4

Vowel Sounds of the Pashtu Language	
2	

	Front (unrounded)	Central (unrounded)	Back (rounded)
High	i T		u V
Mid	e	ə	o
Low		a	а

Tegey & Robson (1996, p.17)

2.1.6.3 The Diphthongs of Pashtu Language

According to Miller & David (2014), there are seven diphthong sounds in the Pashtu

language which are as follows.

Table 5				
Diphthong Sounds of the Pashtu Language				
	Front	Central	Back	
Open			Uy	
Mid		әу	Оу	
Low	ay āy aw āw			

Miller & David (2014, p.11)

2.1.6.4 Difficulties in Pushto Phonology for the Learners of Pashtu

In the Pashtu language, there are many sounds that are not present in the English language, so the learner of Pashtu with English as their L1 face serious difficulties in the articulation of those sounds. Following is a brief discussion about the problem of pronunciation faced by the English people while learning Pashtu.

2.1.6.4.1 Difficulties in Consonants

According to Tegey & Robson (1996) and Azami (2009), the major difficulty in the articulation of Pashtu consonants faced by the learners of Pashtu with English as their mother tongue take place in those Pashtu consonant sounds which do not exist in the English language. Following is a list of some of the most problematic Pashtu consonant sounds for the learners of Pashtu.

Table 6				
Problematic Pashtu Consonants				
S.No	Pashtu Pronunciation	English Pronunciation (IPA)		
1.	/خ/	/kh/ or /x/		
2.	/ق/	/q/		
3.	/غ/	/gh/		
4.	/3/	/?/		

5.	/ړ /	/r/ or /I_/
6.	/ڼ/	/nr/ or /ŋ/
7.	/ځ/	/tz/
8.	/ځ/	/ts/
9.	/بنن/	/kh/ or /sh/
10.	/ط/	/ <u>t</u> /
11.	/ظ/	/z/
12.	اص/	/s/
13.	/ض/	/ ġ /

Tegey & Robson (1996, pp.12-13) and Azami (2009, pp.7-8)

3.1.6.4.1 Difficulties in Vowels

Alone with the problems in Pashtu consonants, the learners of Pashtu with English as their native language face greater difficulties in the pronunciation of Pashtu vowels, particularly when they are learning new Pashtu words. According to Prasad, Tsakalidis, Bulyko, Kao & Natarajan (2010) and Baker & Sadiqi (2016), the orthography of Pashtu does not contain any of the short vowel sounds except the three vowels letters including «l» [alɛf], «J» [wAw], and «L)» [jɛ] which indicate the vowel sounds /A/, /i/, and /u/. This absence of the vowel sounds make the pronunciation of words very ambiguous and thus, the word "(wir)» can be pronounced possibly as /bɛnd/, /bənd/, /bɛnɛd/, /bənəd/, and /bonad/, etc." (Baker & Sadiqi, 2016, p.9).

Miller & David (2014) go on further to highlight the non-phonetic character of the Pashtu vowels. The Pashtu letter «¹» [alɛf] is used for three vowel sounds, including the long vowel $/\bar{a}/$, the short vowel $/\bar{a}/$ and the short vowel /i/.

2.1.6.5 The Letters « ۱» [alɛf] and «ي» [ye]; Vowels or Semi-Vowels

The Pashtu letters « 1 » [alɛf] and « φ » [ye] can be used as both vowels as well as semi-vowels. The former letter can be used for the semi-vowel sound /y/ as well as for the vowel sounds including /i/ and (sometimes) /e/. Similarly, the later letter can be used for Pashtu semi-vowel sound /w/ as well as for the vowel sounds /u/, or /o/ (Miller & David, 2014). These two letters and well as the one discussed in the above paragraph, according to Baker & Sadiqi (2016), can be pronounced in multiple ways giving the pronunciation of multiple sounds, and this is the reason that the learners of the Pashtu language face great difficulty in interpreting the vowel letters while reading Pashtu text.

2.2 The Importance of Teaching Pronunciation

Pronunciation is one of the important features of L2 acquisition and it plays a vital role in spoken conversational interactions and intelligibility (Vafaei, Sadeghpour, & Hassani, 2013). However, in language teaching and learning, teachers as well as learners give primary focus to grammar and vocabulary and they do not pay enough attention to pronunciation. Szynalski and Wójcik (as cited in Opracowanie, 2016) are of the opinion that to many students, teaching and learning pronunciation is just a waste of time, as they can communicate with each other and can easily understand one another in the classroom. But Opracowanie (2016) gives three main reasons for the mutual intelligibility between a teacher and his students mentioned by Szynalski and Wojcik. First, he says that in classroom, the teacher is well aware of the weak pronunciation of his students, so they can comprehend each other. Second, they come from the same region and have same native language and because of the influence of the same native language, they make same sort of mistakes, so they can understand each other. Finally, they are not exposed to finelytuned input, this is the reason that they believe their pronunciation is perfect and they understand each other, but when they come into contact with the native speakers of the target language, they fail to understand and to be understood by the native speakers. As Morley (1991, as cited in Gilakjani, 2012), says that the ultimate aim of teaching and learning pronunciation is to achieve intelligibility, comprehensibility and interpretability with the native speakers of a target language. Opracowanie (2016) rejects the view of Szynalski and Wojcik about students' ignorance of teaching and learning of pronunciation.

2.3 Factors Affecting Pronunciation

According to Yule (1996), a person can easily acquire a language system during his/her early childhood, but after crossing the Critical Period (puberty), he/she finds it difficult to master a target language. He suggests that after puberty, some features of language like vocabulary and grammar can easily be mastered, but others like 'phonology' can hardly be mastered. He suggests some reasons for this difficulty. First, unlike a child who is all the time exposed to L1, an adult has very less opportunities of being exposed to

the target language. Second, unlike a child who has no means of communication to interact in, an adult has already a means of communication (his/her L1), so he/she does not feel it that much necessary to get native-like mastery over the target language. Finally, an adult already has the phonological system of his mother tongue (L1) in his mind, so while trying to get mastery over the phonological system of an L2, the patterns of the phonological system of L1 do interfere.

In another study, Gilakjani and Ahmadi (2011) mention some other important factors that affect the learning of pronunciation. To them, the most influential factors that affect the learning of pronunciation include the difference of accent, difficulty of prosodic features, lack of motivation, exposure to the target language input, attitude of learners towards the target language and its culture, less focus on pronunciation in instruction, age and personality of learners, and most importantly, the influence of the sound pattern of the learners' mother tongue.

2.4 Features of Pronunciation

The production of sounds (pronunciation) of a language is characterized by many features. In his research study, Gilakjani (2012) mentions various elements of English sounds. Those features are:







Gilakjani (2012, p. 120)

2.4.1 Segmentals and Suprasegmentals

Gilakjani (2012) mentions some elements of English pronunciation and divides them into two broad categories, i.e., segmental features and suprasegmental features. Segmental features, according to the researcher, are the features of pronunciation at micro level. They include the phonemes (consonants and vowels) of the English language. Suprasegmental features, on the other hand, are the features of pronunciation at macro level. According to the researcher, the important features of pronunciation at suprasegmental level are linking (joining the last sound of word to the first sound of the next word), intonation (the melody of language), and stress (the peak of prominence in a word). The researcher adds that the main focus in former approaches was on segmental features while the more modern research studies mainly concentrate on suprasegmental features. To him, the ultimate aim of ESL learners is to master "good pronunciation", not "perfect accent" (p.121). As an approach with focus on suprasegmental features enhances the intelligibility of learners, so the suprasegmental features of pronunciation should be given more emphasis than the segmental ones.

The aforementioned view about the importance of the suprasegmental features is supported by many other researchers, such as Vafaei, Sadeghpour, & Hassani (2013). Similarly, the results of the research study conducted by O'Brien (2004, as cited in Schaetzel, 2009) show that the focus of native speakers is more on stress, intonation, and rhythm than the segmental features.

2.5 Stress

Stress is defined by many linguists as a degree of peak of prominence or emphasis with which a syllable in word or a word in sentence is uttered. This simple definition of the term *stress* leads us to two types of stress, i.e. *sentence stress* and *lexical stress*. However, before starting a detailed discussion on those two types, let us briefly discuss the importance and effects of stress on intelligibility.

2.5.1 Stress and Intelligibility

The suprasegmental feature (stress) and its appropriate placement on syllable inside words or on words inside sentences plays a very important role in pronunciation and intelligibility. Hickey (n.d) is of the view that the sequences of stressed and unstressed syllables provide a rhythm to language which facilitates the listener to comprehend what the speaker is saying. In the English language particularly, errors in word-stress can lead to a significant decrease in intelligibility (Bond, 1999; Cutler & Clifton, 1984; Field, 2005; Gallego, 1990, as cited in Checklin, 2012). As exemplified by Cutler (1980), the words *comment* (p.71) and *perfectionist* (p.72) can be comprehended as *commend* and *perfect shnist* if they are stressed wrongly.

2.5.2 Types of Stress

As has been mentioned above in the definition of stress, there are two types of stress. Those two types are discussed in detail below.

2.5.2.1 Sentence Stress

According to Fromkin, Rodman & Hyams (2014), there is one syllable (or word) in every sentence of the English language that carries greater prominence than all the other syllables of the sentence. Such a syllable (or word) is said to have sentence stress. To put it simply, sentence stress refers to the degree of prominence with which a word is uttered inside a sentence. According to a research study conducted by Adult Migrant English Program (AMEP) Research Centre (2002), while uttering a sentence, a speaker tends to stress the content words of the sentence, means the words that carry the actual meaning of the sentence, and in doing so, he/she has to separate the most important word(s) in the sentence by giving greater stress to that word(s). For instance, if the speaker of the sentence "Lynda shouldn't take the students to the party" (p.2) wants to say that only Lynda, and not anyone else, should not take the students to the party, he has to put greater stress on the first syllable of the word *Lynda* than all the other syllables of the given utterance. Such type of stress is also referred to as *contrastive stress* sometimes.

2.5.2.2 Lexical Stress

Lexical stress, also known as word stress, according to Ghani (2005), Hickey (n.d), and Nordquist (2017), is the degree or peak of emphasis or prominence given to a particular syllable within a word in speech. Hickey adds the adjective "acoustic" to the word "prominence" and defines lexical stress as an acoustic prominence given to a syllable. To Tegey & Robson (1996), the lexical stress is denoted by 'o symbol (a small vertical line) in the phonetic transcription of a word. Unlike the sentence stress which focuses on the entire sentence to find the stressed word, the lexical stress in confined to word-level only. Fromkin, Rodman & Hyams (2014, p.253) give the following example to clarify the peak of prominence given to a syllable in a word.

Pérvert (noun) as in "My neighbor is a pervert".

Pervért (verb) as in "Don't pervert the idea".

2.5.3 Features of Lexical Stress (Stressed Syllable)

There are many features which characterize lexical stress. Sadeghi (2013) and Hickey (n.d) mention that pitch, intensity (loudness), vowel quality, and duration are the main acoustic features which characterize lexical stress. Bian (2013) and Fromkin, Rodman and Hyams (2014) are of the view that in order to make a syllable stressed, we have to change (usually rise) the pitch, make the syllable longer and make it louder. They add that in most cases, all these three acoustic features are used together to give stress to a particular syllable.

2.5.3.1 The Features of Lexical Stress in Different Languages

Sadeghi (2013), in the aforementioned study, discusses that the role of each of the said acoustic cues in the phonetic realization of stress varies from language to language. In some languages as Chinese and Japanese, stress is characterized mainly by pitch while in other languages such as English and Dutch, intensity and duration also play an equal role in the phonetic realization of lexical stress as pitch does.

2.5.4 The Differences of Stress Assignment in Languages

Every language has got its own rules for the assignment of lexical stress to syllables. Sadeghi (2013) is of the view that an L2 learner, having the habits of particular stress patterns, can face great difficulties in getting mastery over the stress patterns of another language. Bian (2013) terms this phenomenon as the "transfer" of native language sound systems which is, according to Rasier & Hiligsmann (2007), the application of the knowledge of their native language to a target language by L2 learners.

2.5.5 Stress Assignment in English Language

Sumdangdej (2007) mentions some generalization for the assignment of the primary stress to syllables in the English language. In the English di-syllabic words, the stress is mostly on the first syllable if the word is used as noun, and on second syllable if it is used as a verb. He claims that approximately more than 60 percent English di-syllabic nouns have stress on the first syllable and more than 60 percent of English verbs have stress on the second syllable. Similarly, most of the English tri-syllabic words have stress on the first or second syllable.

2.5.6 English vs Other Languages' Stress Patterns

Sumdangdej (2007) adds that people from different regions of the world learning English as a second or foreign language have various L1 backgrounds. In most cases, the ESL learners' L1 has different stress patterns that are deviant from those of the English language, so, the learners come across various difficulties in acquiring the stress patterns of their target language, English.

2.5.6.1 English vs Chinese Stress Patterns

In his research study, Bian (2013) opines that the stress patterns of English are different from those of Chinese and because the learners of English with Chinese as their L1 transfer their L1 stress patterns to English, that is why, the English lexical stress is difficult for them and they often make stress related errors in the pronunciation of the English language. The researcher says that unlike the English lexical stress, the vowel-reduction phenomenon does not exist in the Chinese lexical stress. He further claims that the Chinese language shares the strong-weak pattern of lexical stress (e.g. <u>nation, people and pretty etc.</u>) with English but unlike English, Chinese does not have the weak-strong pattern of stress (e.g. un<u>less</u>, forgot, connect etc.). Because of this interference of the Chinese lexical stress, the Chinese EFL speakers give more stress to the first unstressed syllables of English words. As in his research study, the subjects pronounced the words "forgot, obtain, and original" as /<u>'fogot</u>/, /<u>'ob</u>tein/, and /<u>'o</u>ridʒinəl/ instead of [fə<u>'qot</u>], [əb'<u>tein</u>], and [ə'<u>ridʒ</u>inəl].

Similarly, the researchers of the study conducted by the Defense Language Institute (1974) attempted to find out those differences between the structures and patterns of English and Chinese language which cause difficulties for Chinese EFL learners in learning English. The researchers claim that in Chinese language, a stressed syllable is characterized mainly by pitch and also by duration, but not by intensity. In contrary, in English, it is characterized by intensity, duration, but may not necessarily be characterized by pitch. As a result, the Chinese speakers, while articulating the English stressed syllables, increase the pitch range of stressed syllable instead of increasing the level of intensity (loudness).

The researchers further add that unlike the stress patterns of English, the stress patterns of Chinese are very simple. A Chinese word usually has strong stress on the final stressed stem, slightly weaker stress on the final stem and intermediate stress on all the other stems. But the English lexical stress system is very complicated as compared to that of Chinese. In the English lexical stress system, there are three or four degrees of stress and to establish rules for the placement of those degrees of stress in polysyllabic words is very much difficult particularly, in the case of derivational affixes which often lead to stress-shift as in the words photograph /'fəutəg,ra:f/, photography /fə'tɒgrəfi/, and photographical /fəutə'græfikəl/. The researchers add that the phenomenon of vowel reduction in English unstressed syllable is further complicated. These complications of English word stress make the learning of English stress system very difficult for the Chinese EFL learners.

2.5.6.2 English vs Japanese Stress Patterns

Similarly, Carruthers (2006) says that in English, being a stress-timed language, the length of an utterance is determined by the number of stressed syllables while in Japanese, being a syllable-timed language, it is the number of syllable which determines the length of an utterance. With respect to the effects of the variations in the acoustic cues in the phonetic realization of stress of Japanese EFL learners on their English language pronunciation, the researcher says that the lexical stress in English is characterized by duration, intensity, and pitch but in Japanese, it is characterized by pitch only, not by duration. And so, according to Pei (1966), in such type of stress, the prominence to a syllable or word is given by a raised pitch or a change of pitch. He terms this type of stress as *pitch accent*. Avery and Ehrlich (1992, as cited in Steven), claim that in Japanese language, all vowels are pronounced fully and because of the influence of there L1, their English pronunciation may lack vowel reduction. As vowel reduction is an important feature of English stress, so its unavailability may lead to the Japanese EFL learners' inability to produce correct English stress.

2.5.6.3 English vs Thai Stress Patterns

According to Sumdangdej (2007), most of the words in Thai language are monosyllabic and almost all the multi-syllabic words in Thai have stress on the final syllable. So, while articulating English words, the Thai speakers of the English language make negative transfer of their L1 stress patterns. They articulate the English multi-syllabic words erroneously either with all syllables stressed equally or with the final syllable stressed.

2.5.6.4 English vs Finnish Stress Patterns

Finnish language is also a fixed-stressed language, but its stress patterns are in sharp contrast with those of the Thai language discussed above. In Finnish, every word tends to have the first syllable stressed, (Hickey, n.d). Due to this fixed-stressed system, the speakers of Finnish language find it very difficult to adopt the stress patterns of the English language.

2.5.6.5 English vs Polish Stress Patterns

In Polish language, every word has to have primary stress on the penultimate syllable regardless of the number of syllables in the word, (Hickey, n.d). Consequently, the speakers of Polish language mostly mispronounce (in terms of stress placement) the English disyllabic and multisyllabic words except the ones which have the primary stress on the penultimate syllable.

2.5.6.6 English vs Urdu Stress Patterns

In his research study, Hussain (1997) attempted to explore the different acoustic features of the lexical stress of Urdu language. The researcher used *xwaves* for the measurement of the acoustic features in the data collected from the participants of his study. The results of the study showed that in Urdu language, lexical stress is characterized by duration, frequency and the quality of vowel. Intensity, however, has nothing to do with the lexical stress in Urdu language. The researcher adds that Urdu is a fixed stress language though it gives some indicators of being a variable stress language.

2.5.6.7 English vs Persian Stress Patterns

In English, the position of stress on syllables in words is not fixed and this is the main reason that EFL learners often make stress related errors particularly in those multisyllabic words in which the position of stress varies when those words are used in different contexts, i.e. as verbs and as nouns (Vafaei, Sadeghpour, & Hassani, 2013). They asked a group of 30 intermediate Iranian EFL students to pronounce a list of 40 two-syllabic words. As a result, they found that the performance of the students in the disyllabic words having stress on the first syllable was significantly different from their performance
in those disyllabic words in which the stress falls on the second syllable. The researchers further tested three-syllabic words and found the performance of the students in the three-syllabic words having stress on the first syllable significantly different from those in which the stress was on the second syllable.

According to the researchers, these stress-related errors are caused by certain differences between the stress patterns of the Persian and English language. Those differences are mentioned below:

1. In simple words of Persian language, the strongest stress predominantly falls on the final syllable, as in the words /ke'<u>tab</u>/ (book), /Zi'<u>ba</u>/ (beautiful), and /ma'<u>dar</u>/ (mother). In contrast, in English words the stress placement is not predictable; it can fall on any syllable as in the words fortunately / 'fɔ:tʃənətlı /, rhetorical /rɪ'<u>tɒ</u>rɪkəl/, agricultural /ægrɪ'<u>kʌl</u>tʃərəl/ and misrepresent /mɪsˌrɛprɪ'<u>zɛnt</u>/.

2. In nominal compounds of Persian language, the stress falls on the final member of the compound but in English, it falls on the first member.

3. In English, Some nominal compounds and phrases may carry two alternative stress patterns, as in White House; /<u>wait 'haus</u>/ and /'<u>wait haus</u>/. In Persian on the other hand, there is only one stress pattern, i.e. the final word is stressed.

4. In English compounds which contain a determiner and a head, the strongest stress falls on the head noun while in Persian, the primary stress in on the modifier.

5. In Persian, there is stress on interrogatives while they are not stressed in English.

6. The negative prefixes are stressed in Persian but unstressed or less stressed in English.

2.5.6.8 English vs Languages with "No Stress Patterns"

According to Checklin (2012), in terms of pronunciation, there are two types of languages, namely, the stressed-timed languages and syllable-timed languages. All the languages mentioned previously in the above few paragraphs, along with Russian, Arabic and English belong to the category of stressed-timed languages. In English, for example, as a stressed-timed language, di-syllabic words have one syllable more prominent than others. Similarly, in poly-syllabic words, one syllable has more prominence; others have

less prominence, and some others are not stressed at all (Checklin, 2012). In contrary, according to Checklin (2012) and Hickey (n.d), syllable-timed languages, including French, Talugu and Yoruba, are those languages in which the acoustic prominence is equally distributed among all the syllables of a word. To put it simply, all the syllables of words are stressed equally. Such languages are said to have *no apparent stress-pattern*. So, the learners of English who have a syllable-timed native language, find it very difficult to acquire the stress patterns of English.

2.5.7 Differences of Stress Patterns within the Dialects of the English Language

The stress system of English is very complex (Hickey, n.d) and according to Fromkin, Rodman & Hyams (2014), there can be differences in the stress patterns of a particular word(s) between the different varieties of a same language. In the word *laboratory*, for instance, the British speakers articulate only one stressed syllable while the Americans tend to articulate two stressed syllables. This illustration further adds to the complexity and unpredictability of the English lexical stress patterns.

2.6 The Present Study

The differences between the phonological systems of languages discussed above may also be found between the phonological systems of Pashtu and English, which may result in the stress-related errors made by the learners of English with Pashtu as their L1. As has been mentioned above, according to Henderson (1998) and Tegey & Robson (1996), there are some fixed rules of lexical stress for some native Pashtu words. According to them, in the native Pashtu words, the primary stress generally falls on the last syllable if the final sound of the syllable is a consonant and it falls on the penultimate syllable if it ends in vowel. Similarly, some affixes in Pashtu language such as /aan/ "animate plural" and /una/ used to indicate the inanimate plural, as in the word /ənar'unə/ (pomegranates), always take the primary word stress. So as the rules and patterns of the lexical stress of Pashtu language may be in contrast with those of the English language, this might be the reason that the Pashtun learners of the English language make errors in the production of English lexical stress.

There has been very little systematic research carried out in the area of lexical stress in Pashtu language from the perspective of ESL learning. Mahmood (2013), in his research study, has explored this area but his investigation is very limited due to many reasons. Firstly, the main focus of the researcher was to explore the Pakistani (Pashtu) variety of English and to get it recognized all over the world. Secondly, the researcher has investigated all the consonant and vowel sounds of the English language and has devoted only a very small portion of his study to the area of stress. He has taken only twenty English words for the investigation of stress-related errors committed by the Pashtun ESL learners. In addition, he has analyzed the collected data simply by using a headphone and because of the time and space constraints, the researcher could not use an authentic and reliable source such as *PRAAT* or *xwaves* for the analysis of the data. Finally, he has restricted his study only to the Yousufzai dialects of the Pashtu language. Apart from this research study, there is no other systematic study conducted in the area of lexical stress on the Pashtun ESL learners. This study intends to fill the gap that has been found through the above literature review.

The above review of the available related literature shows that the foreign learners of English face various difficulties and make many errors in the suprasegmental feature of pronunciation (stress) of the English language. The difficulties they face and the errors they commit are mostly related to the incorrect placement of stress in words and also to the use of the features of stress. These errors are resulted mainly from the differences between the stress patterns of English and EFL leaners' native languages including the differences in the rules of the placement of stress on syllables in words and the differences in features of stress between English and other languages. As has been mentioned previously that the Pashtun ESL learners may also make certain errors in the articulation of the lexical stress of the English language due to the differences in the stress patterns of Pashtu and English, and since no proper research has been carried out in this area on Pashtun ESL learners, the researcher intended to conduct a systematic study in this area.

CHAPTER 3

RESEARCH METHODOLOGY

In the previous chapter, "Literature Review", the various aspects of pronunciation and of the suprasegmental feature "stress" in different languages were discussed in detail including the features of pronunciation, the features of stress, the differences between the stress patterns of different languages in the world, the various stress-related errors committed by ESL learners with different native language backgrounds and some underlying reasons for those errors. In this chapter, the target population, tools and methods used in this study are brought under discussion.

The present study is quantitative because;

(a) It contains statistical, numerical and measurable data, i.e. the numerical values of the three features of stress, number of the participants and words and the aggregate results in the collection and analysis of data, etc.

(b) The results derived from the study can be generalized to broader population, i.e. to all the learners of English with Pashtu as their L1.

4.1 Instruments and Procedure of Data Collection

Different instruments and procedures used by the researcher for the collection of data are as follows:

4.1.2 Words and Sentences

The researcher selected 150 most familiar words for this research study. The sample words were taken from the English books of Intermediate level taught at government and private colleges in Khyber Pakhtunkhwa. Only those words were selected which were more familiar and frequently occurred in day-to-day conversation. The selected words were divided into two groups i.e. sixty disyllabic words and ninety tri-syllabic words. The words

of the first group (disyllabic words) were further divided into two sub-groups; (a) a group of thirty disyllabic words with stress on first syllable and (b) a group of thirty disyllabic words with stress on second syllable. In addition, the disyllabic words were contextualized in sentences so as to highlight their grammatical category, i.e. verb, noun or adjective. Those sentences were taken from the textbooks of English taught at intermediate level in KP. Similarly, the words of the second group (three-syllable words) were divided into three sub-groups; (a) a group of thirty tri-syllabic words in which the stress falls on first syllable, (b) a group of thirty tri-syllabic words in which the second syllable is stressed and (c) a group of thirty tri-syllabic words with stress on the third syllable. The tri-syllabic words were presented in isolation, not in sentences.

4.1.3 Loud Reading of the Words and Sentences

The researcher asked the participants of the study to read the list of words and sentences that contained the sample words of the study. This was done because the present research study involved the presentation of oral-verbal stimuli and the subjects' reply in terms of oral-verbal responses.

4.1.4 Voice Recording

The oral-verbal responses of the participants were recorded through a voice recorder. For the recording of the voices of the participants, the researcher used an electronic mic, named *WEILONG* (model; N703) which was connected to the researcher's laptop. The researcher could have used other recording devices like tape-recorder, mp3 recording device, digital video camera, etc. but he used the mic because it was more reliable than the other devices, as very clear and sharp voices were required to be analyzed through the *PRAAT* software. In addition, the voices of the participants were recorded in Audio *WAV* format with the help of two computer software programs, namely *Ocen-Audio* and *Audio-Dope*. The voices were recorded in WAV format because this format is supported by the PRAAT software through which the researcher analyzed the collected data.

4.1.5 **Procedure of the Data Collection**

The data were collected in two phases. In the first phase, the researcher conducted a pilot study in order to check the validity and reliability of the words and sentences given to the participants, the reliability and quality of the voice recording device, and the researcher's command over the *PRAAT* software. In this phase, the researcher made three participants read the given words and sentences. After analyzing the data collected in the first phase, the data revealed that the participants had faced difficulty in reading aloud certain words in sentences, for instance, the word *complicit, lieutenant, hazardous* and *adherence*. Similarly, during piloting, the words which consisted of four syllables in the list were removed. For instance, the words *conceptual* and *political*.

After the pilot study, the researcher discussed the problems faced by him and by the research participants with his research supervisor and with his senior colleagues in the department of English, University of Malakand and made changes in the words and sentences accordingly. In addition, the researcher's command over the PRATT software was also discussed with the supervisor and senior colleagues and hence, confirmed.

In the second phase, the researcher formally made the research participants read aloud the given lists of words and sentences. The purpose of this reading was to get an oral-verbal response from the subjects. In addition, the voices of the subjects were recorded through the said recording device and were input in the *PRAAT* software to find out the stress patterns and the various acoustic features of lexical stress in the voices of the participants.

4.2 Subjects and Participants

4.2.1 Sampling technique

In this research study, the researcher used the probability sampling or random sampling technique for the selection of subjects. The purpose of using this sampling technique was to avoid bias in the selection and to provide a natural setting to the study.

4.2.2 Location of the Study

The subjects selected for the study were the regular students of BS-English (4years) at the department of English in the University of Malakand, Pakistan. The subjects were selected from the fifth and seventh semester (Spring) of the BS course. The researcher selected the subjects only from these two semesters because they have already studied Phonetics & Phonology as a part of their course curriculum in their third semester.

4.2.3 Target Population

Because of the limitation of the allotted space time, the researcher had to select only a specific number of students from the target population. From the aforementioned two semesters, sixty subjects were selected through Systematic Sampling. Since there were total seventy-five students in the aforementioned two classes and the researcher had to select only sixty out of the total participants. So the researcher had to exclude fifteen participants. Thus, the researcher randomly selected the first participant and then every Kth number was selected (such as 6th, 11th, 16th and 21st, etc). Through this method, sixty participants were selected out of seventy-five. The selected participants included thirty-two males and twenty-eight females. Similarly, all of them belonged to the same native (Pashtu) language speech community.

4.3 Data Analysis

For the analysis of the collected data, the researcher used the PRAAT software for measuring the acoustic features of lexical stress, including pitch, intensity (loudness) and duration. The researcher first played every audio file (the voices recorded from the participants) through the PRAAT software and looked for the values of the three acoustic features of lexical stress in the stressed as well as unstressed syllables of the sample words. Then, the values of the said features of all the syllables within every word were compared in order to determine the stressed syllable in each word pronounced by the participants. For this purpose, the researcher used tables in which each pronunciation of a word was noted in terms of the stressed syllable and the acoustic features of stress used for determining that particular syllable as the stressed syllable, and so, the researcher collected nine thousand pronunciations for the one hundred and fifty sample words, i.e. sixty pronunciations for each word. Finally, the researcher used highlighters of five different colors for differentiating the following pattern; pink highlighter for the first syllable stressed, orange highlighter for the second syllable stressed, yellow for the third syllable stressed, green for two syllables stressed equally and blue for the unintelligible pronunciation of a word (see appendix B).

After finding the values of the said acoustic features of all the collected data, the researcher presented the performance of the participants through pie-charts and bar-charts.

The researcher used the pie-charts in order to compare the frequency of stress placement on various syllables in each word, i.e. first syllable, second syllable and/or third syllable. In addition, the researcher used the bar-charts for presenting the frequency of the acoustic features used by the research participants for articulating the stressed syllables in the sample words.

Finally, after presenting and discussing each sample word separately in the mentioned way, the researcher presented the overall performance of the participant by creating a separate table for each category of the sample words and calculated the aggregate results of the performance of the participants. The purpose of the aggregate/overall results was to reach the main goal of this research study, that is, to find out and decide which particular stress patterns have been used by the participants of this study in their pronunciation.

3.4 Theoretical Framework

3.4.1 Error Analysis (EA)

The theoretical framework for this research study comes from the theory of Error Analysis (EA). The foundation of Error Analysis was first of all laid by the British applied linguist, Pit Corder, in 1967, and then further advanced by Carl James in 1998. Error Analysis, according to James (1998), refers to "the process of determining the incidence, nature, causes and consequences of unsuccessful language" (p.1). It involves, first, an objective or independent description of the L1 and also of the L2 of language learners, and then, a comparison of the two in order to locate mismatches between the two languages (James, 1998).

EA has got a vital importance in the study of language teaching and learning. According to Corder (1967), a systematic analysis of the errors committed by language learners makes it possible to find out the areas that need reinforcement in teaching. Such an analysis is significant for language teacher, learner, as well as for researcher (Kopečná, 2008; Miyake, 1997; & Sompong, 2014). It facilitates the language teacher to know how much have the learners progressed and what needs to be taught further. Similarly, it helps the language learners to discover the rules of their L2. To the researcher, it provides evidences of the entire processes, strategies and procedures of language learning. Erdogan (2005, as cited in Bizongwako, 2015) adds that the analysis of errors is very important for the curriculum designers also, as the results obtained from a scientific and careful analysis of the learners' errors can help the designers produce efficient amount of teaching materials for the teaching of language.

3.4.2 Procedures of Error Analysis (Stages)

According to Ellis (1994, as cited in Al-Khresheh, 2016), there are four consecutive stages of conducting a research based on Error Analysis. In the present research study, the researcher intends to use only the following three of those stages.

1. Collection of a Sample of Learners Language

In this first stage, a sample of the language of learners (participants) is collected through a research tool such as test or interview etc.

2. Identification, Recognition or Detection of Errors.

In this stage, the collected data is analyzed in order to identify or detect errors committed by the participants of the study. Error, according to James (1998) refers to "an unsuccessful bit of language" (p.1).

3. Description and Classification of Errors

After the detection of errors, they are described in a way that they can be explained easily in the coming stage. In this stage, the identified errors are counted and classified into different categories and subcategories. Corder (1967) mentions the following four categories of errors. a) Omission, b) addition, c) misinformation, and d) misordering.

3.5 Limitations

Although this research study has reached its aims, but there were some unavoidable limitations faced by the researcher during the collection and analysis of the data. Some of them are as follows.

First, due to the time and space constraints, the researcher could not write down all the values of the acoustic features of lexical stress in this research study. As has been mentioned earlier in this chapter, the words selected for this study contained sixty disyllabic (120 syllables) and ninety tri-syllabic (270 syllables) words, and as there were sixty participants of the study, so the researcher had to analyze a total number of 23,400 syllables through PRAAT. In addition, as each syllable contains three features of lexical stress, so the researcher had to consult the software and look for numerical values (figures) for 70,200 times. As the maximum word limit for this research study was 50,000 words and the allotted time was also limited, thus it was not possible for the researcher to present and analyze the numerical values of all the sample words pronounced by all the participants of this study.

Secondly, the disyllabic words were given to the participants in complete sentences and those sentences consisted of a number of other words which were not the part of the study. So, it was troublesome and time consuming, both for the participants during reading aloud the sentences as well as for the researcher during the analysis of the data.

In this chapter, the researcher briefly discussed the research design, participants, methods and tools used for the collection and analysis of the data. In addition, the limitations faced by the researcher during the collection and analysis of the data were also discussed briefly. In the next chapter, a detailed presentation and rigorous analysis of the collected data is given. In addition, the major findings drawn from the results of this study are also discussed in the next chapter.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND FINDINGS

In the previous chapter, i.e. Research Methodology, the researcher put forward the research design of the study. The researcher selected sixty participants from the target population and asked them to read aloud a list of sentences and words which contained disyllabic and tri-syllabic words having stress on various syllables. The voices of the participants were recorded through a microphone connected to laptop and then the recorded audios were analyzed through the *PRAAT* software. In doing so, the main focus was on the three acoustic features, i.e. intensity, pitch and duration, in order to determine the stressed syllable in each word. In this chapter, the various stress patterns and stress-related errors in the pronunciation of the participants of the study are presented, analyzed and discussed. In addition, the major findings drawn from the results of this study are also discussed in this chapter.

To find out the stress patterns used by the Pashtun ESL learners in their pronunciation, the results of the study are discussed in this chapter in three phases. First, all the sample words read aloud by the participants of the study are analyzed one by one to identify the stress patterns used by the participants in each word. Secondly, the analysis of the three acoustic features of lexical stress used by the participants is provided. Finally, an overall analysis of each of the five groups of words is carried out to determine the lexical stress patterns used by the participants of the study in each group of the selected words of this study.

The analysis is done with the help of pie-charts and bar-charts to provide a visual and clear picture of the patterns and deviations used by the participants. Pie-charts are used to describe the frequency of particular patterns of lexical stress placement in the participants' pronunciation while the acoustic features of lexical stress, i.e. intensity, duration and pitch are presented and analyzed with the help of bar-charts. In addition, all the charts are discussed and elaborated in words to clarify them for the readers of this study.

4.1 Analysis of Individual Words

In this first phase of data presentation and analysis, all the words of the study are presented, analyzed and discussed on by one. The analysis is as follows.

4.1.1. Analysis of the Disyllabic Words with Stress on First Syllable

The list of sentences and words given to the participants of the study contained thirty disyllabic words with stress on first syllable. These words, when used as nouns or adjectives, are pronounced with the first syllable stressed. In this research study, the said disyllabic words were pronounced by sixty participants. Following is the analysis of the stress patterns used by the research participants in those disyllabic words.

4.1.1.1 The Word 'August' with Stress on First Syllable

The very first word among the disyllabic words with stress on first syllable given to the participants for reading aloud was the word *August*. This word, when used as noun, is pronounced with the first syllable stressed. In this research study, sixty participants read this word aloud. A brief analysis of stress patterns used by the participants of the study in this word is given below.

4.1.1.1.1 PRAAT Analysis of the Word 'August'

The following figure shows the analysis of the word *August* articulated by the first participant of this research study. In this figure, there are three lines, a straight vertical line and two curved horizontal lines. The vertical line divides the word *August* into two syllables while among the curved horizontal lines, the upper one shows the intensity and the lower one shows the pitch used by the participant while articulating this word.



PRAAT Analysis of the Word August

Table 8Statistical Values of PRAAT Used by the First Participant in the Word 'August'					
First Syllable			Second Syllable		
Intensity	Duration	Pitch	Intensity	Duration	Pitch
74.593	0.149	130.813	77.950	0.412	125.206

Table 8 shows the statistical values of the acoustic features of stress in both the syllables of the word *August* used by the first research participant. It shows that the second syllable of this word was pronounced by this participant with higher intensity and longer duration than the first syllable. It indicates that this word was pronounced with the second syllable stressed by the first participant of this study.

As has been mentioned in the limitations of this research study in the previous chapter, due to time and space constraints, the researcher could not provide a detailed statistical analysis of the performance of each participant in individual sample words, so, every sample word articulated by the sixty participants is analyzed using pie-charts. However, the minutes of statistical analyses have been given in appendix B.

The following figure highlights the stress patterns used by the participants of the study in the articulation of the word *August*. It shows that out of the sixty participants,

twenty-one participants pronounced this word with first syllable stressed, thirty-four participants pronounced it with the second syllable stressed and only five participants pronounced it with both the syllables stressed equally. See appendix B for the performance of individual participant(s).



Figure 01

The above statistics highlight that during the pronunciation of the word *August*, the participants mostly stressed the second syllable. It means that the Pashtun ESL learners tend to put stress on the second syllable of the word *August*, though the correct pronunciation contains stress on the first syllable. This deviation from the norm of English pronunciation is attributed to the influence of the learners' mother tongue, i.e. Pashtu over their target language, i.e. English. According to Tegey & Robson (1996), in the Pashtu language, most of the Pashtu native words generally have stress on the last syllable if the word ends with a consonant sound and on the penultimate syllable, if the word ends with a vowel sound. Similarly, to these researchers, the lexical stress in most of the Pashtu language borrows disyllabic words from the English language, they are twisted according to the phonological rules (stress patterns) of the Pashtu language and they are borrowed with the second syllable stressed. For instance, the English words party /<u>'pa</u>:ti/, parcel /<u>'pa</u>:spo:t/, complex /<u>'kpm</u>pleks/, channel /<u>'tfæ</u>nəl/, coffee /<u>'kp</u>fi/, college /<u>'kpl</u>Idʒ/, doctor /<u>'dpkt</u>ə/, and Muslim /<u>'mos</u>lmm/ are pronounced in Pashtu as

/pa:r<u>'səl</u>/, كافي /pa:s'<u>po:t</u>/, كمپلكس /kəmp'<u>lıks</u>/, چينل /<u>t</u>ʃen'<u>nəl</u>/, پاسپورټ /ka:'<u>fi</u>/, كافي /ka:'<u>ladz</u>/, كافي /da:k'<u>tər</u>/, and مسلم /mos'<u>lım</u>/. So, as indicated by the above figure, the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Just as in this research study, most of the participants erroneously pronounced the word *August* with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable.

4.1.1.2 The Word 'Combat' with Stress on First Syllable

The following figure reflects the stress patterns used by the participants of the study in the articulation of the word *combat*. It shows that out of the sixty participants, twentysix participants pronounced this word with first syllable stressed, twenty-nine participants pronounced it with the second syllable stressed, two participants pronounced it with both the syllables stressed equally and three participants had an unidentifiable or incorrect pronunciation of the word. See appendix B for the performance of individual participant(s).



Figure 02

The statistics show that during the pronunciation of the word combat, the

participants stressed the second syllable more frequently than the first syllable. It shows that the stress patterns used by the Pashtun ESL learners are deviant from the norms of English pronunciation because they tend to put stress mostly on the second syllable of the word *combat* while the correct pronunciation contains stress on the first syllable.

As the data shows, this deviation is due to the influence of the learners' L1. The lexical stress in most of the Pashtu disyllabic native words falls on the second syllable. In addition, when the Pashtu language borrows disyllabic words from the English language, they are twisted according to the phonological rules (stress patterns) of the Pashtu language and they are borrowed with the second syllable stressed. So, as indicated by the above figure, the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable.

4.1.1.3 The Word 'Conduct' with Stress on First Syllable

The following figure points out the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, seventeen participants pronounced this word with first syllable stressed, thirty-six participants pronounced it with the second syllable stressed and seven participants pronounced it with both the syllables stressed equally. For the minutes of the participants' performance in the word *conduct*, see appendix B.



The statistics point out that during the pronunciation of the word *conduct*, the participants mostly stressed the second syllable. From the results of the data, it is generalized that the stress patterns used by the Pashtun ESL learners are deviant from the norms of English pronunciation because they tend to put stress mostly on the second syllable of the word *conduct* whereas the correct pronunciation contains stress on the first syllable.

As indicated by the above figure, the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable.

4.1.1.4 The Word 'Conflict' with Stress on First Syllable

The stress patterns used by the participants of this study in the pronunciation of the word *conflict* are reflected in the following figure. It shows that out of the sixty participants, this word was pronounced with stress on first syllable by thirty-two participants, with stress on second syllable by twenty-four participants, with equal stress on both syllables by three



participants and erroneously pronounced by one participant.

Figure 04

The statistics show that during the pronunciation of the word *conflict*, the participants stressed the first syllable more frequently than the second syllable. Keeping in view the results of the collected data, it is generalized that the stress patterns used by the Pashtun ESL learners are deviant from the norms of English pronunciation because they tend to put stress often on the second syllable of the word *conflict*, though the correct pronunciation contains stress on the first syllable.

The above figure indicates that the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable.

4.1.1.5 The Word 'Content' with Stress on First Syllable

Figure 05 below displays the lexical stress patterns used by the participants of the study in the articulation of the word *content*. It shows that out of the sixty participants, forty-two participants pronounced this word with first syllable stressed, fourteen



participants pronounced it with the second syllable stressed and four participants pronounced it with both the syllables stressed equally.

Figure 05

The above statistics reveal that during the pronunciation of the word *content*, the participants mostly stressed the first syllable. The data validate that the stress patterns used by the Pashtun ESL learners are deviant from the norms of English pronunciation because they tend to put stress mostly on the second syllable of the word *content* while the correct pronunciation contains stress on the first syllable.

It is generalized that the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable.

4.1.1.6 The Word 'Contest' with Stress on First Syllable

The following figure indicates the lexical stress patterns used by the participants of the study in the articulation of the word *contest*. It shows that out of the sixty participants, twenty-nine participants pronounced this word with first syllable stressed, twenty-seven

participants pronounced it with the second syllable stressed, three participants pronounced it with both the syllables stressed equally and only one participant had an unidentifiable pronunciation of this word.



Figure 6

The above statistics suggest that during the pronunciation of the word *contest*, the participants stressed the first syllable more frequently than the second syllable only by 3%. It means that 45% of the total participants used the stress patterns that are deviant from the norms of English pronunciation. It is generalized that the Pashtun ESL learners have the tendency of putting stress on the second syllable while articulating the disyllabic words of English which have stress on the first syllable.

The above figure indicates that the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable.

4.1.1.7 The Word 'Contract' with Stress on First Syllable

Figure 07 below highlights the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, fourteen participants pronounced this word with first syllable stressed, thirty-five participants pronounced it with the second syllable stressed, seven participants pronounced it with both the syllables stressed equally and four participants had an unidentifiable pronunciation of this word.





These statistics reveal that during the pronunciation of the word *contract*, the frequency of stress the second syllable was greater than the first syllable. This validates that the Pashtun ESL learners tend to put stress erroneously on the second syllable in the English disyllable words which have stress on first syllable.

On the bases of the data presented and discussed above, it is generalized that the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable.

4.1.1.8 The Word 'Convert' with Stress on First Syllable

Figure 08 below highlights the lexical stress patterns used by the participants of the study in the articulation of the word *convert*. It shows that out of the sixty participants, fourteen participants pronounced this word with first syllable stressed, forty-three participants pronounced it with the second syllable stressed and three participants pronounced it with both the syllables stressed equally.



Figure 8

The statistics highlight that the participants mostly stressed the second syllable during the pronunciation of the word *convert*. It is proved that the learners of English with Pashtu as their L1 tend to stress the second syllable of the English disyllabic words in which the stress falls on the first syllable.

The above analysis reveals the fact that the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable.

4.1.1.9 The Word 'Decrease' with Stress on First Syllable

The following figure points out the lexical stress patterns used by the participants of the study in the articulation of the word *decrease*. It shows that only two participants pronounced this word with first syllable stressed, fifty-six participants pronounced it with the second syllable stressed, and two participants pronounced it with both the syllables stressed equally.



Figure 09

The statistics point out that during the pronunciation of the word *decrease*, the participants mostly stressed the second syllable. It shows the influence of the Pashtun ESL learners' mother tongue and validates that the stress patterns used by them are deviant from the norms of English pronunciation up to a great extant because they tend to put stress mostly on the second syllable of the English disyllabic words while the correct pronunciation of those words contains stress on the first syllable.

The above figure indicates that the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have

stress on the first syllable.

4.1.1.10 The Word 'Digest' with Stress on First Syllable

Figure 10 below indicates the lexical stress patterns used by the participants of the study in the articulation of the word *digest*. It shows that out of the sixty participants, twenty-seven participants pronounced this word with first syllable stressed, twenty-six participants pronounced it with the second syllable stressed, six participants pronounced it with the second syllable stressed, six participants pronounced it with both the syllables stressed equally and one participant pronounced it incorrectly.





The statistics suggest that during the pronunciation of the word *digest*, 43% of the total participants put stress erroneously on the second syllable. It reveals that fact that the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable.

4.1.1.11 The Word 'Discharge' with Stress on First Syllable

Figure 11 below highlights the lexical stress patterns used by the participants of the

study in the articulation of the word *discharge*. It shows that out of the sixty participants, only two participants pronounced this word with first syllable stressed, fifty-seven participants pronounced it with the second syllable stressed and two participants had a mispronunciation of this word.



Figure 11

The statistics highlight that during the pronunciation of the word *discharge*, the participants mostly stressed the second syllable. It is proved that that the stress patterns used by the Pashtun ESL learners are deviant from the norms of English pronunciation because they tend to put stress mostly on the second syllable of the word *discharge* while the correct pronunciation contains stress on the first syllable.

The data presented and analyzed above proves the fact that the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable.

4.1.1.11 The Word 'Export' with Stress on First Syllable

The list of disyllabic words having stress on first syllables given to the participants of the study for reading aloud contained the word *export*. In this research study, as pointed out in figure 12, nine participants pronounced this word with first syllable stressed, forty-nine participants pronounced it with the second syllable stressed and three participants pronounced it with both the syllables stressed equally.





The statistical analysis points out that during the pronunciation of the word *export*, the participants stressed the mostly the second syllable. This validates the influence of the Pashtun ESL learners' mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable. In other words, the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable.

4.1.1.12 The Word 'Impact' with Stress on First Syllable

The following figure indicates the lexical stress patterns used by the participants of the study in the articulation of the word *impact*. It shows that out of the sixty participants,

only five participants pronounced this word with first syllable stressed, forty-nine participants pronounced it with the second syllable stressed and six participants pronounced it with both the syllables stressed equally.





The above statistics suggest that during the pronunciation of the word *impact*, the participants mostly stressed the second syllable instead of the first syllable. It indicates that the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable.

4.1.1.13 The Word 'Import' with Stress on First Syllable

Figure 14 below reflects the lexical stress patterns used by the participants of the study in the articulation of the word *import*. In this research study, out of the sixty participants, four participants pronounced this word with first syllable stressed, fifty participants pronounced it with the second syllable stressed, four participants pronounced it with both the syllables stressed equally and two participants had an unidentifiable pronunciation of this word.



The statistics show that during the pronunciation of the word *import*, the participants mostly stressed the second syllable. It is argued that the stress patterns used by the Pashtun EFL learners are deviant from the norms of English pronunciation because they tend to put stress mostly on the second syllable of the word *import* while the correct pronunciation contains stress on the first syllable.

The above figure indicates that the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable.

4.1.1.14 The Word 'Incline' with Stress on First Syllable

The following figure 15 displays the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, only one participant pronounced this word with first syllable stressed, fifty-five participants pronounced it with the second syllable stressed, one participant pronounced it with both the syllables stressed equally and three participants had an unidentifiable pronunciation of this word.



Figure 15

The statistical analysis reveal that during the pronunciation of the word *incline*, the participants put stress mostly on the second syllable It is generalized that the Pashtun EFL learners tend to put stress erroneously on the second syllable in the disyllabic words which have stress on the first syllable.

The results of the data presented above indicate that the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable.

4.1.1.15 The Word 'Increase' with Stress on First Syllable

The following figure highlights the lexical stress patterns used by the participants of the study in the articulation of the word *increase*. It shows that out of the sixty participants, six participants pronounced this word with first syllable stressed, fifty participants pronounced it with the second syllable stressed, and four participants



pronounced it with both the syllables stressed equally.

Figure 16

The statistics highlight that during the pronunciation of the word *increase*, the participants mostly stressed the second syllable, signifying that the Pashtun EFL learners tend to put stress erroneously on the second syllable in those disyllabic words which have stress on the first syllable.

On the basis of the data presented and analyzed above, it is assumed that the deviations made by the Pashtun ESL learners are attributable to the influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.1.16 The Word 'Insult' with Stress on First Syllable

Figure 17 below points out the lexical stress patterns used by the participants of the study in the articulation of the word *insult*. It shows that out of the sixty participants, twenty-two participants pronounced this word with first syllable stressed, thirty-seven participants pronounced it with the second syllable stressed and two participants pronounced it with both the syllables stressed equally.



The statistics show that during the pronunciation of the word *insult*, the frequency of the second syllable stressed was higher than the first syllable stressed and only 35% of the total participants correctly pronounced the word *insult*. These results generalize the fact that the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, i.e. Pashtu.

4.1.1.17 The Word 'Object' with Stress on First Syllable

Figure 18 below displays the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, forty-seven participants pronounced this word with first syllable stressed, only six participants pronounced it with the second syllable stressed, five participants pronounced it with both the syllables stressed equally and two participant had an unidentifiable pronunciation of this word.



The above statistical analysis reveals that during the pronunciation of the word *object*, the participants mostly stressed the first syllable and only 9% participants used deviant stress patterns. This deviation is attributed to the influence of the learners' L1.

4.1.1.18 The Word 'Perfect' with Stress on First Syllable

The following figure highlights the lexical stress patterns used by the participants of the study in the articulation of the word *perfect*. It shows that out of the sixty participants, fifty-five participants pronounced this word with first syllable stressed, four participants pronounced it with the second syllable stressed and one participant pronounced it with both the syllables stressed equally.



The statistics highlight that most of the participants of this study pronounced the word *perfect* with correct stress position, i.e. the first syllable stressed and only 7% participants pronounced this word erroneously with the second syllable stressed. These results show that the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.1.19 The Word 'Pervert' with Stress on First Syllable

Figure 20 below points out that out of the sixty participants, thirty-four participants pronounced the word *pervert* with first syllable stressed, seventeen participants pronounced it with the second syllable stressed, five participants pronounced it with both the syllables stressed equally and four participants had an unidentifiable pronunciation of this word.



The statistics point out that during the pronunciation of the word *pervert*, 28% participants used deviant stress position. These deviations show the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.1.20 The Word 'Present' with Stress on First Syllable

Figure 21 below indicates the lexical stress patterns used by the participants of the study in the articulation of the word *present*. It shows that out of the sixty participants, forty-three participants pronounced this word with first syllable stressed, thirteen participants pronounced it with the second syllable stressed and four participants pronounced it with both the syllables stressed equally.



Figure 21

The statistical analysis suggests that during the pronunciation of the word *present*, 22% participants put stress on the second syllable which is deviant from the norms of English pronunciation. These deviations signify that the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.1.21 The Word 'Produce' with Stress on First Syllable

The following figure reflects the lexical stress patterns used by the participants of the study in the articulation of the word *produce*. It shows that out of the sixty participants, nineteen participants pronounced this word with first syllable stressed, twenty-nine participants pronounced it with the second syllable stressed, ten participants pronounced it with the second syllable stressed, ten participants pronounced it with the second syllable stressed, ten participants pronounced it with both the syllables stressed equally and two participants had an unrecognizable pronunciation of this word.



The statistics show that during the pronunciation of the word *produce*, the participants mostly stressed the second syllable. This establishes that the stress patterns used by the Pashtun EFL learners with regard to the English disyllabic words having stress on first syllable are deviant from the norms of English pronunciation and these deviations are attributable to the influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.1.22 The Word 'Progress' with Stress on First Syllable

Figure 23 below displays the lexical stress patterns used by the participants of the study in the articulation of the word *progress*. It shows that out of the sixty participants, forty-two participants pronounced this word with first syllable stressed, sixteen participants pronounced it with the second syllable stressed and two participants pronounced it with both the syllables stressed equally.


The statistics reveal that during the pronunciation of the word *progress*, 27% participants stressed the first syllable. The point is generalized that the Pashtun EFL learners erroneously stress the second syllable while pronouncing the disyllabic words. On the basis of the data presented and analyzed above, it is assumed that the deviations made by the Pashtun ESL learners are attributable to the influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable

4.1.1.23 The Word 'Project' with Stress on First Syllable

Figure 24 below highlights the lexical stress patterns used by the participants of the study in the articulation of the word *project*. It shows that out of the sixty participants, thirty-three participants pronounced this word with first syllable stressed, twenty-five participants pronounced it with the second syllable stressed and two participants pronounced it with both the syllables stressed equally.



The statistical analysis highlights that during the pronunciation of the word *project*, 42% participants put stress on the second syllable. It is generalized that the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.1.24 The Word 'Protest' with Stress on First Syllable

The following figure points out the lexical stress patterns used by the participants of the study in the articulation of the word *protest*. It shows that out of the sixty participants, sixteen participants pronounced this word with first syllable stressed, forty-three participants pronounced it with the second syllable stressed and three participants pronounced it with both the syllables stressed equally.



Figure 25

The above statistics point out that during the pronunciation of the word *protest*, the participants mostly stressed the second syllable. It is generalized that the stress patterns used by the Pashtun ESL learners are deviant from the norms of English pronunciation as they put stress mostly on the second syllable of the word which contain stress on the first syllable. This deviation is attributed to the interference of the learners' mother tongue because the lexical stress in most of the Pashtu disyllabic native words falls on the second syllable. In addition, when the Pashtu language borrows disyllabic words from the English language, they are twisted according to the phonological rules (stress patterns) of the Pashtu language and they are borrowed with the second syllable stressed. So, as indicated by the above figure, the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable.

4.1.1.25 The Word 'Rebel' with Stress on First Syllable

Figure 26 below indicates the lexical stress patterns used by the participants of the study in the articulation of the word *rebel*. In this research study, twenty-five participants

pronounced this word with first syllable stressed, twenty-five participants pronounced it with the second syllable stressed and ten participants pronounced it with both the syllables stressed equally.





The statistics suggest that during the pronunciation of the word *rebel*, 41% participants put stress on the second syllable. This validates the point that the Pashtun ESL learners tend to pronounce the English disyllabic words with the second syllable stressed, though the correct pronunciation contains stress on the first syllable. These errors are due to the influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable. **The Word 'Record' with Stress on First Syllable**

Figure 27 below reflects the lexical stress patterns used by the participants of the study in the articulation of the word *record*. It shows that out of the sixty participants, only five participants pronounced this word with first syllable stressed, fifty-four participants pronounced it with the second syllable stressed and four participants pronounced it with both the syllables stressed equally.



Figure 27

The statistical analysis shows that during the pronunciation of the word *record*, the participants mostly stressed the second syllable of the word. This indicates the tendency of the Pashtun ESL learners toward the second syllable stressed even in the pronunciation of those words in which the stress falls on the first syllable. This tendency is attributable to the influence of the learners' mother tongue. The lexical stress in most of the Pashtu disyllabic native words falls on the second syllable. In addition, when the Pashtu language borrows disyllabic words from the English language, they are twisted according to the phonological rules (stress patterns) of the Pashtu language and they are borrowed with the second syllable stressed. So, as indicated by the above figure, the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable.

4.1.1.27 The Word 'Refund' with Stress on First Syllable

The following figure displays the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, sixteen participants pronounced this word with first syllable stressed, thirty-nine participants pronounced it with the second syllable stressed and five participants pronounced it with both the syllables stressed equally.





The statistics reveal that during the pronunciation of the word *refund*, most of the participants put stress on the second syllable. It is proved that the stress patterns used by the Pashtun ESL learners with regard to the English disyllabic words are deviant from the norms of English pronunciation and this deviation is attributable to the influence of the learners' mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.1.28 The Word 'Subject' with Stress on First Syllable

Figure 29 below highlights the lexical stress patterns used by the participants of the study in the articulation of the word *subject*. It shows that out of the sixty participants, forty-nine participants pronounced this word with first syllable stressed, eight participants pronounced it with the second syllable stressed and three participants pronounced it with both the syllables stressed equally.



The statistics highlight that during the pronunciation of the word *subject*, 13% participants erroneously stressed the second syllable. The results show that the Pashtun ESL learners, while articulating the English disyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English disyllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.1.29 The Word 'Suspect' with Stress on First Syllable

The following figure 30 points out the lexical stress patterns used by the participants of the study in the articulation of the word *suspect*. It shows that out of the sixty participants, fifteen participants pronounced this word with first syllable stressed, forty-one participants pronounced it with the second syllable stressed, three participants pronounced it with both the syllables stressed equally and only one participant had an unidentifiable pronunciation of this word.



The statistical analysis points out that during the pronunciation of the word *suspect*, the participants stressed mostly the second syllable. This validates that the lexical stress patterns used by the Pashtun ESL learners are deviant from the norms of English pronunciation and this deviation is the result of the influence of the learners' mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2 Analysis of the Disyllabic Words with Stress on Second Syllable

The list of sentences and words given to the participants of the study contained thirty disyllabic words with stress on second syllable. When these words are used as verbs, they are pronounced with the second syllable stressed. Following is the analysis of the stress patterns used by the research participants with regard to the said disyllabic words.

4.1.2.1 The Word 'August' with Stress on Second Syllable

Figure 31 below indicates the stress patterns used by the participants of the study in the articulation of the word *august*. It shows that out of the sixty participants, twenty participants pronounced this word with first syllable stressed, thirty-seven participants pronounced it with the second syllable stressed, two participants pronounced it with both the syllables stressed equally while one participant had an unidentifiable pronunciation of this word.



Figure 31

The statistics suggest that most of the participants of this study pronounced the word *august* with correct stress position, i.e. with the second syllable stressed. If the performance of the participants in this word is compared with their performance in the word *August* which contains stress on the first syllable (presented in figure 01), it is argued that in both of these words, the participants tended to put stress mostly on the second syllable. It is proved that the Pashtun ESL learners tend to put stress on the first syllable of the English disyllabic words, no matter if the word has got stress on the first syllable or on the second one.

According to Tegey & Robson (1996), in the Pashtu language, most of the Pashtu native words generally have stress on the last syllable if the word ends with a consonant sound and on the penultimate syllable, if the word ends with a vowel sound. Similarly, to these researchers, the lexical stress in most of the Pashtu disyllabic native words falls on the second syllable. In addition, when the Pashtu language borrows disyllabic words from the English language, they are twisted according to the phonological rules (stress patterns) of the Pashtu language and they are borrowed with the second syllable stressed. For instance, the English words party /'pa:tɪ/, parcel /'pa:səl/ , passport /'pa:spo:t/, complex /'kompleks/, channel /'tʃænəl/, coffee /'kɒfɪ/, college /'kɒlɪdʒ/, doctor /'dɒktə/, and Muslim /'muslım/ are pronounced in Pashtu as إلا من المنابع (pa:r'tɪ/, bac:r'səl/, pa:r'səl/, pa:s'po:t/, pa:s'po:t/, bac:r'səl/, bac:r'səl/, pa:s'po:t/, bac:r'səl/, bac:r'səl/,

مسلم kəmp'lıks/, داکتر /kəmp'lıks/, کافی /ka:'fi/, کافی /ka:'lədʒ/, داکتر /da:k'tər/, and مسلم /mos'lım/. So, as indicated by the above figure, the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words with correct stress position, i.e. with the second syllable stressed. Thus, it is proved that the articulation of the English disyllabic words which have stress on the second syllable is easy for the Pashtun ESL learners.

4.1.2.2 The Word 'Combat' with Stress on Second Syllable

The following figure reflects the stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, fifteen participants pronounced the word *combat* with first syllable stressed, forty-three participants pronounced it with the second syllable stressed, five participants pronounced it with both the syllables stressed equally and two participants had an unidentifiable or incorrect pronunciation of the word.



Figure 32

The statistics show that during the pronunciation of the word *combat*, the participants frequently stressed the second syllable. This high frequency of the second syllable stressed establishes that the Pashtun ESL learners, while articulating the English

disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correction pronunciation is attributable to the influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.2 The Word 'Conduct' with Stress on Second Syllable

The figure 33 below displays the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, six participants pronounced this word with first syllable stressed, forty-nine participants pronounced it with the second syllable stressed and five participants pronounced it with both the syllables stressed equally.



Figure 33

The statistics reveal that during the pronunciation of the word *conduct*, the participants mostly stressed the second syllable. The data shows that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the

Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.3 The Word 'Conflict' with Stress on Second Syllable

The stress patterns used by the participants of this study in the pronunciation of the word *conflict* are highlighted in the following figure. It shows that out of the sixty participants, this word was pronounced with stress on first syllable by only seven participants, with stress on second syllable by forty-seven participants and with equal stress on both syllables by six participants.





The statistics highlight that during the pronunciation of the word *conflict*, the participants mostly stressed the second syllable. The data shows that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their other tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of

their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.5 The Word 'Content' with Stress on Second Syllable

Figure 35 below reflects the lexical stress patterns used by the participants of the study in the articulation of the word *content*. It shows that out of the sixty participants, nineteen participants pronounced this word with first syllable stressed, thirty-five participants pronounced it with the second syllable stressed, five participants pronounced it with both the syllables stressed equally and one participant had an unrecognizable pronunciation of this word.





The statistics show that during the pronunciation of the word *content*, the participants frequently stressed the second syllable. It shows that the Pashtun ESL learners tend to put stress on the second syllable of the disyllabic words. Based on the results of the data, it is assumed that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable stressed.

pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.6 The Word 'Contest' with Stress on Second Syllable

Figure 36 below displays that out of the sixty participants, five participants pronounced the word *contest* with first syllable stressed, forty-seven participants pronounced it with the second syllable stressed and three participants pronounced it with both the syllables stressed equally.





The statistical analysis reveals that during the pronunciation of the word *contest*, the participants mostly stressed the second syllable. This establishes the tendency of the Pashtun ESL learners of putting stress on the second syllable. The Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.7 The Word 'Contract' with Stress on Second Syllable

Figure 37 below highlights the lexical stress patterns used by the participants of the study in the articulation of the word *contract*. It shows that out of the sixty participants, only two participants pronounced this word with first syllable stressed, forty-five participants pronounced it with the second syllable stressed, ten participants pronounced it with both the syllables stressed equally and three participants had an unidentifiable pronunciation of this word.





The statistics highlight that during the pronunciation of the word *contract*, the participants mostly put stress on the second syllable. The data shows that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.8 The Word 'Convert' with Stress on Second Syllable

The following figure 38 points out that out of the sixty participants, five participants pronounced the word *convert* with first syllable stressed while fifty-five participants pronounced it with the second syllable stressed.





The statistics point out that during the pronunciation of the word *convert*, the participants mostly stressed the second syllable. It is proved that the Pashtun ESL learners pronounce the disyllabic words mostly with the second syllable stressed. They, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.9 The Word 'Decrease' with Stress on Second Syllable

Figure 39 below indicates the lexical stress patterns used by the participants of the study in the articulation of the word *decrease*. It shows that out of the sixty participants, fifty-eight participants pronounced this word with second syllable stressed and two



participants pronounced it with both the syllables stressed equally.

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Figure 39
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The statistics suggest that during the pronunciation of the word *decrease*, 97% the participants mostly stressed the second syllable. It is proved that the Pashtun ESL learners tend to put stress on the second syllable in the disyllabic words. This tendency in their pronunciation is due to the positive transfer of their mother tongue's phonological rules.

The lexical stress in most of the Pashtu disyllabic native words falls on the second syllable. In addition, when the Pashtu language borrows disyllabic words from the English language, they are twisted according to the phonological rules (stress patterns) of the Pashtu language and they are borrowed with the second syllable stressed. So, as indicated by the above figure, the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words with correct stress position, i.e. with the second syllable stressed. Thus, it is proved that the articulation of the English disyllabic words which have stress on the second syllable is easier for the Pashtun ESL learners and this easiness is due to the positive influence of their mother tongue.

4.1.2.10 The Word 'Digest' with Stress on First Syllable

The following figure reflects the lexical stress patterns used by the participants of the study in the articulation of the word *digest*. It shows that twelve participants pronounced this word with first syllable stressed, thirty-seven participants pronounced it with second syllable stressed, ten participants pronounced it with both the syllables stressed equally and one participant pronounced it incorrectly.



Figure 40

The statistics show that most of the participants pronounced this words with the second syllable stressed. As the data shows, the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.11 The Word 'Discharge' with Stress on Second Syllable

Figure 41 below displays the lexical stress patterns used by the participants of the study in the articulation of the word *discharge*. It shows that out of the sixty participants, fifty-eight participants pronounced it with the second syllable stressed and only two



participants pronounced it with both the syllables stressed equally.



The statistics reveal that during the pronunciation of the word *discharge*, the participants mostly stressed the second syllable. It shows that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.12 The Word 'Export' with Stress on Second Syllable

The following figure 42 highlights the lexical stress patterns used by the participants of the study in the articulation of the word *export*. It shows that out of the sixty participants, seven participants pronounced this word with first syllable stressed and fifty-three participants pronounced it with the second syllable stressed.



The statistical analysis highlights that during the pronunciation of the word *export*, the participants stressed the mostly the second syllable. It is generalized that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.13 The Word 'Impact' with Stress on Second Syllable

The following figure points out that out of the sixty participants, fifty-six participants pronounced it with the second syllable stressed, two participants pronounced it with both the syllables stressed equally and two participants had a mispronunciation of this word.



The statistics point out that during the pronunciation of the word *impact*, the participants mostly stressed the second syllable. This validates that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.14 The Word 'Import' with Stress on Second Syllable

Figure 44 below displays the lexical stress patterns used by the participants of the study in the articulation of the word *import*. It indicates that out of the sixty participants, fifty-six participants pronounced it with the second syllable stressed, three participants pronounced it with both the syllables stressed equally and one participant had an unidentifiable pronunciation of this word.



The statistics suggest that most of the participants put stress on the second syllable in the word *import*. It is argued that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronuciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.15 The Word 'Incline' with Stress on Second Syllable

Figure 45 below reflects the lexical stress patterns used by the participants of the study in the articulation of the word *incline*. It shows that out of the sixty participants, fiftynine participants pronounced it with the second syllable stressed and one participant pronounced it with both the syllables stressed equally.



The statistical analysis shows that during the pronunciation of the word *incline*, 98% participants put stress on the second syllable. It is generalized that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.16 The Word 'Increase' with Stress on Second Syllable

The following figure displays the lexical stress patterns used by the participants of the study in the articulation of the word *increase*. It shows that out of the sixty participants, six participants pronounced this word with first syllable stressed, fifty-two participants pronounced it with the second syllable stressed, and two participants pronounced it with both the syllables stressed equally.



The statistics reveal that during the pronunciation of the word *increase*, the participants mostly stressed the second syllable. This validates that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.17 The Word 'Insult' with Stress on Second Syllable

The following figure 46 highlights the lexical stress patterns used by the participants of the study in the articulation of the word *insult*. It shows that out of the sixty participants, only two participants pronounced this word with first syllable stressed and the remaining fifty-eight participants pronounced it with the second syllable stressed.



The statistics highlight that during the pronunciation of the word *insult*, the participants mostly stressed the syllable. It shows that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.18 The Word 'Object' with Stress on Second Syllable

Figure 47 below points out the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, nineteen participants pronounced this word with first syllable stressed, twenty-five participants pronounced it with the second syllable stressed and six participants pronounced it with both the syllables stressed equally.



The statistical analysis points out that most of the participants put stress on the second syllable during the pronunciation of the word *object*. It is proved that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.19 The Word 'Perfect' with Stress on Second Syllable

The following figure indicates the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, 30 participants pronounced this word with first syllable stressed, twenty-nine participants pronounced it with the second syllable stressed and one participant pronounced it with both the syllables stressed equally.



Figure 49

The statistics suggest that during the pronunciation of the word *perfect*, 50% participants pronounced this word with incorrect stress position, i.e. with the first syllable stressed. The reason is that the word *perfect* is a very frequently code-mixed term in Pashtu conversation and unlike the other English disyllabic words, this word is pronounced with the first syllable stressed in Pashtu conversation. This might be the reason that half of the participants of this study pronounced this word with the first syllable stressed. **The Word 'Pervert' with Stress on Second Syllable**

Figure 50 below reflects the lexical stress patterns used by the participants of the study in the articulation of the word *pervert*. It shows that out of the sixty participants, six participants pronounced this word with first syllable stressed, forty-seven participants pronounced it with the second syllable stressed, one participant pronounced it with both the syllables stressed equally and six participants had an unidentifiable pronunciation of this word.



The statistics show that most of the participants pronounced the word *pervert* with the second syllable stressed. This validates that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.21 The Word 'Present' with Stress on Second Syllable

The following figure 51 displays the lexical stress patterns used by the participants in the word *present*. It shows that out of the sixty participants, ten participants pronounced this word with first syllable stressed, forty-four participants pronounced it with the second syllable stressed and six participants pronounced it with both the syllables stressed equally.



The statistical analysis reveals that during the pronunciation of the word *present*, the participants stressed mostly the second syllable. It is argued that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.22 The Word 'Produce' with Stress on Second Syllable

The following figure highlights the lexical stress patterns used by the participants of the study in the articulation of the word *produce*. It shows that out of the sixty participants, thirteen participants pronounced this word with first syllable stressed, thirty-seven participants pronounced it with the second syllable stressed and ten participants pronounced it with both the syllables stressed equally.



The statistics highlight that during the pronunciation of the word *produce*, the participants stressed mostly the second syllable. It is proved that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.23 The Word 'Progress' with Stress on Second Syllable

Figure 53 below points out the lexical stress patterns used by the participants of the study in the articulation of the word *progress*. It shows that out of the sixty participants, twenty-five participants pronounced this word with first syllable stressed, thirty participants pronounced it with the second syllable stressed and five participants pronounced it with both the syllables stressed equally.



The statistics analysis points out that most of the participants pronounced the word *progress* with the second syllable stressed. It is generalized that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.24 The Word 'Project' with Stress on Second Syllable

The following figure 54 indicates the lexical stress patterns used by the participants of the study in the articulation of the word *project*. It shows that out of the sixty participants, twenty-six participants pronounced this word with the first syllable stressed, twenty-eight participants pronounced it with the second syllable stressed and six participants pronounced it with both the syllables stressed equally.



Figure 54

The statistical analysis suggests that the participants put stress mostly on the second syllable during the pronunciation of the word *project*. This validates that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.25 The Word 'Protest' with Stress on Second Syllable

The following figure reflects the lexical stress patterns used by the participants of the study in the articulation of the word *protest*. It shows that out of the sixty participants, only three participants pronounced this word with first syllable stressed, fifty participants pronounced it with the second syllable stressed, five participants pronounced it with both the syllables stressed equally and two participants had an unrecognizable pronunciation of this word.



The statistics show that during the pronunciation of the word *protest*, the participants mostly stressed the second syllable. It is argued that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.26 The Word 'Rebel' with Stress on First Syllable

Figure 56 below displays the lexical stress patterns used by the participants of the study in the articulation of the word *rebel*. It shows that out of the sixty participants, twenty-one participants pronounced this word with first syllable stressed, thirty-eight participants pronounced it with the second syllable stressed and one participant pronounced it with both the syllables stressed equally.



The statistics reveal that most of the participants pronounced the word *rebel* with the second syllable stressed. It is generalized that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.27 The Word 'Record' with Stress on Second Syllable

The following figure highlights the lexical stress patterns used by the participants of the study in the articulation of the word *record*. It shows that out of the sixty participants, only five participants pronounced this word with first syllable stressed, fifty-three participants pronounced it with the second syllable stressed and two participants pronounced it with both the syllables stressed equally.



Figure 57

The statistical analysis highlights that during the pronunciation of the word *record*, the participants mostly stressed the second syllable of the word. This validates that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.28 The Word 'Refund' with Stress on Second Syllable

The following figure points out the lexical stress patterns used by the participants of the study in the articulation of the word *refund*. It shows that out of the sixty participants, five participants pronounced this word with first syllable stressed, fifty-one participants pronounced it with the second syllable stressed and four participants pronounced it with both the syllables stressed equally.



The statistical analysis points out that during the pronunciation of the word *refund*, the participants put stress mostly on the second syllable. It is argued that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.29 The Word 'Subject' with Stress on Second Syllable

Figure 59 below indicates the lexical stress patterns used by the participants of the study in the articulation of the word *subject*. It shows that out of the sixty participants, nineteen participants pronounced this word with first syllable stressed, thirty-eight participants pronounced it with the second syllable stressed, two participants pronounced it with both the syllables stressed equally and one participant mispronounced this word.


The statistics suggest that during the pronunciation of the word *subject*, the participants mostly stressed the second syllable. The data show that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.2.30 The Word 'Suspect' with Stress on Second Syllable

The following figure reflects the lexical stress patterns used by the participants of the study in the articulation of the word *suspect*. It shows that out of the sixty participants, only one participant pronounced this word with first syllable stressed, fifty-seven participants pronounced it with the second syllable stressed, one participant pronounced it with both the syllables stressed equally and one participant had an unidentifiable pronunciation of this word.



The statistical analysis shows that 94% participants pronounced the word *suspect* with the second syllable stressed. This establishes the point that the Pashtun ESL learners, while articulating the English disyllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said disyllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners tend to correctly pronounce the disyllabic words having stress on the second syllable and this correct pronunciation is attributable to the positive influence of their mother tongue, as in most of the Pashtu disyllabic words, the lexical stress falls on the second syllable.

4.1.1 Analysis of the Tri-syllabic Words with Stress on First Syllable

The list of sentences and words given to the participants of the study contained thirty tri-syllabic words with stress on first syllable. Those words were read aloud by sixty participants. Following is the analysis of the stress patterns used by the research participants with regard to the said tri-syllabic words.

4.1.3.1 The Word 'Abdomen'

The first tri-syllabic words given to the participants of the study for reading aloud was the word *abdomen*. The following figure displays the lexical stress patterns used by

the participants of the study in the articulation of this word. It shows that out of the sixty participants, five participants pronounced this word with first syllable stressed, forty-six participants pronounced it with the second syllable stressed, six participants pronounced with the third syllable stressed and three participants pronounced it with two syllables stressed equally.



Figure 61

The above statistics show that during the pronunciation of the word *abdomen*, the participants put stress mostly on the second syllable. The point is generalized that the Pashtun ESL learners tend to put stress on the second syllable of the word *abdomen*, though the correct pronunciation contains stress on the first syllable. This deviation from the norms of English pronunciation is attributed to the influence of the learners' mother tongue (Pashtu) over their target language (English). In the Pashtu language, most of the Pashtu native words generally have stress on the last syllable if the word ends with a consonant sound and on the penultimate syllable, if the word ends with a vowel sound, Tegey & Robson (1996). To put it simply, in most of the Pashtu polysyllabic words, the lexical stress generally falls on the last or penultimate syllable. In addition, when the Pashtu language borrows tri-syllabic words from the English language, they are twisted according to the phonological rules (stress patterns) of the Pashtu language and they are borrowed with the

second or third syllable stressed. So, the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Just as in this research study, most of the participants erroneously pronounced the word *abdomen* with the second syllable stressed, some participants with the third syllable and only few participants, i.e. only 8% pronounced it with the first syllable stressed. So, it proves the fact that the Pashtun ESL learners face difficulties in the pronunciation of the English tri-syllabic words having stress on the first syllable, and those difficulties are due to the negative influence of the learners' mother tongue.

4.1.3.2 The Word 'Ancestor'

Figure 62 below highlights the lexical stress patterns used by the participants of the study in the articulation of the word *ancestor*. It shows that out of the sixty participants, two participants pronounced this word with stress on the first syllable, thirty-eight participants pronounced it with stress on the second syllable, thirteen participants pronounced with stress on the third syllable and seven participants pronounced it with equal stress on two syllables.



Figure 62

The statistics highlight that during the pronunciation of the word *ancestor*, the participants mostly stressed the second syllable and some participants stressed the third syllable, while only few of them stressed the first syllable. It is validated that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in the Pashtu tri-syllabic words, the lexical stress falls mostly on the second or third syllable.

4.1.3.3 The Word 'Atmosphere'

Figure 63 below points out the lexical stress patterns used by the participants of the study in the articulation of the word *atmosphere*. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by six participants, with the second syllable stressed by eleven participants, with the third syllable stressed by thirty-eight participants and with both the syllables stressed equally by five participants.



Figure 63

The above statistical analysis points out that during the pronunciation of the word

atmosphere, the participants put stress mostly on the third syllable and less frequently on the second syllable, but only a few participants put stress on the first syllable. This establishes the fact that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.3 The Word 'Attitude'

The following figure indicates the lexical stress patterns used by the participants of the study in the articulation of the word *attitude*. It shows that out of the sixty participants, twenty-seven participants pronounced this word with first syllable stressed, two participants pronounced it with the second syllable stressed, twenty-eight participants pronounced with the third syllable stressed and three participants pronounced it with two syllables stressed equally.



Figure 64

The above statistics suggest that during the pronunciation of the word *attitude*, the

participants put stress on the third syllable more frequently than the first syllable. This generalized the point that the Pashtun ESL learners, while articulating the English trisyllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.5 The Word 'Bicycle'

Figure 65 below reflects that out of the sixty participants, twenty-five participants pronounced the word *bicycle* with stress on the first syllable, twenty-three participants pronounced it with stress on the second syllable, five participants pronounced with stress on the third syllable and seven participants pronounced it with equal stress on two syllables.



Figure 65

The statistics show that during the pronunciation of the word *bicycle*, the frequency of stress on the first syllable was greater than the other two syllable. It is proved that the Pashtun ESL learners tend to put stress generally on the second syllable and this pattern is probably due to the influence of the learners' mother tongue.

The lexical stress in most of the Pashtu tri-syllabic native words falls generally on the second or third syllable. In addition, when the Pashtu language borrows tri-syllabic words from the English language, they are twisted according to the phonological rules (stress patterns) of the Pashtu language and are borrowed with the second or third syllable stressed. So, as indicated by the above figure, the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words having stress on the first syllable and those difficulties are due to the negative influence of their mother tongue.

4.1.3.6 The Word 'Category'

The following figure 66 displays the lexical stress patterns used by the participants of the study in the articulation of the word *category*. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by thirteen participants, with the second syllable stressed by thirty-three participants, with the third syllable stressed by nine participants and with both the syllables stressed equally by five participants.



Figure 66

The above statistical analysis reveals that during the pronunciation of the word *category*, the participants put stress mostly on the second syllable and less frequently on the third syllable. This establishes the fact that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable. The Word 'Celebrate'

The following figure highlights the lexical stress patterns used by the participants of the study in the articulation of the word *celebrate*. It shows that out of the sixty participants, nine participants pronounced this word with first syllable stressed, nine participants pronounced it with the second syllable stressed, thirty-six participants pronounced with the third syllable stressed and six participants pronounced it with two syllables stressed equally.



Figure 67

The above statistics highlight that during the pronunciation of the word *celebrate*,

the participants put stress mostly on the third syllable. The point is generalized that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.8 The Word 'Character'

Figure 68 below points out the lexical stress patterns used by the participants of the study in the articulation of the word *character*. It shows that out of the sixty participants, fifteen participants pronounced this word with stress on the first syllable, thirty-four participants pronounced it with stress on the second syllable, four participants pronounced with stress on the third syllable and seven participants pronounced it with equal stress on two syllables.



Figure 68

The above statistics point out that during the pronunciation of the word *character*, the participants mostly stressed the second syllable. It is proved that the Pashtun ESL

learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.9 The Word 'Chemistry'

Figure 69 below indicates the lexical stress patterns used by the participants of the study in the articulation of the word *chemistry*. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by nine participants, with the second syllable stressed by forty-six participants, with the third syllable stressed by three participants and with both the syllables stressed equally by two participants.



Figure 69

The statistical analysis suggests that during the pronunciation of the word *chemistry*, the participants put stress mostly on the second syllable. This establishes the fact that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue

(Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.9 The Word 'Diagram'

The following figure reflects the lexical stress patterns used by the participants of the study in the articulation of the word *diagram*. It shows that out of the sixty participants, twelve participants pronounced this word with first syllable stressed, twenty-five participants with the third syllable stressed, three participants with two syllables stressed equally and twenty participants with incorrect pronunciation.



Figure 70

The above statistics show that during the pronunciation of the word *diagram*, the participants put stress mostly on the third syllable. The point is generalized that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the

English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.11 The Word 'Dramatize'

The following figure 71 displays the lexical stress patterns used by the participants of the study in the articulation of the word *dramatize*. It shows that out of the sixty participants, ten participants pronounced this word with stress on the first syllable, two participants pronounced it with stress on the second syllable, forty-one participants with stress on the third syllable, and five participants with equal stress on two syllables and one participant mispronounced this word.





The statistics reveal that during the pronunciation of the word *dramatize*, the participants mostly stressed the third syllable. This indicates the point that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the

influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.12 The Word 'Educate'

Figure 72 below highlights the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by eight participants, with the second syllable stressed by one participant, with the third syllable stressed by forty-five participants and with both the syllables stressed equally by six participants.



Figure 72

The statistical analysis highlights that during the pronunciation of the word *educate*, the participants put stress mostly on the third syllable. It is generalized that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.12 The Word 'Energy'

The following figure points out the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, nine participants pronounced this word with first syllable stressed, forty-three participants pronounced it with the second syllable stressed, one participant pronounced with the third syllable stressed and seven participants pronounced it with two syllables stressed equally.



Figure 73

The statistical analysis points out that during the pronunciation of the word *energy*, the participants put stress mostly on the second syllable. This validates that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.14 The Word 'Execute'

Figure 74 below indicates the lexical stress patterns used by the participants of the study in the articulation of the word *execute*. It shows that out of the sixty participants, fourteen participants pronounced this word with stress on the first syllable, three participants pronounced it with stress on the second syllable, thirty-eight participants pronounced with stress on the third syllable, four participants pronounced it with equal stress on two syllables and one participant mispronounced this word.





The above statistics suggest that during the pronunciation of the word *execute*, the participants mostly stressed the third syllable. It is argued that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.15 The Word 'Exercise'

Figure 75 below reflects the lexical stress patterns used by the participants of the

study in the articulation of the word *exercise*. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by six participants, with the second syllable stressed by six participants, with the third syllable stressed by forty-one participants and with both the syllables stressed equally by seven participants.



Figure 75

The statistical analysis shows that during the pronunciation of the word *exercise*, the participants put stress mostly on the third syllable. It is argued that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.15 The Word 'Hospital'

The following figure displays the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, fortyfive participants pronounced this word with first syllable stressed, one participant pronounced it with the second syllable stressed, four participants pronounced with the third syllable stressed and ten participants pronounced it with two syllables stressed equally.



Figure 76

The statistics reveal that most of the participants pronounced this word with the correct stress position, i.e. with the first syllable stressed. Only 7% of the participants pronounced it with the third syllable stressed which shows the tendency of the Pashtun ESL learners to put stress on the third syllable. This deviated pattern is probably due to the negative influence of the learners' mother tongue.

4.1.3.17 The Word 'Industry'

Figure 77 below highlights the lexical stress patterns used by the participants of the study in the articulation of the word *industry*. It shows that out of the sixty participants, four participants pronounced this word with stress on the first syllable, fifty-four participants pronounced it with stress on the second syllable and two participants pronounced with stress on the third syllable.



The statistical analysis highlights that during the pronunciation of the word *industry*, the participants mostly stressed the second syllable. This establishes that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.18 The Word 'Interval'

Figure 78 below points out the lexical stress patterns used by the participants of the study in the articulation of the word *interval*. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by two participants, with the second syllable stressed by forty-eight participants, with the third syllable stressed by five participants and with both the syllables stressed equally by five participants.



The statistical analysis points out that during the pronunciation of the word *interval*, the participants put stress mostly on the second syllable. The point is generalized that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.18 The Word 'Minister'

The following figure indicates the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, eleven participants pronounced this word with first syllable stressed, twenty-eight participants pronounced it with the second syllable stressed, eleven participants pronounced with the third syllable stressed and ten participants pronounced it with two syllables stressed equally.



The statistics suggest that during the pronunciation of the word *minister*, the participants put stress mostly on the second syllable. It is argued that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

3.1.3.19 The Word 'Multitude'

Figure 80 below reflects the lexical stress patterns used by the participants of the study in the articulation of the word *multitude*. It shows that out of the sixty participants, forty-one participants pronounced this word with stress on the first syllable, two participants pronounced it with stress on the second syllable, ten participants pronounced with stress on the third syllable and seven participants pronounced it with equal stress on two syllables.



The statistics show that most of the participants pronounced this word with correct stress position, i.e. with stress on first syllable. Only 17% participants pronounced it erroneously with the third syllable stressed and 3% with the second syllable stressed. This deviation shows that the Pashtun ESL learners have the tendency to pronounce the tri-syllabic words having stress on the first syllable with the second or third syllable stressed. These deviated patterns are due to the negative influence of the learners' mother tongue. **The Word 'Passenger'**

Figure 81 below displays the lexical stress patterns used by the participants of the study in the articulation of the word *passenger*. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by six participants, with the second syllable stressed by twenty-nine participants, with the third syllable stressed by nine participants, with both the syllables stressed equally by six participants and with unintelligible pronunciation by ten participants.



The statistics reveal that during the pronunciation of the word *passenger*, the participants put stress mostly on the second syllable and 15% participants on the third syllable. It is proved that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.21 The Word 'Photograph'

The following figure highlights the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, eleven participants pronounced this word with first syllable stressed, seven participants pronounced it with the second syllable stressed, thirty-four participants pronounced with the third syllable stressed, six participants pronounced it with two syllables stressed equally and two participants pronounced incorrectly.



The statistics highlight that during the pronunciation of the word *photograph*, the participants put stress mostly on the third syllable. This establishes that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.23 The Word 'Privacy'

Figure 83 below points out the lexical stress patterns used by the participants of the study in the articulation of the word *privacy*. It shows that out of the sixty participants, forty-two participants pronounced this word with stress on the first syllable, fourteen participants pronounced it with stress on the second syllable, three participants pronounced it with equal stress on two syllables and one participant articulated it with unrecognizable pronunciation.



The statistics point out that 23% of the total participants pronounced this word erroneously with the second syllable stressed. The point is generalized the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English trisyllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.24 The Word 'Rectangle'

Figure 84 below indicates the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by two participants, with the second syllable stressed by forty-nine participants, with the third syllable stressed by four participants and with both the syllables stressed equally by five participants.



The statistical analysis suggests that during the pronunciation of the word *rectangle*, the participants put stress mostly on the second syllable. This indicates that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.24 The Word 'Register'

The following figure reflects the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, nineteen participants pronounced this word with the first syllable stressed, twenty-nine participants pronounced it with the second syllable stressed, nine participants pronounced with the third syllable stressed and three participants pronounced it with two syllables stressed equally.



The statistics show that during the pronunciation of the word *register*, the participants put stress mostly on the second syllable 15% participants put stress on the third syllable. It is generalized that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.26 The Word 'Relative'

The following figure 85 displays the lexical stress patterns used by the participants of the study in the articulation of the word *relative*. It shows that out of the sixty participants, forty participants pronounced this word with stress on the first syllable, fifteen participants pronounced it with stress on the second syllable, two participants pronounced with stress on the third syllable, two participants pronounced it with equal stress on two syllables and one participant pronounced it incorrectly.



The statistics reveal that 25% of the participants pronounced the word *relative* erroneously with the second syllable stressed. This validates that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.27 The Word 'Substitute'

Figure 87 below highlights the lexical stress patterns used by the participants of the study in the articulation of the word *substitute*. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by twenty-five participants, with the third syllable stressed by twenty participants, with both the syllables stressed equally by twelve participants and with unidentifiable pronunciation by three participants.



The statistical analysis highlights that 33% of the participants pronounced this word erroneously with the third syllable stressed. It is argued that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said trisyllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.27 The Word 'Supervise'

The following figure displays the lexical stress patterns used by the participants of the study in the articulation of the word *supervise*. It shows that out of the sixty participants, one participant pronounced this word with first syllable stressed, nine participants pronounced it with the second syllable stressed, forty-four participants pronounced with the third syllable stressed and six participants pronounced it with two syllables stressed equally.



The statistics reveal that during the pronunciation of the word *supervise*, most of the participants put stress on the third syllable and 15% participants on the second syllable. It is proved that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.29 The Word 'Televise'

Figure 89 below highlights the lexical stress patterns used by the participants of the study in the articulation of the word *televise*. It shows that out of the sixty participants, twelve participants pronounced this word with stress on the first syllable, seven participants pronounced it with stress on the second syllable, thirty-six participants pronounced with stress on the third syllable, four participants pronounced it with equal stress on two syllables and one participant with incorrect pronunciation.



The statistical analysis highlights that during the pronunciation of the word *televise*, the participants mostly stressed the third syllable. This validates that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3.30 The Word 'Ultimate'

Figure 90 below points out the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by thirty-four participants, with the second syllable stressed by four participants, with the third syllable stressed by fifteen participants and with both the syllables stressed equally by seven participants.



The statistical analysis points out that 7% participants pronounced this word with the second syllable stressed and 25% participants with the third syllable stressed. It is argued that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on first syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second or third syllable stressed. Thus, it is proved that the Pashtun ESL learners face difficulties in the articulation of the English tri-syllabic words which have stress on the first syllable and those difficulties are due to the influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress falls on the second or third syllable.

4.1.3 Analysis of the Tri-syllabic Words with Stress on Second Syllable

The list of sentences and words given to the participants of the study contained thirty tri-syllabic words with stress on second syllable. Those words were read aloud by sixty participants. Following is the analysis of the stress patterns used by the research participants with regard to the said tri-syllabic words.

4.1.1.1 The Word 'Adventure'

The list of tri-syllabic words given to the participants of the study for reading aloud contained the word *adventure*. The following figure indicates the lexical stress patterns

used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, four participants pronounced this word with the first syllable stressed, forty-six participants pronounced it with the second syllable stressed, three participants pronounced with the third syllable stressed, five participants pronounced it with two syllables stressed equally and two participants mispronounced this word.



Figure 91

The statistics suggest that during the pronunciation of the word *adventure*, the participants put stress mostly on the second syllable. It is proved that the Pashtun ESL learners pronounce the English tri-syllabic words mostly with the second syllable stressed and this particular pattern is attributable to the positive influence of the learners' mother tongue.

The lexical stress in most of the Pashtu tri-syllabic native words falls generally on the second or third syllable. In addition, when the Pashtu language borrows tri-syllabic words from the English language, they are twisted according to the phonological rules (stress patterns) of the Pashtu language and are borrowed with the second or third syllable stressed. So, as indicated by the above figure, the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words with correct stress position, i.e. with the second. Thus, it is proved that the Pashtun ESL learners face little difficulties in the articulation of the English tri-syllabic words having stress on the second syllable.

4.1.1.2 The Word 'Advisor'

Figure 92 below reflects the lexical stress patterns used by the participants of the study in the articulation of the word *advisor*. It shows that out of the sixty participants, none of the participants pronounced this word with stress on the or third syllable, fifty-four participants pronounced it with stress on the second syllable and six participants pronounced it incorrectly.



Figure 92

The statistics show that during the pronunciation of the word *advisor*, the participants mostly stressed the second syllable. This establishes the fact that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical

stress generally falls on the second syllable.

4.1.1.3 The Word 'Apartment'

The following figure 93 points out the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the second syllable stressed by fifty-seven participants and with two syllables stressed equally by three participants.



Figure 93

The statistical analysis points out that during the pronunciation of the word *apartment*, the participants put stress mostly on the second syllable. The point is generalized that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.3 The Word 'Apparent'

The following figure indicates the lexical stress patterns used by the participants of

the study in the articulation of this word. It shows that out of the sixty participants, seven participants pronounced this word with the first syllable stressed, forty-four participants pronounced it with the second syllable stressed, four participants pronounced with the third syllable stressed, two participants pronounced it with two syllables stressed equally and three participants mispronounced this word.



Figure 94

The statistics suggest that during the pronunciation of the word *apparent*, the participants put stress mostly on the second syllable. The point is generalized the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.5 The Word 'Assembly'

Figure 95 below reflects the lexical stress patterns used by the participants of the study in the articulation of the word *assembly*. It shows that out of the sixty participants,


fifty-eight participants pronounced this word with stress on the second syllable and two participants pronounced with stress on the third syllable.

Figure 95

The statistics show that during the pronunciation of the word *assembly*, the participants mostly stressed the second syllable. It is proved that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.6 The Word 'Banana'

Figure 96 below displays the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by two participants, with the second syllable stressed by forty-seven participants, with the third syllable stressed by three participants, with two syllables stressed equally by four participants and with unintelligible

pronunciation by four participants.



Figure 96

The statistics reveal that during the pronunciation of the word *banana*, the participants put stress mostly on the second syllable. This establishes that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.6 The Word 'Conception'

The following figure highlights the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, six participants pronounced this word with the first syllable stressed, forty-five participants pronounced it with the second syllable stressed, three participants pronounced with the third syllable stressed, five participants pronounced it with two syllables stressed equally and one participant mispronounced this word.



The statistical analysis highlights that during the pronunciation of the word *conception*, the participants put stress mostly on the second syllable. The point is generalized that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.8 The Word 'Discover'

The following figure 98 points out the lexical stress patterns used by the participants of the study in the articulation of the word *discover*. It shows that out of the sixty participants, six participants pronounced this word with stress on the first syllable, forty-two participants pronounced it with stress on the second syllable, nine participants pronounced with stress on the third syllable and two participants pronounced it with equal stress on two syllables.



The statistical analysis points out that during the pronunciation of the word *discover*, the participants mostly stressed the second syllable. It is proved that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.9 The Word 'Distinguish'

Figure 99 below indicates the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by four participants, with the second syllable stressed by fifty-one participants, with the third syllable stressed by two participants, with both the syllables stressed equally by one participant and with unintelligible pronunciation by two participants.



The statistics suggest that during the pronunciation of the word *distinguish*, the participants put stress mostly on the second syllable. This establishes the fact the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.9 The Word 'Establish'

The following figure reflects the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, fiftythree participants pronounced it with the second syllable stressed, five participants pronounced with the third syllable stressed and two participants pronounced it with two syllables stressed equally.



The statistics show that during the pronunciation of the word *establish*, the participants put stress mostly on the second syllable. The point is generalized that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.11 The Word 'Frustration'

Figure 101 below displays the lexical stress patterns used by the participants of the study in the articulation of the word *frustration*. It shows that out of the sixty participants, five participants pronounced this word with stress on the first syllable, forty-four participants pronounced it with stress on the second syllable, two participants pronounced with stress on the third syllable, four participants pronounced it with equal stress on two syllables and five participants pronounced it incorrectly.



The statistics reveal that during the pronunciation of the word *frustration*, the participants mostly stressed the second syllable. It is proved that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.12 The Word 'Imagine'

Figure 102 below highlights the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by only one participant, with the second syllable stressed by forty-two participants, with the third syllable stressed by nine participants, with both the syllables stressed equally by six participants and with unintelligible pronunciation by two participants.



The statistical analysis highlights that during the pronunciation of the word *imagine*, the participants put stress mostly on the second syllable and 15% put stress on the third syllable. This validates the point that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.12 The Word 'Imprison'

The following figure reflects the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, seven participants pronounced this word with the first syllable stressed, forty-six participants pronounced it with the second syllable stressed, three participants pronounced with the third syllable stressed and four participants mispronounced this word.



The statistics show that during the pronunciation of the word *imprison*, the participants put stress mostly on the second syllable. It is argued that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.14 The Word 'Indebted'

Figure 104 below displays the lexical stress patterns used by the participants of the study in the articulation of the word *indebted*. It shows that out of the sixty participants, six participants pronounced this word with stress on the first syllable, thirty-six participants pronounced it with stress on the second syllable, one participant pronounced with stress on the third syllable and seventeen participants pronounced it incorrectly.



The statistics reveal that during the pronunciation of the word *indebted*, the participants mostly stressed the second syllable. It is generalized that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.15 The Word 'Informant'

The following figure 105 highlights the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by two participants, with the second syllable stressed by fifty-four participants, with the third syllable stressed by three participants and with both the syllables stressed equally by one participant.



The statistical analysis highlights that during the pronunciation of the word *informant*, the participants put stress mostly on the second syllable. This validates that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.15 The Word 'Majestic'

The following figure points out the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, seven participants pronounced this word with the first syllable stressed, forty-nine participants pronounced it with the second syllable stressed and four participants pronounced it with two syllables stressed equally.



The statistical analysis points out that during the pronunciation of the word *majestic*, the participants put stress mostly on the second syllable. It is argued that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.17 The Word 'Maternal'

Figure 107 below indicates the lexical stress patterns used by the participants of the study in the articulation of the word *maternal*. It shows that out of the sixty participants, only one participant pronounced this word with stress on the first syllable, fifty-seven participants pronounced it with stress on the second syllable, one participant pronounced it with equal stress on two syllables and one participant pronounced it with incorrectly.



The statistics suggest that during the pronunciation of the word *maternal*, the participants mostly stressed the second syllable. It is generalized that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.18 The Word 'Mechanic'

Figure 108 below reflects the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by four participants, with the second syllable stressed by forty-three participants, with the third syllable stressed by ten participants, with both the syllables stressed equally by two participants and with unintelligible pronunciation by one participant.



The statistical analysis shows that during the pronunciation of the word *mechanic*, the participants put stress mostly on the second syllable and 17% participants put on the third syllable. This validates the point that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.18 The Word 'Narration'

The following figure displays the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, only one participant pronounced this word with the first syllable stressed, fifty-four participants pronounced it with the second syllable stressed and three participants pronounced with the third syllable stressed.



The statistics reveal that during the pronunciation of the word *narration*, the participants put stress mostly on the second syllable. It is argued that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.20 The Word 'Position'

Figure 110 below highlights the lexical stress patterns used by the participants of the study in the articulation of the word *position*. It shows that out of the sixty participants, ten participants pronounced this word with stress on the first syllable, thirty-seven participants pronounced it with stress on the second syllable, five participants pronounced with stress on the third syllable, and eight participants pronounced it with equal stress on two syllables.



The statistical analysis highlights that during the pronunciation of the word *position*, the participants mostly stressed the second syllable. It is proved that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.21 The Word 'Possession'

Figure 111 below points out the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by two participants, with the second syllable stressed by forty-four participants, with the third syllable stressed by eleven participants, with both the syllables stressed equally by two participants and with unintelligible pronunciation by one participant.



The statistical analysis points out that during the pronunciation of the word *possession*, the participants put stress mostly on the second syllable and 18% put stress on the third syllable. This establishes the fact that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.21 The Word 'Regarding'

The following figure indicates the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, two participants pronounced this word with the first syllable stressed, fifty-seven participants pronounced it with the second syllable stressed and one participant pronounced it with two syllables stressed equally.



The statistics suggest that during the pronunciation of the word *regarding*, the participants put stress mostly on the second syllable. The point is generalized that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.23 The Word 'Reminder'

Figure 113 below reflects the lexical stress patterns used by the participants of the study in the articulation of the word *reminder*. It shows that out of the sixty participants, two participants pronounced this word with stress on the first syllable, fifty-two participants pronounced it with stress on the second syllable, one participant pronounced with stress on the third syllable, three participants pronounced it with equal stress on two syllables and two participants pronounced it with incorrectly.



The statistics show that during the pronunciation of the word *reminder*, the participants mostly stressed the second syllable. This indicates the point that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.24 The Word 'Remember'

Figure 114 below displays the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by four participants, with the second syllable stressed by forty-four participants, with the third syllable stressed by seven participants, with both the syllables stressed equally by four participants and with unintelligible pronunciation by one participant.



The statistics reveal that during the pronunciation of the word *remember*, the participants put stress mostly on the second syllable. It is generalized that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.24 The Word 'Republic'

The following figure highlights the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, three participants pronounced this word with the first syllable stressed, fifty-three participants pronounced it with the second syllable stressed, three participants pronounced with the third syllable stressed and one participant mispronounced this word.



The statistical analysis highlights that during the pronunciation of the word *republic*, the participants put stress mostly on the second syllable. This validates the point that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.26 The Word 'Suggestion'

Figure 116 below points out the lexical stress patterns used by the participants of the study in the articulation of the word *suggestion*. It shows that out of the sixty participants, eight participants pronounced this word with stress on the first syllable, forty participants pronounced it with stress on the second syllable, seven participants pronounced with stress on the third syllable and five participants pronounced it with equal stress on two syllables.



The statistical analysis points out that during the pronunciation of the word *suggestion*, the participants mostly stressed the second syllable. The point is generalized that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.27 The Word 'Tradition'

Figure 117 below indicates the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by seventeen participants, with the second syllable stressed by thirty-four participants, with the third syllable stressed by two participants and with two syllables stressed equally by seven participants.



The statistics suggest that during the pronunciation of the word *tradition*, the participants put stress on the second syllable more frequently than the first and third syllables. It is argued that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.27 The Word 'Together'

The following figure reflects the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, fiftynine participants pronounced it with the second syllable stressed and one participant pronounced with the third syllable stressed.



The statistics show that during the pronunciation of the word *together*, the participants put stress mostly on the second syllable. It is generalized that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.4.29 The Word 'Tomorrow'

Figure 119 below displays the lexical stress patterns used by the participants of the study in the articulation of the word *tomorrow*. It shows that out of the sixty participants, ten participants pronounced this word with stress on the first syllable, forty-eight participants pronounced it with stress on the second syllable and two participants pronounced it with equal stress on two syllables.



The statistics reveal that during the pronunciation of the word *tomorrow*, the participants mostly stressed the second syllable. This validates the point that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on second syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the second syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.5. Analysis of the Tri-syllabic Words with Stress on Third Syllable

The list of sentences and words given to the participants of the study contained thirty tri-syllabic words with stress on third syllable. Those words were read aloud by sixty participants. Following is the analysis of the stress patterns used by the research participants with regard to the said tri-syllabic words.

4.1.1.1 The Word 'Absentee'

The list of tri-syllabic words given to the participants of the study for reading aloud

contained the word *absentee*. The following figure highlights the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, six participants pronounced this word with the first syllable stressed, fifty-one participants pronounced it with the second syllable stressed, and three participants pronounced with the third syllable stressed.



Figure 120

The statistical analysis highlights that during the pronunciation of the word *absentee*, the participants put stress mostly on the second syllable. It is argued that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on third syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners erroneously pronounce the English tri-syllabic words which have stress on the third syllable and this deviation is due to the negative influence of their mother tongue, as in most of the Pashtu tri-syllabic words that end with vowel sound, the lexical stress generally falls on the second syllable.

4.1.1.2 The Word 'Absolute'

Figure 121 below points out the lexical stress patterns used by the participants of the study in the articulation of the word *absolute*. It shows that out of the sixty participants,

twenty-three participants pronounced this word with stress on the first syllable, thirteen participants pronounced it with stress on the second syllable, seventeen participants pronounced with stress on the third syllable and seven participants pronounced it with equal stress on two syllables.



Figure 121

During the pronunciation of the word *absolute*, it was noted that the 22% of the participants put stress on the second syllable which is attributed to the negative transfer of the learners' mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable. But unexpectedly, 38% participants pronounced this word erroneously with the first syllable stressed. The reason for this deviation is probably the deliberate attempt of the participants to appear native-like, so they pronounced the word with stress on the first syllable.

4.1.1.3 The Word 'Addressee'

Figure 122 below indicates the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by nine participants, with the second syllable stressed by thirty-three participants, with the third syllable stressed by three participants, with the syllables stressed equally by three participants and with



unintelligible pronunciation by twelve participants.

Figure 122

The statistics suggest that during the pronunciation of the word *addressee*, the participants put stress mostly on the second syllable. This validates the fact that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on third syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners erroneously pronounce the English tri-syllabic words which have stress on the third syllable and this deviation is due to the negative influence of their mother tongue, as in most of the Pashtu tri-syllabic words that end with vowel sound, the lexical stress generally falls on the second syllable.

4.1.1.4 The Word 'Afternoon'

The following figure reflects the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, twentyseven participants pronounced this word with the first syllable stressed, sixteen participants pronounced it with the second syllable stressed, twelve participants pronounced with the third syllable stressed and five participants pronounced it with two syllables stressed equally.



The statistics show that during the pronunciation of the word *afternoon*, the participants made two type of deviations. Some participants put stress mostly on the first syllable while the others put stress on the second syllables. The former deviation is attributed to the learners' deliberate attempt of appearing native-like while the latter is attributable to the influence of the learners' mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.1.5 The Word 'Appointee'

Figure 124 below displays the lexical stress patterns used by the participants of the study in the articulation of the word *appointee*. In this research study, this word was read aloud by sixty participants. The following figure shows that out of the sixty participants, forty-nine participants pronounced this word with stress on the second syllable, two participants pronounced with stress on the third syllable, one participant pronounced it with equal stress on two syllables and eight participants pronounced it with incorrectly.



The statistics reveal that during the pronunciation of the word *appointee*, the participants mostly stressed the second syllable. It is proved that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on third syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners erroneously pronounce the English tri-syllabic words which have stress on the third syllable and this deviation is due to the negative influence of their mother tongue, as in most of the Pashtu tri-syllabic words that end with vowel sound, the lexical stress generally falls on the second syllable.

4.1.5.5 The Word 'Chimpanzee'

Figure 125 below highlights the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by five participants, with the second syllable stressed by forty-two participants, with the third syllable stressed by one participant, with both the syllables stressed equally by three participants and with unintelligible pronunciation by nine participants.



The statistical analysis highlights that during the pronunciation of the word *chimpanzee*, the participants put stress mostly on the second syllable. This establishes the fact that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on third syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners erroneously pronounce the English tri-syllabic words which have stress on the third syllable and this deviation is due to the negative influence of their mother tongue, as in most of the Pashtu tri-syllabic words that end with vowel sounds, the lexical stress generally falls on the second syllable.

4.1.5.6 The Word 'Coincide'

The following figure points out the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, two participants pronounced this word with the first syllable stressed, eight participants pronounced it with the second syllable stressed, forty-four participants pronounced with the third syllable stressed, two participants pronounced it with two syllables stressed equally and four participants mispronounced this word.



The statistical analysis points out that during the pronunciation of the word *coincide*, the participants put stress mostly on the third syllable and only 14% put stress on the second syllable. These patterns are attributed the influence of the Pashtun ESL learners' mother tongue because in the Pashtu language, in most of the Pashtu tri-syllabic words that end with consonant sound, the lexical stress generally falls on the third syllable.

4.1.5.7 The Word 'Contradict'

Figure 127 below indicates the lexical stress patterns used by the participants of the study in the articulation of the word *contradict*. It shows that out of the sixty participants, fifteen participants pronounced this word with stress on the first syllable, four participants pronounced it with stress on the second syllable, twenty-eight participants pronounced with stress on the third syllable, six participants pronounced it with equal stress on two syllables and seven participants pronounced it with incorrectly.



The statistics suggest that during the pronunciation of the word *contradict*, the participants mostly stressed the third syllable. This particular pattern is due to the positive transfer of the L1 phonological rules by the participants, as in the Pashtu language, a tri-syllabic word that ends with a consonant sound generally has stress on the third syllable.

8.1.5.9 The Word 'Disappear'

Figure 128 below reflects the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by eighteen participants, with the second syllable stressed by six participants, with the third syllable stressed by twenty-seven participants, with both the syllables stressed equally by eight participants and with unintelligible pronunciation by one participant.



The statistics shows that during the pronunciation of the word *disappear*, the participants put stress mostly on the third syllable which might be due to the positive transfer of L1 stress patterns by the participants. 10% participants put stress on the second syllable which is attributed to the negative transfer of L1 stress patterns. Surprisingly, 30% participants put stress erroneously on the first syllable which is attributable to the participants' tendency to appear native-like in pronunciation.

4.1.5.9 The Word 'Engineer'

The following figure displays the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, twentyfive participants pronounced this word with the first syllable stressed, five participants pronounced it with the second syllable stressed, twenty-six participants pronounced with the third syllable stressed and four participants pronounced it with two syllables stressed equally.



The statistics reveal that most of the participants pronounced this word with correct stress position, i.e. with the third syllable stressed. This pattern is due to the positive influence of the Pashtun ESL learners' mother tongue. Some participants put stress on the second syllable which may indicate the negative transfer of L1 and other participants put stress on the first syllable which is attributed to the participants' tendency to sound like the native speakers of English.

4.1.5.11 The Word 'Entertain'

Figure 130 below highlights the lexical stress patterns used by the participants of the study in the articulation of the word *entertain*. It shows that out of the sixty participants, sixteen participants pronounced this word with stress on the first syllable, seven participants pronounced it with stress on the second syllable, thirty-two participants pronounced with stress on the third syllable and five participants pronounced it with equal stress on two syllables.



The statistical analysis highlights that during the pronunciation of the word *entertain*, the participants mostly stressed the third syllable. The point is generalized hat the Pashtun ESL learners put stress mostly on the third syllable in tri-syllabic words. This pattern used by the learners is probably due to the positive transfer of their mother tongue's stress patterns because in the Pashtu language, in most of the Pashtu tri-syllabic words that end with consonant sound, the lexical stress generally falls on the third syllable.

4.1.5.12 The Word 'Guarantee'

The following figure 131 points out the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by nineteen participants, with the second syllable stressed by thirty-four participants, with the third syllable stressed by three participants, with both the syllables stressed equally by two participants and with unintelligible pronunciation by two participants.


The statistical analysis points out that during the pronunciation of the word *guarantee*, the participants put stress mostly on the second syllable. It is proved that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on third syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners erroneously pronounce the English tri-syllabic words which have stress on the third syllable and this deviation is due to the negative influence of their mother tongue, as in most of the Pashtu tri-syllabic words that end with vowel sound, the lexical stress generally falls on the second syllable.

4.1.5.12 The Word 'Halloween'

The following figure indicates the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, twentyone participants pronounced this word with the first syllable stressed, eighteen participants pronounced it with the second syllable stressed, fourteen participants pronounced with the third syllable stressed, six participants pronounced it with two syllables stressed equally and one participant mispronounced this word.



The statistics suggest that during the pronunciation of the word *Halloween*, the frequency of the first and second syllables stressed was greater than the third syllable stressed. The higher frequency of the second syllable stressed establishes the negative influence of the learners' mother tongue, as in Pashtu language, most of the tri-syllabic words generally have stress on the second syllable. The highest frequency of the first syllable stressed, however, is probably due to the participants' tendency to sound like the native speakers of English. Furthermore, this tendency is attributed to the learners' unawareness of the stress patterns of the English language.

4.1.5.14 The Word 'Interrupt'

Figure 133 below shows the lexical stress patterns used by the participants of the study in the articulation of the word *interrupt*. It shows that out of the sixty participants, ten participants pronounced this word with stress on the first syllable, eight participants pronounced it with stress on the second syllable, thirty-six participants pronounced with stress on the third syllable and six participants pronounced it with equal stress on two syllables.



The reveal that during the pronunciation of the word *interrupt*, the participants mostly stressed the third syllable. The point is generalized that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on third syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the third syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the third syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words that end with consonant sounds, the lexical stress generally falls on the third syllable.

4.1.5.15 The Word 'Intervene'

The following figure 134 points out the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by ten participants, with the second syllable stressed by seven participants, with the third syllable stressed by thirty-three participants, with both the syllables stressed equally by seven participants and with unintelligible pronunciation by three participants.



The statistical analysis points out that during the pronunciation of the word *intervene*, the participants put stress mostly on the third syllable. It is argued that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on third syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the third syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the third syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words that end with consonant sound, the lexical stress generally falls on the third syllable.

4.1.5.15 The Word 'Japanese'

The following figure indicates the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, thirtysix participants pronounced this word with the first syllable stressed, ten participants pronounced it with the second syllable stressed, six participants pronounced with the third syllable stressed, three participants pronounced it with two syllables stressed equally and five participants mispronounced this word.



The statistics suggest that during the pronunciation of the word *Japanese*, the participants put stress mostly on the first syllable. This erroneous stress pattern may indicate the participants' tendency to sound like the native speakers of English. In addition, the stress on second and third syllables is attributable to the negative and positive influence of the learners' mother tongue.

4.1.5.17 The Word 'Magazine'

Figure 136 below reflects the lexical stress patterns used by the participants of the study in the articulation of the word *magazine*. It shows that out of the sixty participants, nine participants pronounced this word with stress on the first syllable, six participants pronounced it with stress on the second syllable, twenty-seven participants pronounced with stress on the third syllable, one participant pronounced it with equal stress on two syllables and seventeen participants pronounced it with incorrectly.



The statistics show that during the pronunciation of the word *magazine*, the participants mostly stressed the third syllable. This validates that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on third syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the third syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the third syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words that end with consonant sounds, the lexical stress generally falls on the third syllable.

4.1.5.18 The Word 'Overdue'

Figure 137 below displays the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by thirteen participants, with the second syllable stressed by twenty-two participants, with the third syllable stressed by fifteen participants, with both the syllables stressed equally by eight participants and with unintelligible pronunciation by two participants.



The statistics reveal that during the pronunciation of the word *overdue*, the participants put stress mostly on the second syllable. This validates the fact that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on third syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners erroneously pronounce the English tri-syllabic words which have stress on the third syllable and this deviation is due to the negative influence of their mother tongue, as in most of the Pashtu tri-syllabic words that end with vowel sound, the lexical stress generally falls on the second syllable.

4.1.5.18 The Word 'Pakistan'

The following figure highlights the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, thirtyfour participants pronounced this word with the first syllable stressed, one participant pronounced it with the second syllable stressed, twenty participants pronounced with the third syllable stressed and five participants pronounced it with two syllables stressed equally.



The statistics reveal that 33% of the participants pronounced this word with correct stress position, i.e. with the third syllable stressed. This pattern is attributed to the positive influence of the Pashtun ESL learners' mother tongue. But surprisingly, most of the participants put stress on the first syllable which is attributed to the Pashtun ESL learners' unawareness of the English lexical stress pattern as well as to their tendency and deliberate attempt to sound like the native speakers of English.

4.1.5.20 The Word 'Personnel'

The following figure 139 points out the lexical stress patterns used by the participants of the study in the articulation of the word *personnel*. It shows that out of the sixty participants, thirteen participants pronounced this word with stress on the first syllable, four participants pronounced it with stress on the second syllable, five participants pronounced it with stress on the second syllable, five participants pronounced it with stress on the second syllable, five participants pronounced it with stress on the second syllable, five participants pronounced it with equal stress on two syllables and thirty-five participants pronounced it with incorrectly.



The statistical analysis points out that excluding the 58% participants who mispronounced this word by substituting it with the word *personal*, the participants mostly stressed the first syllable. 22% of the participants pronounced it with the first syllable stressed because they tended to pronounce it much like the word *personal* while 7% participants had a pronunciation similar to the word *persona* with an /l/ sound in the end, thus pronounced it with the second syllable stressed. It is generalized that the Pashtun ESL learners are not even aware of the number of syllables and syllabic distribution in many tri-syllabic words.

4.1.5.21 The Word 'Reappear'

Figure 140 below displays the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by eighteen participants, with the second syllable stressed by twenty-one participants, with the third syllable stressed by eighteen participants, with both the syllables stressed equally by one participant and with unintelligible pronunciation by two participants.



The statistics reveal that during the pronunciation of the word *reappear*, the participants put stress mostly on the second syllable. It is proved that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on third syllable, negatively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words erroneously with the second syllable stressed. Thus, it is proved that the Pashtun ESL learners erroneously pronounce the English tri-syllabic words which have stress on the third syllable and this deviation is due to the negative influence of their mother tongue, as in most of the Pashtu tri-syllabic words that end with vowel sound, the lexical stress generally falls on the second syllable. In addition, the high frequency of the first syllable stressed in this word validates that the learners tend to put stress on the first syllable when a tri-syllabic word starts with the prefix 're'. **The Word 'Reapply'**

The following figure highlights the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, twenty-two participants pronounced this word with the first syllable stressed, twelve participants pronounced it with the second syllable stressed, nineteen participants pronounced with the third syllable stressed and seven participants pronounced it with two syllables stressed equally.



The statistical analysis highlights that during the pronunciation of the word *reapply*, the participants put stress mostly on the first syllable. It is argued that the Pashtun ESL learners tend to put stress on the first syllable when a tri-syllabic word starts with the prefix 're'. In addition, the high frequency of the second syllable stressed is probably due to the negative transfer of L1 stress patterns by the learners.

4.1.5.23 The Word 'Rearrange'

Figure 142 below points out the lexical stress patterns used by the participants of the study in the articulation of the word *rearrange*. It shows that out of the sixty participants, twenty-one participants pronounced this word with stress on the first syllable, fifteen participants pronounced it with stress on the second syllable, eighteen participants pronounced with stress on the third syllable and six participants pronounced it with equal stress on two syllables.



The statistical analysis points out that during the pronunciation of the word *rearrange*, the participants mostly stressed the first syllable. It is generalized that the Pashtun ESL learners tend to put stress on the first syllable when a tri-syllabic word starts with the prefix 're'. In addition, the high frequency of the second syllable stressed is attributable to the negative transfer of L1 stress patterns by the learners.

4.1.5.23 The Word 'Rationale'

Figure 143 below indicates the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by ten participants, with the third syllable stressed by seven participants and with unintelligible pronunciation by thirty-seven participants.



The statistics suggest that most of the participants mispronounced this word by substituting it with the word *rational*. Excluding these erroneous pronunciations, most of the remaining participants put stress on the first syllable because they tended to pronounce it much like the word *rational*. These patterns validate the Pashtun ESL learners' unawareness of the stress patterns of English word. It is generalized that since they are not aware of the rules, as a result, they mostly segmentally confuse this word with the word *rational* and sometimes suprasegmentally by pronouncing it with the first syllable stressed.

4.1.5.24 The Word 'Refugee'

The following figure reflects the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, four participants pronounced this word with the first syllable stressed, twenty-one participants pronounced it with the second syllable stressed, three participants pronounced with the third syllable stressed, one participant pronounced it with two syllables stressed equally and thirty-one participants mispronounced this word.



The statistics show that during the pronunciation of the word *refugee*, apart from the 51% participants who erroneously confused this word with the disyllabic word *refuge*, the participants put stress mostly on the second syllable. This establishes that the Pashtun ESL learners pronounce the tri-syllabic words mostly with the second syllable stressed. This particular pattern is attributed to the negative transfer of the L1 phonological rules by the learners, as in most of the Pashtu tri-syllabic words that end with a vowel sound, the lexical stress generally falls on the second syllable.

4.1.5.26 The Word 'Reinforce'

Figure 145 below displays the lexical stress patterns used by the participants of the study in the articulation of the word *reinforce*. It shows that out of the sixty participants, twelve participants pronounced this word with stress on the first syllable, eighteen participants pronounced it with stress on the second syllable, twenty-one participants pronounced with stress on the third syllable, six participants pronounced it with equal stress on two syllables and three participants pronounced it with incorrectly.



The statistics reveal that during the pronunciation of the word *reinforce*, the participants mostly stressed the third syllable and comparatively less frequently the second syllable. It is proved that the Pashtun ESL learners pronounce the English tri-syllabic words mostly with the second or third syllable stressed. In addition, it is generalized that the erroneous pronunciation of this word, i.e., with the second syllable stressed, is due to the negative influence of the learners' mother tongue, as in most of the Pashtu tri-syllabic words, the lexical stress generally falls on the second syllable.

4.1.5.27 The Word 'Seventeen'

The following figure 146 highlights the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by twenty-three participants, with the second syllable stressed by five participants, with the third syllable stressed by twenty-two participants and with both the syllables stressed equally by ten participants.



The statistical analysis highlights that 37% of the participants pronounced this word with correct stress position, i.e. with the third syllable stressed. This establishes that fact that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on third syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the third syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the third syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words that end with consonant sounds, the lexical stress generally falls on the third syllable. On the other hand, most of the Pashtun ESL learners' unawareness of the English lexical stress pattern as well as to their tendency and deliberate attempt to sound like the native speakers of English.

4.1.5.27 The Word 'Tambourine'

The following figure points out the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, eighteen participants pronounced this word with the first syllable stressed, five participants pronounced it with the second syllable stressed, twenty-four participants pronounced with the third syllable stressed, five participants pronounced it with two syllables stressed equally and eight participants mispronounced this word.



Figure 147

The statistical analysis points out that during the pronunciation of the word *tambourine*, the participants put stress mostly on the thirty syllable. The point is generalized that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on third syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the third syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the third syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words that end with consonant sound, the lexical stress generally falls on the third syllable.

4.1.5.29 The Word 'Understand'

Figure 148 below displays the lexical stress patterns used by the participants of the study in the articulation of the word *understand*. It shows that out of the sixty participants, twelve participants pronounced this word with stress on the first syllable, six participants pronounced it with stress on the second syllable, thirty-one participants pronounced with



stress on the third syllable, nine participants pronounced it with equal stress on two syllables and two participants pronounced it with incorrectly.

Figure 148

The statistics reveal that during the pronunciation of the word *understand*, the participants mostly stressed the third syllable. This establishes the fact that the Pashtun ESL learners, while articulating the English tri-syllabic words having stress on third syllable, positively transfer the stress patterns of their mother tongue (Pashtu) and pronounce the said tri-syllabic words correctly with the third syllable stressed. Thus, it is proved that the Pashtun ESL learners correctly pronounce the English tri-syllabic words which have stress on the third syllable and this correct pronunciation is due to the positive influence of their mother tongue, as in most of the Pashtu tri-syllabic words that end with consonant sound, the lexical stress generally falls on the third syllable.

4.1.5.30 The Word 'Volunteer'

Figure 149 below points out the lexical stress patterns used by the participants of the study in the articulation of this word. It shows that out of the sixty participants, this word was pronounced with the first syllable stressed by eighteen participants, with the second syllable stressed by twelve participants, with the third syllable stressed by twentyfour participants, with two syllables stressed equally by three participants and with



unintelligible pronunciation by three participants.

Figure 149

The statistical analysis shows that during the pronunciation of the word *volunteer*, the participants put stress mostly on the third syllable which is due to the L1 positive transfer by the Pashtun ESL learners. In addition, some participants put stress on the second syllable which can attributable to the negative influence of the learners' mother tongue. However, 30% participants put stress on the first syllable which may indicate the leaners' unawareness of the stress patterns of English.**Analysis of the Acoustic Features of**

Lexical Stress

In the previous phase of analysis, all the words given to the research participants were presented, analyzed and discussed individually. In this phase, the acoustic features of lexical stress used by the participants of the study are presented, analyzed and discussed briefly.

According to Bian (2013), Fromkin, Rodman & Hyams (2014), Hickey (n.d) and Sadeghi (2013), lexical stress is characterized by three features, including intensity (loudness), duration and pitch. The acoustic features used by the participants of this study for giving acoustic prominence to a syllable(s) in words are briefly discussed below. In doing so, the average frequency of the said acoustic features in each of the five group of words is discussed. In addition, the words in which the research participants made segmentally erroneous pronunciations have been excluded from this analysis because the researcher could not note down the acoustic features used by the participants in those words. For further details of the statistical values of the frequency of the said acoustic features used by the research participants, see appendix B, where the letter I stands for intensity, D for duration and P for pitch.

4.2.1 Acoustic Analysis of the Disyllabic Words with Stress on First Syllable

The following figure highlights the average frequency of occurrence of the acoustic features used by the participants of this study for determining stressed syllable in the disyllabic words having stress on the first syllable(s). It shows that among the fifty-five participants who made correct segmental pronunciations of these words, thirty-six participants used all the three acoustic features to distinguish the stressed syllables from the unstressed ones. Five participants used *intensity* and *pitch* to put stress on particular syllable(s) while twelve participants used only *intensity* to give acoustic prominence to a particular syllable(s).



The above statistics show that that during the articulation of the disyllabic words having stress on the first syllable, the research participants most frequently used the acoustic feature *intensity*, less frequently *pitch* and least frequently the feature of *duration* for characterizing the stressed syllables. Keeping in view these results, it is generalized that the Pashtun ESL learners tend to use mostly the acoustic feature *intensity* for giving acoustic prominence to a particular syllable in a word. 4.2.2 Acoustic Analysis of the Disyllabic Words with Stress on Second Syllable

The following figure displays the average frequency of occurrence of the acoustic features used by the participants of this study for determining stressed syllable in the disyllabic words having stress on the second syllable(s). It shows that among the fifty-five participants who made correct segmental pronunciations of these words, forty-five participants used all the three acoustic features to distinguish the stressed syllables from the unstressed ones. Two participants used *intensity* and *duration* to put stress on particular syllable(s) while four participants used only *intensity* to give acoustic prominence to a particular syllable(s).



The above statistics reveal that during the articulation of the disyllabic words having stress on the second syllable, the research participants most frequently used the acoustic feature *intensity*, less frequently *duration* and least frequently the feature of *pitch* for characterizing the stressed syllables. Considering the results of the data displayed in the above figure, it is proved that the Pashtun ESL learners tend to use mostly the acoustic feature *intensity* for giving acoustic prominence to a particular syllable in a word.

4.2.3 Acoustic Analysis of the Tri-Syllabic Words with Stress on First Syllable

The average frequency of occurrence of the acoustic features used by the participants of this study for determining stressed syllable in the tri-syllabic words having stress on the first syllable(s) has been indicated in figure 152 below. It shows that among the fifty-three participants who made correct segmental pronunciations of these words, twenty-four participants used all the three acoustic features to distinguish the stressed syllables from the unstressed ones. Five participants used *intensity* and *pitch* to put stress on particular syllable(s) while twenty participants used only *intensity* to give acoustic prominence to a particular syllable(s).





The above statistics suggest that during the articulation of the tri-syllabic words having stress on the first syllable, the research participants most frequently used the acoustic feature *intensity*, less frequently *pitch* and least frequently the feature of *duration* for characterizing the stressed syllables. In the light of these results of the data, the point is generalized that the Pashtun ESL learners tend to use mostly the acoustic feature *intensity* for giving acoustic prominence to a particular syllable in a word.

4.2.4 Acoustic Analysis of the Tri-Syllabic Words with Stress on Second **Syllable**

Figure 153 below indicates the average frequency of occurrence of the acoustic features used by the participants of this study for determining stressed syllables in those tri-syllabic words in which the stress falls on the second syllable(s). It shows that among the fifty-six participants who made correct segmental pronunciations of these words,

sixteen participants used all the three acoustic features to distinguish the stressed syllables from the unstressed ones. Twelve participants used *intensity* and *pitch* to put stress on particular syllable(s) while twenty-four participants used only *intensity* to put stress on a particular syllable(s).



The above statistics suggest that during the articulation of the tri-syllabic words having stress on the second syllable, the research participants most frequently used the acoustic feature *intensity*, less frequently *pitch* and least frequently the feature of *duration* for characterizing the stressed syllables. In the light of these results of the data, it is established that the Pashtun ESL learners tend to use mostly the acoustic feature *intensity* for giving acoustic prominence to a particular syllable in a word.

4.2.5 Acoustic Analysis of the Tri-Syllabic Words with Stress on Third Syllable

The following figure 154 points out the average frequency of occurrence of the acoustic features used by the participants of this study for determining stressed syllables in those tri-syllabic words in which the stress falls on the last syllable(s). It shows that among the forty-nine participants who made correct segmental pronunciations of these words, twenty-three participants used all the three acoustic features to distinguish the stressed syllables from the unstressed ones. Five participants used *intensity* and *pitch* to put stress on particular syllable(s) while seventeen participants used only *intensity* to put stress on a particular

syllable(s).





The above statistics reveal that during the articulation of the tri-syllabic words having stress on the third syllable, the research participants most frequently used the acoustic feature *intensity*, less frequently *pitch* and least frequently the feature of *duration* for characterizing the stressed syllables. In the light of the results of the data, the point is generalized that the Pashtun ESL learners tend to use mostly the acoustic feature *intensity* for giving acoustic prominence to a particular syllable in a word.

Having discussed the words in the form of data separately, the researcher finds that all these words can be divided into 5 categories. In addition, the acoustic features used by the research participants in all the five group of words can be summarized into a single combined discussion. Hence the data can be further categorized into six categories. In other words, six prominent themes emerge from the data. They are discussed below in detail. In doing so, first, all the words are analyzed, presented and discussed in five categories based the number of syllables and the position of stress in the words and then, an overall analysis of the acoustic features of stress in all the one hundred and fifty words of this study is presented.

4.3.1 The Disyllabic Words with Stress on First Syllable

The following figure 155 and table 09 show the overall stress patterns used by the research participants in the disyllabic words having stress on the first syllable. In this

research study, eighteen hundred pronunciations of the said thirty disyllabic words were recorded. The table and figure show that the disyllabic words having stress on first syllable were pronounced with the first syllable stressed by 37% participants, with the second syllable stressed by 55% participants, with both the syllables stressed equally by 7% participants and with unintelligible pronunciation by 1% participants. The statistics show that during the pronunciation of the disyllabic words having stress on the first syllable, the research participants put stress mostly on the second syllables. See appendix B, where 1 (pink color) stands for stress on first syllable and 2 (orange colour) stands for stress on second syllable.

Table 9							
Disyllabic Words with the First Syllable Stressed							
Formula	First	Second	Both	Mispronunciation			
	Syllable	Syllable	Syllables				
Total	671/1800	989/1800	116/1800	24/1800			
Pronunciations							
Average Result	22	33	4	1			
Aggregate	37.%	55%	7%	1%			
Result							



Every language has its own patterns and rules of lexical stress. For instance, in Chinese language, disyllabic words mostly have the first syllable stressed (Bain, 2013). In Thai language, most of the word are monosyllabic and almost all the multi-syllabic words in Thai have stress on the final syllable (Sumdangdej, 2007). Similarly, In Polish language, every word has to have primary stress on the penultimate syllable regardless of the number of syllables in the word (Hickey, n.d). In contrary, in Finnish, every word tends to have the first syllable stressed (Hickey, n.d). In the same way, in simple words of Persian language, the strongest stress predominantly falls on the final syllable, (Vafaei, Sadeghpour, & Hassani, 2013). Apart from this, according to Checklin (2012) and Hickey (n.d), there are certain languages, known as syllable-timed languages, including French, Talugu and Yoruba, in which the acoustic prominence is equally distributed among all the syllables of a word. Sadeghi (2013) is of the view that an L2 learner, having the habits of particular stress patterns, can face great difficulties in getting mastery over the stress patterns of another language. To put it more simple and specific, according to Sumdangdej (2007), people from different regions of the world learning English as a second or foreign language have various L1 backgrounds. In most cases, the ESL learners' L1 has different stress patterns that are deviant from those of the English language, so, the learners come across various difficulties in acquiring the stress patterns of their target language, i.e. English.

The above table and figure show that the 55% participants of this study pronounced the English disyllabic words having stress on the first syllable erroneously with the second syllable stressed. These deviations are attributed to the differences between the stress pattern of the Pashtu and English language. In English, as has been mentioned in the second chapter, approximately more than sixty percent of the disyllabic words are pronounced with the first syllable stressed when they are used as nouns (Sumdangdej, 2007). In contrary, in the Pashtu language, most of the Pashtu native words generally have stress on the last syllable if the word ends with a consonant sound and on the penultimate syllable, if the word ends with a vowel sound (Tegey & Robson, 1996). In addition, when Pushto language borrows disyllabic words from the English language, they are twisted according to the phonological rules (stress patterns) of the Pashtu language and are borrowed with the second syllable stressed, even though in English, those words have stress on first syllables. For example, the English words party /<u>'pa:</u>ti/, parcel /<u>'pa:</u>səl/, passport

/<u>'pa:</u>spo:t/, complex /<u>'kom</u>pleks/, channel /<u>'tʃæ</u>nəl/, coffee /<u>'ko</u>fi/, college /<u>'ko</u>līdʒ/, doctor /<u>'dokt</u>ə/, and Muslim /<u>'mos</u>līm/ are pronounced in Pashtu as بارت /pa:r<u>'tī</u>/, بارسل /pa:r<u>'səl</u>/, پاسپورټ /pa:s'<u>po:t</u>/, کالۍ /ka:'<u>ləd</u>/, کالۍ /ka:'<u>ləd</u>/, کالۍ /ka:'<u>ləd</u>/, کالۍ /ka:'<u>ləd</u>/, مسلم /mos'<u>līm</u>/. Since the Pashtun learners of English negatively transfer the habits of their L1 stress patterns to their L2 (English), as a result, they pronounce the English disyllabic words in which the stress falls on first syllable erroneously with stress on the second syllable. As in this study, 72% of the participants erroneously pronounced the word convert / <u>'kon</u>.v3:t / as /<u>k</u>ən.'<u>v3:t</u>/, 92% participants pronounced the word decrease / <u>'di:</u>.kri:s / as di.'<u>kri:s</u> / and 85% pronounced the word record / <u>'re</u>.ko:d / as / rī.'<u>ko:d</u>/, etc.

4.3.2 The Disyllabic Words with Stress on Second Syllable

The following figure 156 and table 10 show the overall stress patterns used by the research participants in the disyllabic words having stress on the second syllable. In this research study, eighteen hundred pronunciations of the said thirty disyllabic words were recorded. Both of them show that the disyllabic words having stress on second syllable were pronounced with the first syllable stressed by 16% participants, with the second syllable stressed by 77% participants, with both the syllables stressed equally by 6% participants and with unintelligible pronunciation by 1% participants. The statistics show that during the pronunciation of the disyllabic words having stress on the second syllable, the research participants put stress mostly on the second syllables.

Table 10							
Disyllabic Words	Disyllabic Words with the Second Syllable Stressed						
Formula	Formula 1 st 2 nd Both Mispronunciation						
	Syllable	Syllable	Syllables				
Total	289	1382	108	21			
Pronunciations							
Average Result	9.63	46.06	3.6	0.7			
Aggregate	16%	77%	6%	1.%			
Result							



As has been mentioned under the heading 4.2.1, in the disyllabic words in the Pashtu language, the lexical stress mostly falls on the second syllable. Similarly, in the English language, most of the disyllabic words that are used as verb have stress on the second syllable. So, duration their English pronunciation, the Pashtun learners of English make positive transfer of the stress patters of their mother tongue and pronounce the English disyllabic words which have stress on the second syllable correctly with the second syllable stressed. This is the reason that in the present research study, 75% of the total participants pronounced the English disyllabic words having stress on the second syllable correctly with the second syllable stressed.

4.3.3 The Tri-Syllabic Words with Stress on First Syllable

The following figure 157 and table 11 show the overall stress patterns used by the research participants in the tri-syllabic words having stress on the first syllable. In this research study, eighteen hundred pronunciations of the said thirty tri-syllabic words were recorded. Both of them show that the tri-syllabic words having stress on the first syllable were pronounced with the first syllable stressed by 26% participants, with the second syllable stressed by 33% participants, with the third syllable stressed by 30%, with two syllables stressed equally by 9% participants and with unintelligible pronunciation by 2% participants. The statistics show that during the pronunciation of the tri-syllabic words having stress on the first syllable, the research participants put stress mostly on the second

syllables, comparatively less frequently on the third syllable and least frequently on the first syllable. See appendix B, where 1 (pink color) stands for stress on first syllable, 2 (orange colour) stands for stress on second syllable and 3 (yellow colour) stands for third syllables stressed.

Table 11					
Tri-Syllabic Words with the First Syllable Stressed					
Formula	1^{st}	2 nd	3 rd	Two	Mispronunciation
	Syllable	Syllable	Syllable	Syllables	
Total	465	593	538	164	40
Pronunciations					
Average Result	16	20	18	5	1
Aggregate	26%	33%	30%	9%	2%
Result					



The above figure shows that the participants of this study put stress mostly on the second and secondarily on the third syllable in the tri-syllabic words which have stress on

the first syllable. These deviations are attributed to the influence of the stress patterns of the participants' mother tongue, i.e., Pashtu, on their English pronunciation. As according to Tegey & Robson (1996) and Rognoni, Bishop & Corris (2017), in most of the words in Pashtu, the primary stress generally falls on the last or penultimate syllable, so, the participants of this study, showing negative transfer, pronounced the tri-syllabic words having stress on the first syllable erroneously with the second syllable or third syllable stress instead of the first syllable.

4.3.4 The Tri-Syllabic Words with Stress on Second Syllable

The following figure 158 and table 12 show the overall stress patterns used by the research participants in the tri-syllabic words having stress on the second syllable. In this research study, eighteen hundred pronunciations of the said thirty tri-syllabic words were recorded. Both of them show that the tri-syllabic words having stress on second syllable were pronounced with the first syllable stressed by 7% participants, with the second syllable stressed by 78% participants, with the third syllable stressed by 8%, with two syllables stressed equally by 4% participants and with unintelligible pronunciation by 3% participants. The statistics show that during the pronunciation of the tri-syllabic words having stress on the second syllable, the research participants put stress mostly on the second syllables.

Table 12					
Tri-Syllabic Words with the Second Syllable Stressed					
Formula	1 st	2^{nd}	3 rd	Two	Mispronunciation
	Syllable	Syllable	Syllable	Syllables	
Total	122	1409	137	76	53
Pronunciations					
Average Result	4	47	5	2	2
Aggregate	7%	78%	8%	4%	3%
Result					

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In the Pashtu language, as has been mentioned previously in this chapter, the primary stress in polysyllabic words generally falls on the last or penultimate syllable. In the present research study, the research participants positively transferred the phonological rules (stress patterns) of their mother tongue during their pronunciation in English and thus, they pronounced the tri-syllabic words having stress on the second syllable mostly with the correct syllable stressed.

4.3.5 The Tri-Syllabic Words with Stress on Third Syllable

The following figure 159 and table 13 highlights the overall stress patterns used by the research participants in the tri-syllabic words having stress on the third syllable. In this research study, eighteen hundred pronunciations of the said thirty tri-syllabic words were recorded. The table and figure show that the tri-syllabic words having stress on third syllable were pronounced with the first syllable stressed by 26% participants, with the second syllable stressed by 26% participants, with the third syllable stressed by 30%, with two syllables stressed equally by 7% participants and with unintelligible pronunciation by 11% participants. The statistics show that during the pronunciation of the tri-syllabic words having stress on the third syllable, the research participants put stress most frequently on the second syllables, comparatively less frequently on the second and first syllables.

Table 13						
Tri-Syllabic Wor	Tri-Syllabic Words with the Third Syllable Stressed					
Formula	1^{st}	2^{nd}	3 rd	Two	Mispronunciation	
	Syllable	Syllable	Syllable	Syllables		
Total	469	459	541	133	198	
Pronunciations						
Average Result	16	15	18	4	7	
Aggregate	26%	26%	30%	7%	11%	
Result						



Figure 1	159
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4.3.6 Theme of the Acoustic Analysis Emerged from the Data

The following figure and table show the average result of the overall patterns of the acoustic features of lexical stress used by the research participants during the pronunciation of one hundred and fifty sample words of this study. In this research study, a total number of nine thousand (9,000) pronunciations of the sample words were recorded. The nine thousand pronunciations contained eighteen hundred (1,800) pronunciations for each of the

five groups of words and further inside, sixty (60) pronunciations for each word (see the appendix B). Out of the said nine thousand (9,000) pronunciations, eight thousand and sixty-four (8064) pronunciations were with either the first, second or third syllable stressed, so they were analyzed. The remaining nine hundred and thirty-six (936) pronunciations were excluded from this acoustic analysis because they were segmentally as well as suprasegmentally erroneous pronunciation.

The average results displayed in the following table and figure show that among the fifty-four participants who made correct segmental pronunciations of the sample words, twenty-nine participants used all the three acoustic features to distinguish the stressed syllables from the unstressed ones. Five participants used *intensity* and *pitch* to put stress on particular syllable(s) while fifteen participants used only *intensity* to give acoustic prominence to a particular syllable(s). The statistics show that during the pronunciation of the sample words of the study, the participants used mostly *intensity* as a distinctive feature between the stressed and unstressed syllables, comparatively very less participants used *pitch* and least number of participants used *duration* to distinguish the stressed syllables from the unstressed syllables. For further details of the statistical values of the frequency of the said acoustic features used by the research participants, see appendix B, where the letter *I* stands for intensity, *D* for duration and *P* for pitch.

Table 14						
The Overall Acoustic Analysis						
Formula	Intensity	Duration	Pitch			
Total	7348/8064	4377/8064	5133/8064			
Pronunciations						
Average Result	49/54	29/54	34/54			



According to Fromkin, Rodman & Hyams (2014), Bian (2013), Sadeghi (2013) and Hickey (n.d), a stressed syllable is generally characterized by the three acoustic features, including *intensity*, *pitch* and *duration*. Sadeghi opines that the role of each of the said acoustic cues in the phonetic realization of stress varies from language to language. In the English language, for instance, according to Carruthers (2006), lexical stress is characterized by the three acoustic features, namely intensity, duration and pitch. If a language has got somewhat different features of lexical stress from those of the English language, the speakers of that language will face various difficulties regarding the lexical stress of the English language. For instance, unlike the English lexical stress, the vowelreduction phenomenon does not exist in the Chinese lexical stress (Bian, 2013). Similarly, according to the researchers of the study conducted by the Defense Language Institute (1974), a stressed syllable in Chinese language is characterized mainly by *pitch* and also by *duration*, but not by intensity. In Japanese, it is characterized by pitch only, not by duration (Carruthers, 2006; Sadeghi, 2013). To Hussain (1997), intensity has nothing to do with the lexical stress in Urdu language. Due to the said differences between the acoustic features of lexical stress between English and the other languages, the speakers of the said languages face various difficulties in the articulation of the English stressed syllables.

In the present study, it has been found that the acoustic features of the Pashtu lexical stress are different from those of the English. The Pashtun leaners of English use mainly the acoustic feature *intensity* to determine the stressed syllable in a word, and as in the English language, the stressed syllable is characterized by all the said acoustic features

equally, that is why, the Pashtun learners of English may face problems in determining the stressed syllable in their English pronunciations.

4.1 The Major Findings of the Study

Considering the detailed and rigorous analysis of the data collected from the research participants of this study, the researcher made the following finding.

- In the pronunciation of the English disyllable words, the learners of Pashtun ESL learners mostly put stress on the second syllable of words and mispronounce (in terms of stress) the English disyllabic words in which the stress falls on first syllable.
- Similarly, in the English tri-syllabic words, they stress mostly the second syllable, comparatively less frequently the third syllable and least frequently, the first syllable.
- The Pashtun ESL learners mostly use the acoustic feature of *intensity* to put stress on a particular syllable in a word, less frequently the acoustic feature of *pitch* and least frequently, the feature of *duration* to distinguish a stress syllable from the unstressed syllable(s) in a word.
- The aforementioned errors are due to the differences between the stress patterns of the two languages, i.e. Pashtu and English, and the interference of the phonological rules (stress patterns) of the learners' mother tongue (Pashtu) in the pronunciation of their target language (English).
- The similarities between the stress patterns of the learners' mother tongue (Pashtu) and the target language (English) do contribute to the learners' accurate and correct pronunciation (in terms of lexical stress) of the target language.

4.4.1 Discussion of the Major Findings

4.4.1.1 Lexical Stress Patterns by the Pashtun ESL Learners

1. In the pronunciation of the English disyllable words, the learners of Pashtun ESL learners mostly put stress on the second syllable of words and mispronounce (in terms of stress) the English disyllabic words in which the stress falls on first syllable. They do not take into consideration the grammatical category of the English disyllabic words and pronounced the words with the second syllable stressed. As has been discussed in the previous chapter, the words *conduct, convert, protest* and *record* (used as nouns) were

pronounced incorrectly with stress on the second syllable as $/\underline{k an' dAkt}$, $/\underline{kan}.'\underline{v3:t}$, $/\underline{pra'test}$ / and $/rr'\underline{ka:d}$.

2. In the English tri-syllabic words, they stress mostly the second syllable, comparatively less frequently the third syllable and least frequently, the first syllable. Thus, they pronounce the tri-syllabic words in which the stress falls on first syllable with incorrect stress positions, just as the participants pronounced the word *abdomen*, *ancestor*, *chemistry*, *educate*, *industry*, *supervise* and *televise* erroneously with the second or third syllable stressed.

4.4.1.2 Acoustic Features of Lexical Stress by the Pashtun ESL Learners

There are three acoustic features for characterizing lexical stress, they are; intensity, pitch and duration. The Pashtun ESL learners mostly use the acoustic feature of *intensity* to put stress on a particular syllable in a word, less frequently the acoustic feature of *pitch* and least frequently, the feature of *duration* to distinguish a stress syllable from the unstressed syllable(s) in a word.

4.4.1.3 Reasons for the Lexical Stress Patterns of the Pashtun ESL Learners

The researcher found two main reasons for the stress patterns and stress-related errors in the pronunciation of the Pashtun ESL learners. First is the differences between the stress patterns of the two languages, i.e. Pashtu and English, and the unawareness of the of the Pashtun ESL learner of the stress patterns of the English language. Second is the interference of the phonological rules (stress patterns) of the learners' mother tongue (Pashtu) in the pronunciation of their target language (English).

The stress patterns of the English language are quite different from those of the Pashtu. In English, unlike Pashtu, a same word, "record" for instance, is stressed differently when used in different contexts, i.e. as noun and as verb. As the Pashtun ESL learners are not aware of this pattern, so, they make stress-related errors in the pronunciation of the English disyllabic words.

As has been mentioned in the previous chapter that in Pashtu language, the lexical stress in disyllabic words generally falls on the second syllable. Similarly, in the trisyllabic words, the lexical stress generally falls on the last penultimate syllable. So, the
Pashtu learners of ESL, showing negative transfer, apply the phonological rules (stress patterns) of their mother tongue (Pashtu) to the pronunciation of target language (English) and thus, make errors in the suprasegmental feature (stress) because of the influence of their mother tongue (Pashtu).

4.4.1.4 The Mother Tongue's Positive Influence

In addition to the above findings, the researcher also concludes that the similarities between the stress patterns of the learners' mother tongue (Pashtu) and the target language (English) do contribute to the learners' accurate and correct pronunciation (in terms of lexical stress) of the target language (English). As stated above, the lexical stress in most of the Pashtu disyllabic words falls on second syllable and in tri-syllabic words, on second or third syllable. So, the Pashtun ESL learners, showing positive transfer, apply the stress patterns of their mother tongue (Pashtu) to the disyllabic and tri-syllabic words of the target language (English) and thus correctly pronounce (in terms of stress) the English disyllabic words in which the stress falls on second syllable and the tri-syllabic words in which the stress falls on second or third syllable.

In this chapter, the researcher presented, analyzed and discussed the various lexical stress patterns used by the participants of this study in the collected data. The results of the study showed that during the pronunciation of the disyllabic words, the participants tended to put stress mostly on the second syllable, regardless of the grammatical function of the given words. In tri-syllabic words, they put stress mostly on the second syllable, comparatively less frequently on the third syllable and least frequently on the first syllable. In addition, the results of the analysis of the acoustic features of lexical stress in the selected words of the study revealed that the participants mostly used the acoustic feature of 'intensity' to put stress on a particular syllable in a word, less frequently the acoustic feature of 'pitch' and least frequently, the acoustic feature of 'duration' for distinguishing a stressed syllable from the unstressed syllable(s). In addition, the research questions asked by the researcher in the first chapter of this study are answered and some pedagogical as well as research-related recommendations are put forward.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

In the previous chapter, the researcher presented and analyzed the data collected from the participants of the study and discussed the major findings in the light of the results of this study. In the present study, keeping in view the results and findings of this study, the researcher gives the answers of the research questions given in the first chapter. In addition, the researcher concludes the study based on the results of the study and also puts forward some recommendations for the improvement of the Pashtun ESL learners' pronunciation as well as for further research studies.

5.1 Discussion of the Research Questions

In this research study, the researcher posed two research questions in the chapter of introduction Considering the careful and detailed analysis of the collected data and the findings of this study, the questions of this research study are answered below.

Q No.01. What lexical stress patterns exist in the English pronunciation of Pashtun ESL speakers?

From the analysis of the data, the researcher finds that in the English disyllabic words, the Pashtun ESL speakers mostly put stress on the second syllable regardless of the grammatical category of the words. So the English disyllabic words in which the stress falls on the first syllable are wrongly pronounced by the Pashtun ESL learners, putting stress on the second syllable. Similarly, during the pronunciation of the English tri-syllabic words, the Pashtun ESL learners tend to put stress mostly on the second and sometimes on the third syllable and thus, the words that have stress on the first syllable are wrongly pronounced by these learners, putting stress on the second or third syllable. In addition, they mostly use the acoustic feature of *intensity* only to give acoustic prominence to a

particular syllable in a word and rarely increase the pitch or/and duration of a syllable for differentiating it from other syllables. So it is inferred that the Pashtun ESL learners tend to use the *weak-strong* pattern of lexical stress. In other words, they generally put stress on the last syllable in the English disyllabic words and on the last or penultimate syllable in the English tri-syllabic words. In addition, they generally use the acoustic feature of *intensity* for the phonetic realization of lexical stress.

Q No.02. How are their lexical stress patterns deviant from the norms of English pronunciation?

The stress patterns used by the Pashtun ESL learners are deviant from the norms of English pronunciation up to a great extant. While answering the previous research question, it was mentioned that the Pashtun ESL learners tend to pronounce the English disyllabic words with the second syllable stressed and the English tri-syllabic words with the second or third syllable stressed. In this research study, excluding the 12% participants who made segmentally erroneous pronunciation of the words, the English disyllabic words having stress on the first syllable were correctly pronounced with the first syllable stressed only by 37% of the total participants and mispronounced with the second syllable stressed by 55% of the participants. On the other hand, in the disyllabic words having stress on the second syllable, 77% of the participants made correct pronunciations. Similarly, in the trisyllabic words having stress on the first syllable, only 26% of the total participants pronounced the words correctly with the first syllable stressed. But, in the tri-syllabic words having stress on the second syllable, 78% of the participants pronounced the words with correct stress positions. These statistics show that the stressed patterns used by the Pashtun ESL learners, particularly with regard to the disyllabic and tri-syllabic words having stress on the first syllable, are deviant up to large extant from the standard English lexical stress patterns.

In addition to the stress position on syllables inside words, the acoustic features used by the Pashtun ESL learners are also much deviant from the norms of English pronunciation. As the average result of the acoustic features used by the research participants highlighted that out of the fifty-four participants who made segmentally correct pronunciations of the sample words, only twenty-nine participants used all the three acoustic features of lexical stress to give acoustic prominence to particular syllables. Similarly, only five participants used *intensity* and *pitch* together while fifteen participants used only the acoustic feature of *intensity* for distinguishing stressed syllables from the unstressed syllable(s). It shows that the most of the Pashtun ESL learners use only the acoustic feature of *intensity*, and not the features of *pitch* and *duration*, for determining the stressed syllable in English words, which is also a great deviation from the norms of English pronunciations.

5.2 Suggestions and Recommendations

Pronunciation plays a very important role in intelligibility. In the light of the results and findings of this research study, the researcher puts forward some suggestions for the improvement of the Pashtun ESL learners' pronunciation and few recommendations for further future research studies in the area of phonology.

5.2.1 Pedagogical Recommendations for Pronunciation

In order to improve the Pashtun ESL learners' pronunciation with respect to the suprasegmental feature *stress*, the researcher puts forward the following recommendations.

First of all, the most important criterion to develop pronunciation is the language input the learners get exposed to. In order to enable the students to master intelligible pronunciation, the teachers themselves should have sound pronunciation, particularly with regard to the stress patterns of the learners' target language, English.

Secondly, in order to get exposed to correct language input, the students should listen to the native speakers of the English language either on television, in lectures or on social media like Skype, Facebook, etc.

Thirdly, another important criterion to develop pronunciation is the learners' course curriculum. So, the teachers and curriculum designers should include conversational English and pronunciation lectures in the course curriculum of the students.

In addition, teachers should teach the English phonetics and phonology to the students in order to make them fully aware of the phonological rules (stress patterns here) of the English language. For example, the learners should be explicitly taught shift of stress position in the disyllabic words of English.

Finally, the teachers should arrange English speaking classes for the students in which the students can practice the target language (English) with special attention to pronunciation and the suprasegmental feature "stress".

5.2.2 Suggestions and Recommendations for Further Research

The researcher suggests that the lexical stress patterns and pronunciation errors (with regard to lexical stress) in the pronunciation of the Pashtun ESL learners need further in-depth inquiry. Owing to the limitations of the present research study due to the time and space constraints, the researcher puts forward the following suggestions and recommendations for further research.

Firstly, in this research study, the researcher included only the disyllabic and trisyllabic words. So it is suggested that the other polysyllabic words, i.e. four-syllable, fivesyllable and six-syllable words should also be included in further research studies.

Secondly, as mentioned in the first chapter, the researcher kept this study restricted to lexical stress only. So, it is suggested that separate research studies should be conducted for the patterns and pronunciation errors with respect to the sentence-stress in the pronunciation of the Pashtun ESL learners.

Apart from this, the researcher suggests that further investigation with a bigger sample and on a larger group of participants is needed for achieving broader explanation of the said stress patterns and errors.

Finally, a replication research study should be conducted in the light of the present research study in order to highlight the pattern and errors of lexical stress made by the Pashtun bilingual learners of English, i.e. the learners of English with Pashtu and Urdu as their mother tongues, in Islamabad or in the Panjab province of Pakistan.

5.3 Conclusion

In conclusion, this research study highlighted the lexical stress patterns used by the Pashtun ESL learners and showed that the patterns used by the Pashtun ESL learners are quite deviant from the standard stress patterns of the English language. For example, in the English disyllabic words, they put stress mostly on the second syllable regardless of the grammatical category of the words and similarly, in the tri-syllabic words, they tend to stress the second and third syllable mostly and rarely put stress on the first syllable in the tri-syllabic words having stress on the first syllable. In addition, they use partial information (acoustic features) of lexical stress, that is, they use mainly the acoustic feature on intensity, and rarely the acoustic features of duration and pitch to put stress on a particular syllable in a word and to distinguish it from the other syllable(s) of that word. The researcher suggests that the aforementioned recommendations should be followed in the educational institutions, language teaching institutes particularly, in order to enable the Pashtun ESL learners to adopt the accurate and intelligible phonological patterns of their target language, English.

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Appendix A

List of Words and Sentences for Reading Aloud

- 1. They got married last August.
- 2. He had never been in a combat.
- 3. The club has a strict code of conduct.
- 4. Don't get involved in their conflict.
- 5. The content of the course is simple.
- 6. I have got the guts to win the contest.
- 7. I haven't signed the contract as yet.
- 8. A Muslim convert was killed in Kashmir yesterday.
- 9. There has been a steady decrease in the number of visitors.
- 10. I need a digest for reading.
- 11. He started teaching after his discharge from the Army.
- 12. Then the fruit is packed for export.
- 13. It can have a very negative impact on your health.
- 14. We should reduce the import of goods.
- 15. The incline of the ramp can be adjusted easily.
- 16. Any increase in production would be helpful.
- 17. It was not my insult.
- 18. Here is a strange object in the Sky.
- 19. Nobody is perfect.
- 20. Her uncle forbad her to go near the neighborhood pervert.
- 21. There were 200 people present at the meeting.
- 22. Please bring me some fresh produce.
- 23. We have made great progress in controlling inflation.
- 24. The final term will be devoted to project work.
- 25. She accepted the charge with our protest.
- 26. I have always been the rebel of the family.
- 27. You should keep a record of your expenses.
- 28. Take the phone back to the shop and ask for a refund.
- 29. I wish you'd change the subject.
- 30. He is the prime suspect in the case.

- 1. In his speech, he addressed the august guests by name.
- 2. They dedicated their life to combat poverty.
- 3. How you choose to conduct your private life is your own business?
- 4. Your statement must not conflict the rules.
- 5. I was content to wait.
- 6. Only three candidates will contest the seat.
- 7. I intend to contract your company to build our college.
- 8. What rate will I get if I convert my dollars into euros?
- 9. People should decrease the amount of fat in eating.
- 10. It was so difficult for her to digest the news.
- 11. The doctor may discharge him from the hospital on Sunday.
- 12. Our clothes sell so well in this country that we have no need to export.
- 13. Such changes may impact our relations with the neighboring countries.
- 14. The country has to import most of its raw materials.
- 15. Your love for singing can incline you towards a professional carrier.
- 16. We need to increase productivity.
- 17. Do not insult your children in front of their friends.
- 18. I really object to being charged for parking.
- 19. He is keen to perfect his golfing technique.
- 20. This novel can pervert your mind.
- 21. You need to present yourself better.
- 22. What do they produce?
- 23. Cases can take months to progress through the courts.
- 24. Who would project him into the White House?
- 25. They fully intended to protest the decision.
- 26. Most teenagers find something to rebel against.
- 27. You record all your expenses during your trip.
- 28. Will they refund the fee if we want to cancel the admission?
- 29. The lawyers may subject the city to heavy bombing.
- 30. I began to suspect that they were trying to get rid of me.

- 1. Abdomen
- 2. Ancestor.
- 3. Atmosphere.
- 4. Attitude.
- 5. Bicycle.
- 6. Category.
- 7. Celebrate.
- 8. Character.
- 9. Chemistry
- 10. Diagram
- 11. Dramatize.
- 12. Educate.
- 13. Energy.
- 14. Execute.
- 15. Exercise.
- 16. Hospital.
- 17. Industry.
- 18. Interval
- 19. Minister.
- 20. Multitude.
- 21. Passenger.
- 22. Photograph.
- 23. Privacy.
- 24. Rectangle.
- 25. Register.
- 26. Relative.
- 27. Substitute.
- 28. Supervise.
- 29. Televise.
- 30. Ultimate

- 1. Adventure.
- 2. Advisor.
- 3. Apartment.
- 4. Apparent.
- 5. Assembly.
- 6. Banana.
- 7. Conception.
- 8. Discover.
- 9. Distinguish.
- 10. Establish
- 11. Expertise
- 12. Frustration.
- 13. Imagine
- 14. Imprison
- 15. Indebted.
- 16. Informant.
- 17. Majestic
- 18. Maternal.
- 19. Mechanic.
- 20. Narration.
- 21. Position.
- 22. Possession.
- 23. Regarding.
- 24. Reminder.
- 25. Remember.
- 26. Republic.
- 27. Suggestion.
- 28. Tradition.
- 29. Together.
- 30. Tomorrow.

- 1. Absentee.
- 2. Absolute.
- 3. Addressee.
- 4. Afternoon.
- 5. Appointee.
- 6. Chimpanzee.
- 7. Coincide.
- 8. Contradict.
- 9. Disappear.
- 10. Engineer.
- 11. Entertain.
- 12. Guarantee.
- 13. Halloween.
- 14. Interrupt.
- 15. Intervene.
- 16. Japanese.
- 17. Magazine.
- 18. Overdue.
- 19. Pakistan.
- 20. Personnel.
- 21. Reappear.
- 22. Reapply.
- 23. Rearrange.
- 24. Rationale.
- 25. Refugee.
- 26. Reinforce.
- 27. Seventeen.
- 28. Tambourine.
- 29. Understand.
- 30. Volunteer

Appendix B

Tables for *PRAAT* Analysis

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perv	20.	19P	19	129	294		200	17/208	2200	202	128	19/2	290	128	290		17/201.		Nº -		112"p	1-	112	120	and the second
present	21.		2908	13p	12/00	18/290	19	198	\$ 20P	12	126-	j2P		19	12	1/200	10	178	12	126	12P=	1/2	1	Sector Contraction	19/2000
Produc		220 18P	12P	128-	208	2901	220	290	220	0	12	220	290	200	220	1/20	214	1/2-1	7200	12/2	12/2PP	2908	2901	2201	120
progres				VAP	2200	121	2078	19P	PP	27009	128	19/200	128		298	170	1	1908	290p	1908	1900	120	PP/22	128	1910
projec	24.	12 P	220P	PP P	2.90P	12/100	590	290	19D	128	320	17/201	2200	290P		120	19P 29P	1200	290P	3908	18/20	12	2200	SPPP	290
Protest	25. 26.	U	298	121	18019	124	10/22	2980	298	2208	320	1/ 3PP	2.00	0	290	320	2908	798	2100	19	11380	10	1/2	TPO	19
Record		a 20%	1º/0P	290P	920	9 908		1 1	2208		2 801	2 app	DEPP	19 908	2-908	990p	2908	9900	99PP	a-10P	12 10	120	2-90P	4 901	2-220p
Refine	27.	12/1	J208	3907	2200	5908	990P	19 /0P	228P		1987	0	270P	t	2208	er	19/209	19	19:	JP130	12	12	220P	9.908	2908
subje		198	2/12P	12P	120	198	19P	19P	190	12P	128	128	198	390	128	12P	198	190	3908	12	120	199	1/2	121019	191
suspect		19 PP	2098	3909	29/109	1902	3900	290	298	2.98	170	190	SK	990P	2208	2308	220	1908	9701	22	1,2P	220	2.2P	298	2988
1071-00			8	J.	TI		J.	J		d-	1			1	9		0.	-	0te	90	-	0	0		

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LIST NO.01

		LIST	OF DI-	SYLL	ABIC	WORDS	WITH	STRESS	ON 1ST	SYLLABLE	
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									1								1 days		1							2mc
WORDS	45	46	47	48	49	50	51	52	53	54	55	56	57	58	-59	60	1 ST	2^{ND}	B	I	D	P	ID	IP	DP	IDF.
August	19=	290	1/2	gopp	19	1P	9201	1P	198	19P	2200	2201	3208	220	2908	19P	H	35	5	53	34	35				
Combat		2.28	JODP	2.900	128	3200	390	rp/2		J PPP	Janp	Job	2200	128	120	19	26	29	2	SS	34:	43				3
Conduct	2900	2208	2.90P	2.00p	12/201	220	2208	290	200	2-20	10	2208	2208	1/2	22010	1/2	17	36	7	48	41	36				
Conflict	128	2208	12	198	2908	1/290	290P	2208	2901		2901	2.0P	12P	18	12	19P	32	24	3	56	31	42				yı -
Content	12	290P	190		2200	Jop	120	2208	120	12PP	12	198	128	1/2	120	120	42	14	4	51	36	23				T.T.
Contest /	19	290P	2008	298	290	12/22	×0/20	12P	198	K	2 200	2900	128	198	12	12P.	29	27	3	34	29	46			1	
Contract	19	1/2	2208	29000	2208	2208	220	2908	2908	1900	2988	Job	3908	2708		22012	14	35	7	47	41	40				4
Convert	128	1/2	12P	290P	2900	220	920P	290	290	gapp	2208	2908	2908	128	220	2908	14	43	3	55	44	40				-
	2208	290P	2008	Jaub	01	2201	2200	22019	2200	27019	128	2200	3-90P	Jop	2908	ZOP	2	56	2	49	55	54				
Digest	2201	19	2208	2200		220P	Zabb		2.90P	19	190	2208	286	1/2	12	X	27	26	6	47	32	31				V
Discharge	2208	220P	2200	JENP	2300	2200	JPDP	290P	ZOP	220P	2208	2201	20P	2908	270P	320P	2-	57	-	59	48	48				1
² Export	1/22000		Sob	2201	22000	220	9222	290P	220P	220P	2200	198		1350	2208	2208	9	49	Z	56	47	53				
Impact	2200	220P	220		2208	20	3200	320P	2200	1/2	2208	Jabb	220P	220P	1/2	19	S	49	6	51	50	43				-6
Import	2200	2200	2208	7204	Jon	220P	309	2208	12/208	Jack	2708	2201	2908	2208	2.908	X	4	50	4	52	50	49				5
Incline	290		2208	2908	2911	SOP	220P	2901	2908	22012		2200	2200	2208	X	R	1	55	1	50	55	53				3
Increase	290		20P	SAL	2900	1900	12/229	2998	290P	208	2201	200	2 PP	290P	ZOP	JDP	6	50	4	45	50	48				-1
	2907	2900	2 DP	2900	2900	1/20	220P	2908	9.90P	17 P	22018	19P	198	2908	ZOP	2200	21	37	2	55	38	50				-1
	1/2	220	12	120/2	1/200	128	12	19P	Tº/pop	190	120	198	12	198	12	12	47	6	\$	53	16	18		5		2
Perfect	12	12	19	178	1PP	12P	198	120	198	128	P	1ºP	12P	190	12	12	55	4	1	59	7	42				
Pervert	19-	1/2	220P	128	128	4	220	198	1912	128	178	JPP	12P	12/200	12	112	34	17	ŝ	48	21	38				4
Present	19/200	19	12	2900	1900	128	2908	19P	19	19	12	190-	198	120	1'	19	43	13	4	56	13	29				-
Produce	19	19-	19	128	C SPE	18/23	220P	990P	128	19P	112	X	29101	220	2998	2208	19	29	10	46	29	30				2
	128	270p	220	2900	2 SDP	128	19	1/2	125	190	191	198	12P	12	29.0P	19	42	16	2	57	28	38				- 1
0	9908	2900	2908		al 2º	198-	2908	200	290P	290P	270	1908	198	198	21010	12	33	25	2	54	36	45				-
Protest	290P	2200	12	2900	208	990	790P	200	18/230	10/020	170	19P	ZAPP	290	17	19	16	43	1	55	43	37				-1
	GADP	22019	220	1/228	1/20	19	19/2	128		2908	190	12P	128	220P	278	2908	25	25	10	49	25	32				-
	790/2		2.998	2908	290P	1908	19	19	2701	2900	1/2	2908	2900	990P	2908	2901	5	51	4	54	54	48				
Refund	12	0	220	2908	2908	2.907	3908	198	128	1/2	2908	1	2 908	12/201	2908	290P	16	39	5	53	38	48				
Subject	19P	120	12	178	100 NE	128	320	128	128	1708	390P	171	2201	188	19	12	49	8	3	57	16	44			Z	
Subject Suspect	22	2208	321	990P	2.900	1900	990	290	2200	18/290	1908	2208	22017	220	19	13PD/ 20	10	41	2	6	29	M3				0

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			LIST	OF D	I-SY	LLAE	BIC W	ORD	s wr	TH ST	RES	son	2 ND S	YLLA	BLE				Bert			
		M	2 F	m	F	Ě	F	F	F	or	10F	F	Mir	r		4			Be		-	
S.NO	WORDS	1	2	3	4	5	.6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1.	August	JOP	12	18	Jabb	290P	120/2P	270P	2208	Jabb	18	12	120	2307	120	19	JOP	8/2PD		20P	12	in .
2.	Combat	2-11	JOP	7.08	F/10	11/1	1900	2 "	200	2"	Jene	X	J20p	49/2"	120	13	2200	2300	3200	220P	Jerbb	
3.	Conduct	2-10	2208	Q 11	2200	T2/20	128	2"	2008	2"	211	\$/200	JEP	Jeop	19	29004	22P	211	J2019	2207	720P	
4.	Conflict	2-4	Jabb	SOPP	220	1º	Jabb	200	2"	2"	211	Ger	7506	228	7506	120	doch	12/2/2	220	2201	2ºpp	
5.	Content	3-11	200	12/2	1ºP	19.0	p?/201	12/201	2 "	12/201	1º ARD	128	211	2.90P	211	2908	128	12P	J. 00	220	2207	
6.	Contest	2-11	12/20P	1º/20F	19/2 OP	PPD	2PD	1/200	2=	7206	12/jpp	178	20	211	211	11/201	Joorp	12/204	Jans	2201	JODP	
7.	Contract	2-11	TOP	990P	1111	1111	2 spp	9.808	2"	24	2908	10/200	JPP	290	21	2900	12/2012	128	290	X	X	F
8.	Convert	9-11	230P	20/10	220P	1120	12P	2000	20	2"	128	2709	220P	2908	22P	1211	22019	JOOP	JOP	220	200	
9.	Decrease	2-11	2908	2908	11 11	2208	JOPP	2208	2"	2"	2980	2209	34	211	12/201	20	2200	1%20	2200	1/201	220p	
10.	Digest	9-11	RP/2P	19	4 11	2212	13/208	12/200	12/20P	2"	P/2PP	12/201	2"	211	120	17200	19	12/2019	1/201	3200	12	2
11.	Discharge	2-11	2980	JOR	i) 1)	JOP	2908	9208	2188	2"	YPPP	200	211	211	J200	12/201	920P	7304	7984	Jose	2208	
12.	Export	2-2P	24	1111	19 11	11/1	2 "	2"	2-	2"	7 "	220	24	24	220	2 SDP	2880	10	290p	220P	2908	
13.	Impact	A -20P	24	11 11	er y	11 11	12/200	2"	19/208	220P	P/2PO	K	211	211	29019	2900P	Jaul	Jan	Juch	290p	220P	
14.	Import	2-4	24	11 11	(r 1/	11 11	11200	12/200	JADR	20	1/gPC	12/200	211	211	24	211	290P	12/00	720	2201	220P	
15.	Incline	9-11	20	11 11	4 4	11 11	12/9 PP	SOP	2"	2 11	\$2/900	2001	211	211	2"	2"	2900	2 90p	3 PDP	2200	190P	
16.	Increase	9-11	12/2DP	11 11	ti ti	11 11	1/258	2 "	2 "	20	19/200	12	211	211	12/201	2"	JOP	211	3900	200	12	-
17.	Insult	9 11	3708	in 11	11 11	11	11 11	2"	290	9_11	JPPD	JOP	2"	211	22012	211	2200	229	200.	2200	7.208	
18.	Object	200	12/901	111	19/208	120	21 11	12/200	991	24	12	128	24	12	Jabb	-1/2 op	22000	120P	320	200/	12/201	P
19.	Perfect	2-11	1901	1111	1º/2PP	120	12	2908	8718	12/200	198	2.98	19	12/200	12/2	12	1200	19	geop	1/208	120P	
20.	Pervert	9-11	29PD	1. 11	Jabb	2908	2908	g "	2208	120	JIPP	×	X	2000	2200	2 mp	2.20p	29012	1200	2200	ZPP	
21.	Present	2-11	all	300/12	17/201	111	2"	8 "	2"	12/201	12	DEOR	300	19	12/201	2308	220P	1/201	290	12/201	-T/2P	P
22.	Produce	9 -11	19/001	570P	120/204	19P=	12/208	18/209	PP	220	D2P	120	290	2901	1919	7.2006	2900	194-1	230P	19/201	2900	1
23.	Progress	9 11	1208	1-11	12/008	2908	TYjor	9200	3 908	200	3 901	2208	19	290	2908	22002	12	19/220	2200	RIDP	1º/2P	D
24.	Project	9 -11	12/00	111	gabb	111	12/201	99PP	9 "	1:1200	TTAPP	2"	12	19	120	190	12	12/24	290p	2900	13/23	PP
25.	Protest	5 1	12/201	PAU	12/200	328	9990	12/200	24	5/20	990P	220	23	1/100	2908	Jaul	1900	9 90P	X	2201	PID	P
26.	Rebel	1 1	120/0	1/97D	270P	DIPP	SIPD	90P	290	17	24	320P	SPOP	12	g opp	Jaul	SADD	128	2 200	220p	19	
27.	Record	9	3 PPP	SPP	1111	990	511	3 90	2900	222	29D	2 PDP	0.11	good	24	211	2 2 DP	2200	PILOP	1PISPID	19DP	
28.	Refund	2 1.	TOP	1111	21 11	APDP	20	ADP	1P/202	990	J200	211	0.11	211	290	211	28pp	179	220	2204	200	
20.	Subject	2-11	SPOP	14	19P=1	AT11	111	2 "	290	290P	12P=	21	211	11	24	19	1817	19/201	1:40/99	9.20	12/2	pi
30.	Suspect	2-11	2200	9-11	2201	2"	9 41	2 PP	220	2.11	990P	920	211	73	9_20P	Jamp	genp	2 9171)	2 2DP	- 92010	220	
_ 50.	Buspeer	0-11	1	51	1	1	5-11	0-	0	1.1	et -	10-	0 "	P	5			Ŧ	and and a second	200	1 de y	1

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LIST NO.02

						flee	LIST	OF D	I-SY	LLAI	BICV	VOR	DS W	ITH	STRI	ESS C)N 2 ^N	D SY	LLA	BLE		· · · · · · · · · · · · · · · · · · ·			
	C NO	21	22	22	24	9	26	27	20	1.30	1	21	22	1.22	24	25	26	05	00	20	10	41	42	43	44
Λ	S.NO	21	22	23	24	25 220p	26 920p	27	28	29 990P	30	31	32	33	34	35	36	37	38	39	40	1ST	2ND	B	20208
Ang	<u>1.</u> 2.	J200	K.	300	1	2208	+	APP	2200	33	120	298	d'		3700	230p	3200	128	2200	Dep	10	2300	1/2300	17/207	32208
Comb	3.	700	12/2019	12DP	218	2908	1 1 1	3900	2900	2900	3 200	20	220	11/2	2908	22DP	2298	9.90P	2902	99P 290P	99	12P	2-20P	2201	2201
Conduct	.4.	220	12108	1 90P	12PP	3908	2012	2200	220P 220P	the second	2100	22PD	200	387.0	1200	2000	200P	2200	J.P.	2908	220	120	720b	3 200	2201
content	5.	120	128	2PP	128	18/290	2708	2908		220P	1/20	1/500	120	1 /22	2208	2900	0 908	220P	390	+	2-0/22	100	220P	121	2907
contrat	<i>5.</i> <i>6.</i>	2200	11 11	220P	2909	9999	2908	2200	200	9920	990P	1/2rv	121.00	1/2	7208	22P	2908	2PP	2908		920	120		2912	0
Contract	7.	2208	12/208	3 20P	12 10 DP	11/208	1208	12/000	2201	220p	12/12	17/200	39012	490	290P	7.30	7-12/00	2 PP		22019	290p	990P	12/20P	0	JOP
Convert	8.	2200		920	2208	1900	2.28	390	2201P	V	9908	2280	1	ot	d-	Dapp	1/21 99B	190	2908	290P	29PD	128	2208	22P 220P	2007
Decrease	9.	2201	2208	20P	0,908	2900	2600	1.600	9.90p	290P	2PD	2000	2908	2208	22P	2.90P	t /	1	9.90p	2- 3-901°	990P	ZOP	220P		
Dight	10.	12/20P	12/208	SPPP	19	12/201	2 PP	9 900	191.00	29009	128/00	12/9 "	5 1	228	12/20P	+	12/20P	29P	26 00	11.00	29000	17/2PP	-	2200	220p
Dischard	^e 11.	2200		2222	29PP	9908	220	3900	2908	2 appl	990P	190p	1/20P	2900	201	290P		790P	177 29PD	1/2	3900	290P	12/2DP	Jemp	2.200
Expo	12.		220	1981.2	2208	190P	9.90P	1/2200	2000	270P	21.80	19		2908	298	2 90P	1/200	2908	9900	29101	2908		220P	2900	2300
2m Pad	13.	220P	A A	1.12	2208	TOP	agop	1/2-1 a 208	2900	et-	121.00		2900	JZOP	2908	2.20P	2308	2008	A	220P	290P	9701	220P	29019	Jobb
Impost	14.	2200	17/208	SOP	9928	290P	19DP	1'	20	290P	2908	1900	290P		J200	990P		9.98			ZYDP	JADR	200P	22000	D 2DP
Incline	15.	0-	2907	3,200	2908	990	290P	29DP	220P	290P	SOP	J2010	A	290	0208	¢		3908	of 1	2200	290P			Japp	JOP
gnereade		29pp				9900	17/200	PDB	4	12/200	908		290P	2208	2/200		2908	J. 200	2900	290P	720P	\$1500	2900	22019	Jobb
9ms alt	17.	2900	Contraction of the local division of the loc	9.90	2208	390	920P	390	20	9900	SPP	290P	8	OPPP	2900	IPD	22P	2908		290P	JADD	12/20P	2.20P	9.91019	IDP
Objed	18.	2900	198	2288	2909	19	- ·	270P	290	19	9988	1º/00P	T	990	128	128	2208	12122	12/0pp	290P	72000	720	22012	Sable	12P
perfect	19.	2907	9980	290P	1908	19	19	990P	2208	2200	1 Teger	19	đ.	9908	2	39DP	3208	1200	2908	6 yop	1)	19	19	19P	2 90P
Pervert	20.	2207.	X	Sop-	2208	X	3900	990	290P	2900P	1/2709	3 PP	190P	Ś	2900	gapp?	220	2908	2900	3901	220	19	12	270P	JODP
Present	21.	2200	n20P	2908	2201	2908	290P	7.900p	220	19DP	12/208	2019	29m	9PD	20P	Sales	-23pp		908	19	12P	220	2900	A DID	1200 Jack 8
Produce		2910	128	12/201		1	020P	198/9P	2208	2907	17P/D	290	J99P	2PD	22PP	138		9.00	rt.	9908	990	290		gapp	199
progress	23.	19P	920P	128	19	18/220	1908	ISPP	290P	JOP	1/2	200	t.	9908	1200	1900	1908	12	1908	19	990	19P	1/2	1200	12DP
Project	24.	12/201	2200	128	19	13/:508	19	19	2900	19/200	9908	200	198	290	19	19	12	198	19/289	19	YOP	119	2901	220	19
Protest	25.	22007	20	220P	290P	3908	19/208	3200.	E.	7908	SAPP?	SPP	9900	208	12/2PP	SADP	SPP	290P	990P	18/198	9000	204	2.90p	aspp	2000
Rebel	26.		2200	1980	2200	22008	39DP	390P	2900	190P	12D	1/500	2908	1/300	SADA	d'	22019	J.	SOP	19	190	190	12	TOP	12
Record	27.	198	2208	200	2908	18/900	9208	99PD	19	3900	99D	1/2808	2908	2908	22PP		220P	990P	t.	220	2 9 DP	190	2200	99pp	gaet
Refnod		2908	2300	290P	2901	2900	18P	12/2 DP	220	290P	509	1120P	9908	290	12P	DP	1/	390P	290p	128	2 9pp	3908		g 20P	2DP
subject			2200	20	128	17/000	3908	120P	22	K	-JADP	12/500	2901	1º	2908	120	1908	19/2	A	170P	3.9MP	9.90P	290P	3.98	120
suspect		2200		JEPP	2208	2708	2907	3900	2900	SPP	290%	12010	2908	298	220P		2908	290p	29P	2908	128	2100	990P	9 90 P	2.9P
L		-line			9	5/	0		5	F		6		0	0	Q	×				d'	0-1	¢.	d'	0

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a: [WORDS	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	.60	1 ST	2 ND	B	I	D	P	ID	IP	DP	IDP
1	August	19	1.9	goop	22008	2907	128	2907	198	2200	19	Jane	220P	2201	2208	12	19	20	37	2	57	37	41				1
2	Combat	19.	120	2208	200	11	2201	2200	198	2000	Jabb	10/2		0	220P	12	190	15	43	Cay	355	45	44		3		.2
3	Conduct	290p	12	2.00P	2.900	2.90P	22019	JADD	JADP	2908	29	2908	2006	2908	2208	J. 2000	2008	6	49	5	55	43	48				-
4	Conflict	Fable	20P	2208	3200	2908	12/20	220p		220P	290P	2.98	230P	2208	220P		2900	7	47	6	54	50	43				
5	Content	18/28	2.00P	220	12	2.90P	18/20	Sob	201	19/294	120%	2200	220	1901	2008	3.308	2901	19	35	5	50	39	MZ				1
6	Contest /	220	290P	2208			2208	ZOP	Jabb	290P	190	2901	2908	2ºp	2908	12/gop	2901	5	47	8	49	47	48				-
7	Contract	J2016	Job	2º		V	1/201	JOP	220P	3.000	22000	200		2908	1/2019	2308	2901	2	45	10	45	42	-42				.3
8	Convert	290	220	290	2208	2.00p	220P	JOP		2200	Jeas	220P		2908	270	2908	9901	5	55	-	60	53	44				
9	Decrease	JOP	308	JDP	J.200	gopp	1/2PP	ZPP	2908	220P	2.20P	2908	3-90P		1/200	2208	2200	- 0	58	9	47	SF	57				-
(0	Digest 1	X	120	220P	2300	201	U	JOP	128	2300		2207		2P	2908	13/201	20	12	37	10	37	34	34				
11	Discharge	2900		220P	2300	Joob	1	Japp	2200	220P	320P	J. 366	2208	2908	2200	1/2	2001	-	58	2	57	58	\$7				-
12	Export	2.90P	A	220P	JAUL	ZOP	t	at .	990P	2200	Jash	2208	ipp/2'	2201		220P		7	53	-	54	55	5				-
13	Impact	2.90p	220P		7200	2900	22	5		2.00P		290P	3	2200	290P	2201	290	-	56	3	53	\$3	51				3
17	Import	2908			Zent	A.		1		Rob	22019	2208	2908			2208	2900	. —	56	3	53	35	54				1
15	Incline	T	σ	yop	2.301	290P	~		JOBP	2208				2208	2200	2908	2701	-	59		50	59	57				
16	Increase	2 PP	12	2000	2201	0	2200					2908	2208		220	3208	2908	6	52	2	50	52	51				_
17	Insult	J2006		0		220p	17	220P		2300	0	3908	2.00	17	2.90	J.908	220	3	58	-	53	60	SI			[
18	Object		3208	220	-	2900	12/28	290		2.00P	112	1	2308	pop	2208	1/2201	Zanp	19	25	6	55	37	37				-
19	Perfect	J.901	12/2×P	Jop	190	12	128	220P	2201	TP/20P	19	12/308		12	J. 2019	13	19P	30	29	1	51	33	40				-
20	Pervert	20g/.	-0	220P	22M	JOP		0	2908	190	1/200		2000			2908	2908	6	47	ļ	51	49	43				6
21	Present	2 pp	1/2	1/2	2201	2300	and the second second	et .	JOP	12/201	2pp		2200	and the second	0	yor	JOP	10	404	6	48	45	44				-
27	Produce	Zim	12P	1/2-	12/208	2907	200	220	2	220	17/2019	2900	12/200	290	11/20	J. 308	20P	13,	37	10	46	38	38				-
27	Progress		220p	a	J.	2900		1.	290P	2208	17	20	120	19	1000	2208	2200	28	30	5	53	39	43				-
24	Project			0		290P	11	- d	2999	12/200	12	1%	170	Jack	19	180	2201	26	28	6	49	32	32				-
34		220	2301	72000	10.	2200	2900	220P	2900	127208	2.00p	1/200		0	2900		320	3	50	5	49	48	48				2
26	Rebel	22P		~	11/	298	290P	1	2901	12	290P	12	1900	198	2200	2201	2200	21	38	L	58	45	44				
27	Record	12	2200		0	J20P	290P	32pp	Sob	2900	220	2200	2200	2201	0	2201	2901	5	Jes .	2	38	54	46				_
28	Refund	JOP		22019	2900	220P	Jank	ZOP	1	220	2.20P	Jabb	22019	290P	110	2201	290	5	5651	4	53	51	47				_
29	Subject	29018		V	122R	222	29	5:	2901	270P	19PD	1009	220	200	1700		2900	19	38	3	54	44	38				
30	Suspect	2900	220P	200	290P	ZPP	3908	22P	2306	14-	2208	2'	2000	ZIP	Job	2208	224)	57	1	57	48	50				/

LIST NO.02

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		L	IST C)F TR	I-SV	LLAF	BIC, W	ORD	S WI	THS	FRES	SON	1 ST S	YLL	ABLE					5	
		M	12 F	m	F	F	F	F	8F	PI	FLO	F	Miz			14.1				26	
S.NO	WORDS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.	Abdomen	2-20	3-2P	298	2200	Jep	200	2-13P	19/22	220	12	300	720	5.9	70	3208	32	928	JERP	2	12
2.	Ancestor	3739P	20/38	×200	J/3P	24	12/20	290	12/2	3780	12/28	12/2	220	3200/2	120	3200	2	geop	geog	22/30	12/2
3.,	Atmosphere	3-200	30%2	230	12/2PD	2/3P1	2/37	f Jop	228	34	3889	320	22	3200	12	22	¥308	3200	3200	3°pp	3200
4.	Attitude	3-900	3000	2/19	22P	12/39	3909	39DP	3200	12	19	3200	90P	12	12	3.200	1200	1/3	12	12	12/201
5.	Bicycle	3-90P	120/30	Pace	1200	202	30	T/2PA	12/28	12	12	120 .	290	jop.	2	2	1200	4/2	12pp	29	P
6.	Category	19/3DP	1/20/3	2/30	372	P	311	3200	20	81	1º/28	12	TPX	12	18	3200	9	22P	22	2	12/2
7.	Celebrate	3-900	12/300	10/390	2% DP	370 P	311	20P	3709	18	22	300	1P/22	3200	320	12	3200	12p	3708	29	20P-3
8.	Character	130P	32/38	200	1380	190	22/	I/3PD	224	200	- 22	22	PA	29	20	20	320P	PP	328	39-	3000-11
9.	Chemistry	2-P	3200	2#2P	31	398	200	1PP	2-/10	12/27	×	220	99	29	2	20	2ºp	13P	Xp	2P	q9,
10.	Diagram	3-908	3200	PP	128	3924	390P.	ŠK.	120'	3208	38	3200	×	3800	300	19	X	\ge	X	-17/3P	3200
11.	Dramatize	3-4		3200	3788	1/3	1 2/30	120	3200	10/300	320		3200	311	1/30P	12	32	12/3	3200	3701	3200
12.	Educate	3-11	3000	12/30P	2000	3 DP	3202	22/3PD	31	390P	12	320	34	3"	3000	12	3900	320	390	320P	3200
13.	Energy	20/3P	300/12	2200	11 11	220	Pla	220	220	7°	1/20	70	29P	29	2"	g2	1/22	220	22P	22	2"
14.	Execute	3.200	3000	311:	128	3909	3PP	19/300	3208	390P	12	3708	3200	12	2	12	3200	13/392	1	32DP	1/30
15.	Exercise	3-11	3708	34	P/2/3	3"	390P	300	30/24	34	30		3200	22P	3900	12	2/370	Job	390	3200	¥/38
16.	Hospital	12/30	P%3°	14	1918/0	111	11	120	del	39D	12	1208	12	190	12	12	190	12000=	1200	30	128
17.	Industry	2P	309/22	23P	2ºDP	\$3"	17	29P	220	JPP	22	20	7	200	29	12	22	Job	220	22P	220
18.	Interval	J-208	220	290P	JOP	290	12/2	2P0/3	J2P	37P	2	20P	22P	2/3	2'	yop	JEDP	291	7.26	720p	1/2
19.	Minister	3ºDP	12/30P	398	327380	12/30P	12	2'P	1/398	2°	alp	12/20	22	ZDP	2'	3200	21300	12	22P	3200	2.0
20.	Multitude	3-11	120/38	1ºP	2/3°P	190	l	128	3208	19	18	19	3909	19	12	19	12P	12	12	10	12
21.	Passenger	JP/370	300	2PO/P	3ºpp	200	20	goop	12/2P	12/5P	2'	29	2210	3:00/1	29	39	O	j2P	y20P	3/300	23
22.	Photograph	3-907	39DP	1º/300	11/300	39DP	128	JOP	320	20	390	X	320	380	29	22000	1/390	300	320	3200	YT20P
23.	Privacy	529/3P	1º73P	1900	3908	100	12	1900	PP .	12/22	POP	19	29	190	18	12	TP/92	128	Zpp	12=	19
24.	Rectangle	2-201	3/20	2PD	1/11	3/20	2921	13	2P8/3	3200	2908	22	Sop	318/2	22	200	1/22	19	22P	1/2/3	20
25.	Register	J20/3P	3200	2pg	rº/2P		20/3	2'	228	300	12/PD	10013	29	12	29	12	2P/32	12	2ºP.	12/2	3200
26.	Relative	190/28	2988	2P9	120	Jamp	12	79/21	pp=	19	12	29	29	120	3%	P	12	19	12	12	13
27.	Substitute	3-201	PPP 1	127	12/201	1/301	38PP	2204	3909	19	PP	310P	12/300	13	12/390	19	19P	17/39	3208	PP	12/321
28.	Supervise	3-11	3900	309	530	3909	11 11	3.90	12/32	22P	22	3 199	3200	SPD	300	22	1P/320	22P	390	320	3020
29.	Televise	3-11	3900	11	T/3P	3"	29	1ºp	PP.	230	12P	1/30P	300	3000	3/30	J 900	10/300	298	3200	300	12
30.	Ultimate	3-11	3°/10	199	12P	19/309	390	100 ,	2º/3º	199	PP	17	390	12=	3.90P	19	188	12	390	19	12

LIST NO.03

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						fce.	ICT	OFT	DIG	VT T	ABIC		DDC	Sr.		mre	CON	1ST C	T T T		10	521	32		1.14
						01	191	OF I	KI-9		ADIC		KD5	5	пы	. KES	SON	157.5	YLL	ABL	E.	41'	142	143	144)
A. 1	S.NO	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Ty	2000	3RD ys	142/3
Abdomer	1.	22P	390	29	19	2/320	72	2.20	\$ 2395	2	99	19	33	2ºP	23	298	208	29	99	59	1/29	1/22	23P	23	22P
Ancester	2.	2208	12/28	3200		12/2/38	3220	2200	19 PP	2/30	J/300	2/300		220	3200	290%	2900	2980	220	328	22010	29	20	ZOP	2207
Atmosphere	3.	12 P	370	3208	1/304	29/28	128	320	290p	3900	SOP	19	3000	3208	12P	-306	398	390 P	29P	220	3900	3200	3000	32000	3000
Attitude	4.	198	398P	3208	1328	12	12	gack.		78/300	12	12	300	3908	12	3200	3.208	1/3	12	19	13	112/322	320	39Mp	3908
Bicycle	5.	18	120	3º P	12	12	10/3P	12/200	200	29/221	290	12/20	30/32	2/3	290/3	P/2	19/2	13/11	19	2200	12/2	790	ZPD	1º/2P	12
Category	6.	JP/3	19	/	3208	1/2/5	glip	J=P/3	20	29	29	a	22	298	208	278	229/3	228	29	19	12	9-13	2	2P	22P
Celebrate	7.	12	300	3208	3988	3908	1	3900	3208	3800	12	12	3928	2/3%	29	2/39	2908	3908	3200	390	29	1123	1/2900	3000	3208/2
Character	8.	19DP	20	3900	3.900	P	22	1/2	J2P	29	2'	12	2	12/2	20	328	1/2"	228	12/2	12	12	125	2	2 2P/3°	228
Chemistry	9.	PP	290	2P	2%	12	f.	4	32P	20	j90	12.	21	P	2	22P	22	298	22	12	12/20	1/2 20	20	PIZP	228
Diagram	10.	128	3200		K	X	3890	12	X	3700	×	X	3900	3000	3900	3901	12	X	X	X	×	×	XX	32019	3200
Dramable	11.	por	JOP	3208	3200	12P	ZOP	3200	390P	32000	12/38	3000	12/30	3908	320P	390P	3208	3908	3908	3908	19	SOP	12	3900	3200
Educate	12.	12	390	3208	3908	12	37 DP	Zabb	320	3208	3908	12	3200	3200	3201	3000	3999	28/90	3200	3908	1/3%	1/2	1/2/3	3900	3200
Energy	13.	18/22	20	72	1%2%	12	22	328	22P	3/3%	22	228	29	298	22	22P	ZPP	2PP	19	32	112	1/2"	20	TP/2°	298
Execute	14.	PP	3200	3008	320P	12	3908	3.200	3980	3208	19	12	370	126/35	1	2	3201	390	×	19	19	113308	1/30	3000	3.008
Exercise	15.	and the second se	3908	390P	2/32	29/398	3900	33P	390	3908	2/308	1/3"P	2/300	300	3208	3308	3000	J36	28/30	1/30	2212	1/3"	113%	390	3200
Hospital	16.	12.010	1908	20/390	130	1/308	19	1/300	190P	1/320	195 3	1730	19	10	125	PP	1/3	1/3%	190	190	113	23	120-	1200	120
Industra	17.	2200	220	JPP	29	12	20	ZPP	22P	7.20	29	20	23P	298	2	220P	228	2ºP'	12/2	29	9.90	29	20	228	2007
2 alexant		220p	201	228	2200	2	20	2	220	2 jop	29	22P	29	Jº13'	2°	29P	29	29P	29	990	390	12	2-13	22P	22P
Minig fer	19.	-12 P	12/24	IP/20	3907	12	29	12	22P	g.gp	29	ZP/3'	29	1/2/3	2'	1/228	19	228	3100	2/3ºP	1/2/2	29	215%	J2/30	19/220
Multitude Passenges	20.	19	12	1º/20P	128	1º	3708	1º/3ºP	19	19=	12	1'9	12/308	1/300	3908	3708	1/3	19	12/20	19-	125	1/2/3	12	1.2	3908
	21.	PP	22	20/390	X	-123	YOP	2/30	2201	\$1300	2/3	1%	298	2	3208	27P	2/3	22/	12/208	3908	125	21	X	100	220
Pho tograph	22.	12P	K	3908	300	P	390P	3909	390	3900	19	1/30	3708	300	320P	3980	3908	1/598	398P	29P	198	1/2	101	390	3200
Privacy	23.	MB	19	238	10/20		29	1/2/3	22P	19/2	195	12	12	29	29	1/28	1/3/2	×	12	19-	19=	19	19	Jop	1º/27
Rectigie	24.	220P	22	98/28	12/20	22P	gyp	298	22P	12/3%	290	JP/3°	228	228	2.9P	298	2PP-	298	290	221)	gop	270	22P	290	228
Register	25.	X	100/3	29	28/39	21	198	22P	228	2/38	125	320P	P/28	29	128	29P	2ºP	298	29	3900	12=	19-	32/x	220	ZPP
Reintire	26.	2ºP	23	228	10	19	19	10/22	19	79	19	12	12.	3/3'	18	228	10	19	17 -	29	ZPP	19	SK	19P	298
Substitute	27.		3700	X	128	12	19/308	19/300	3900	300	12	12/300	3928	198	1/3	3700	12/309	19	19	3000	12	11/200	R		3208
supervise	28.	390	3990	3998	398/18	1/2	390P	39	320	3909	298		3709	390P	32	390%	320	3908	1/300	3900	18/23	290P	JPP	328	3900
Televise	29.	22/30	P/301	3000	18/390	1/229	3908	3900	3200	3908	195	1/30	308	380	3208	3900	3908	3908	1/2/30	14 c	172	19	1/228	300	32000
Ultimute	30.	120	12	3900	199	128	198	PPP	390	309	19P	10/22	18/29	2/30	128	Jop	320	39P	19	13/3°P	1/228	1129	12	1/37	2.190

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L WIGER D	1		1.4.7	40	140	En	61	52	52	54	55	56	57	58	59	60	1ST	2 ND	3120	B	T	P	D	ID	IP	DP	IDP
WORDS	45	46	47	48	49	50	51	34	33	-	33	30	398	9.28	300	22		46	1	3	57	9.1	13		-		-
Abdomen	29	2?	2	2.98	228	9.2P	7	12	290	19/2	3300/2	2	d'		3708	2p	>		13	M	47	10-01	40				-
1 Ancestor	SP	20	2/3	Jabb		22p	199D	200	370P	0	10		200	790	-	đ	3	38		1/2	51	32	39				-
3 Atmosphere	2/38	12	3pp	3908		7/3	2.9P	3908	3708	PP	3201	3000	38	5	22	320P	6	11	38	3			31				-
۲, Attitude	3200	199	12	19	32000	17/3	3/20	3908	1	1200	P	3208	-	3908	300	290	21	5	28	2	54	35	51				-
5 Bicycle	12/2	2'	2'	Jop	3201	12	12/2/	170	1	199	120		398	1/200	8	-G	25	123	S	1	48	15	21				~
Category	128/31	19	2'	1/2-	112	229	12	2919	228	7.28	10	3308	21	21/3	3008	22.	13	33	9	5	48	28	12				-
7 Celebrate	18/22	370	2'	209	3900	3908	3200	3908	12	173	3201	3200	3201	3908	12	18/32	17	9	36	6		36	38				-
& Character	128	22	2	1200	2ºP	2ºP	1/2	12/2'	2	12	2°	320P	398	1/2	2	128	is	34	4	-	52	121	11				
9 Chemistry	19	2'	228	18/2	2900	29	12	27P	12/22	29	2°	220	298	2'	2	1/2/3	19	46	3	3	53	23	15				
1º Diagram	K	3200		K	390P	5	3208	1201	3901	×	3708	128	121/3	12	12		12	-	B	3	51	32	25				20
11 Dramatize	18	3PP	3.000	12/32	320	370	12	1/3	B	138	3998		3708	3208	12	3700	10	2	41	Ø	44	33	43				
1) Educate	1/3904	3208	3200	IP	3900	390	12	3208	3708	3.300	3908	320P	39001	3908	10	390	8	1	45	6	33	39	46				
13 Energy	19p	29	29	2,000	18	18/2	12	298	2	19	22	22	291	2ºP	J'	12	9_	43	1	-7	48	2	9				
19 Execute	3200	23	3201	3908	3208	3901	12	390P	3708	SPOP	12	3000	12/300	3208	15	390	14	3	38	7	53	39	37				1
18 Exercise	13	3201	3200	300	3000	200	113	3908	3908	12P	328	3908	1/220	398	13	3900	6,	6	41	/	47	40	39				-
16 Hospital	13/2	12	300	1908		pop	19	1/3	390	19	190	2/30	191	1/300	15	19	45	16	4	10	49	13	29				
17 Industry	29	22	22P		2900	29	290	298	220	228	200	220	220	200	1	22	4	54	2	Er	59	30	18				
18 Interval	12	22	201		220	38	PP	8/3	398	29	28/3	228	291	22	3900	29	2	18	5	5	50	33	81				-
19 Minister	19	2'	3200	298	22P	18	19	2P	22	1/2	3908	29/30	290	and warmen	3200	3908	11	28	11	10	47	26					-
2. Multitude	12/3	13	P.	1/3	3907	120	191	3908	12	12	13	17/220	128	12/200	12	12	41	2	10	17	38	1.8	14				-
2 Passenger	K	2)	3/3%	X	R	X	1	IP	21	X	3200/1	2/30	298	2/30	3'	2.2	6	29	9	6	35	24	11				10
19 Photograph	198	2'	3201	3900	320	390	390	19P	290	1	3PP	3708	198	3708	2200	113	11	17	34	6	50	30	36				g.
13 Privacy	198	19	12	198	170	19	198	199/29	1/28	2P	120	200	198	1/2/3	1'5	2	142	14	*	3	52	30	12				1
19 Rectangle	228	2'	12/2/	19/2R/	2P	200	22P.	2PP	3708	20	32/2	2/30	ZPP	229	290	39	2	49	4	5	46	39	17				-
24 Register	17P	2'	12	22P	J2P	198	128	29P	390	19	12	2	298	ZP	12	29	19	129	9	3	53	32	17				-
26 Relative	19/2	3200	120	1P	1P	1208	19	jP.	EL'	12P	190	220	198	19/29	12	19/3	40	15	2	2	50	19	11				3
27 Substitute	18	1/3	829	3900	3908	1.13	308	3708	19	113	B	×	198	12/301	12	113	28	-	20	17	41	30	23				2
28 Supervise	123	320	320	390	398		3788	3900	221	3704		3708	1/3	39	2°	3000	1	9	44	6	52	33	40				
29 Televise	12	308	300	390	3900	270	3208	3900	291	12	3700	3208	IP	3901	220P	390	12	7	36	4	49	35	38				1
36 Ultimate	1129	3200	12	198	390	390	19	190	190	12	19	390	198	120	12	19	34	14	15	7	48	26	23				

LIST OF TRI-SYLLABIC WORDS WITH STRESS ON 1ST SYLLABLE

τ.		2	LIST	OF	FRI-S	YLLA	BIC	WOR	DS W	ITH	STRE	SS OI	N 2 ND	SYLI	LABL	E	_		ta	Ingula	
		M	F	m	F	F	F	Z	F	F	PIO	FW	12	13		6	old		Reut	mil	
S.NO	WORDS	1	2	3	4	5.0	p 6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.	Adventure	2/34	12/38	2908	2P/32	14	2°	22P	220	22	19	92P	239	22	22	SP	JE/3	328	22	19	2/222
2.	Advisor	9-201	200	Pr 01	9928	220	20	22P	200	22P	22P	290	299	290	220	99	220	2.9P	327	239	29
3.	Apartment	2-P/30	2/304	1, 11	22P	gapp	22	111	29P	29	22	21/3	29	29	22	20	92	ZP	29P	22	99
4.	Apparent	11 11	T2/38	11 11	2090	39DP	2°	1111	22P	18	22	22	y	220	72	29	X	128	2ºP	20	22
5.	Assembly	2/320	32/38	11 11	2/300	2"	22	I2/3PD	2000	290	22P	2201	g?p	2	29	22	220	39	Jabb	32P	39
6.	Banana	2208	3°P	F/12	11/1	120	22	990	220	298	X	3900	2320	29	138	92	J2P	229	228	2K	9.2P
7.	Conception	3908	Job	2200	2/3PP	120	17/2P	28/30	7200	29		301	29	12	22	12	1º/2P	29	200	1/2	29
8.	Discover	11	J'PC	13p	411	390	29	290P	22P	3900	320	92P.	22P	2/320	120	3200	228	28	298	12	92
9.	Distinguish	29/20	200	114	1111	228	29	2/2	2	34	2	K	22P	22	12	12	1/28	22	22P	1/2	99
10.	Establish	3)pp	290	11 11		a 2P	LOD	1111	Ja	301	1 t	3.20	928	23	29	22	22P	29	2.2P	22P	22
~ 11.	Expertise	29/32	2/30	370P	3700	320P	20	ti 1	390	3	3208	3 %	3200	3980	3900	29	2ºP	373	228	3200	29
12.	Frustration *	12/307	200	1900	3/2	198	29	1º/20	220	X	22.	X	29	2	22	300	22P	25	2ª	32	17
13.	Imagine	300	20	11 11	2208	290P	290	AS	220	X	22	330P	3208	22	22	22P	29	2P	18/29	3200	
14.	Imprison	11/1	290	4 11	200	3"	12	9200	Plap	12	18	19	29	22	22	X	228	29	220	29	32000
15.	Indebted	2%30		11 11	F130	P/2P	12 -	X	29%	12	2.	-12	XX	22	22	2'9	23	20	2ºP	X	X
16.	Informant	110	200	11 11	29P	220P	12	1	2	3000	1/18	2/300	290	29	2.9P	29	SZP	22	228	29	9.98
17.	Majestic	2.20p	220	22P	1111	2"	19	12	200	200	19	12	Jap	220	29	12238	29	1/2	2"P	228	12
· 18.	Maternal	1/1	200	and the same of the same	2000	JOP/29	1	230P	JPP	22	22	22.	22P	21	29	220P	22P	22°	J200	20	22
19.	Mechanic	22/30	3°/3P	7800	211	Japp	\$ 2 PC	3"	29	328	12	3200	2.2P	2/300	29	2	200	XIgl	220	20	220
20.	Narration	TIN	290	11 11	1111	J3/3 PD	3980	3"	22	2'	3200	390P	22	22	2	20	22	228	228	22	2°
21.	Position	J3,06	3°PP	2ºP	2700	2/300	3900	3"	228	720	2°	200	29	21300	12/2	2°	2- "	14/2	298	1/2/34	3200
22.	Possession (THP?	3900		344	2/30p	22	3"	22	2"	3908	3200	2	23	20	22	2 -	X	398	20	29
23.	Regarding	3200	220	29P	211	220P	2	2/3	220	19	2%	220	2	220	29	2	228	20	228	99	9.90
24.	Reminder	310/11	20/32	2000	2%P	PAPP	20	190	20	19	273'	290	2908	JP	20	220	3,200	391	×	20/30	20/30
25.	Remember	3/200	2/3	2º9/2	328/2	12/0	20	2"	290	12/273	22	200	grop	20	19	29-01	2/37	317/2	290	2133	2/3200
26.	Republic	giop	3780	29P	20	21/28	20	27/37	29	Z	22	3900	29	22	125	27	2PP	XX	228	29	29
27.	Suggestion	3908	3200	ZOP	2908	990	398	12/301	29	12/2/3	22	311	Y	12	23	29	22	2/3904	290	17/2	12/2
28.	Tradition	2/30P	1/20	211	12/200	290P	39P	Joo/2	290P	3900	12	23	290	P	19	ZIDP	12/2P	18/308	J2P	12/2	12
29.	Together	TIV	209	211	2.20	208	3990	5º18	320	29	20	25	22	290	22	22P	2.9P	29	298	220	20
30.	Tomorrow	2910P	2º0	211	2?2/	12P	20	29P	20	228	12	19	220	220	2	29	22	g2P	29	20	PATED
					12		0			,								0			

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		perfect .				Sceed	IST (6	RI-SY	YELA	BÉC	WO	RDS	WIT	H ST	RESS	S ON	2 ND S	SYLL	ABL	E	41.	42	43	44
6.1	S.NO	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	1 ST	2 ND	3 RD	1/2/3
Adventure		W/2p	228	298	32/20		2.98	22	59	23	29	20	33	2º	29P	2.9P	2°	228	2/32	1/3	29	22	22P/3	2P	Job
Advisor	2.	20p	220	X	290	28P	298	228	229	\$17200	29	298	29	29P	yp.	9.9PB	298	298	22	22P	520/3	29	AK		290P
Apastment	3.	2200	2P/32	228	20	2P	29	228	298	2?	29	22P	28	22.	2200	JPOP	298	298	20	22	20	7/3	2.9		Joub
Apparent	4.	X	22	2º8	X	2/38	298	228	29P	2h	3938	228	1/2/30	298	298	2ºP	Jop	1/3%	52/36	220	29	J29/39	2ºP	12	22P
Assembly	5.	220P	208	22019	298	2200	190	298	2201	20	2	28 DP	29	298	220	2200	290	2008	220	3900	2	23	2°	2ºP	2908
Banana	6.	22P	3208	2200	J98	2130	2		328	22	200	28	220	12/28	29	22PD	17/2	2780	12	220	200	2ºp	X	22P	2200
Conception	7.	22P	3208	221	12/22	19/300	29	22P	228	32	12/19	2P	29	22	20	2ºP	3 28	29P	82	29	29	220	2	29P	228
Piscover	8.	28	220	3.9P	298	22	1%	228	228	2/3%	22	228	99P	298	19	2ºP	228	298	29	2	29	ZPP	2'		2.2P
Disfinguish	9.	228 .	×	12P	12/2P	22	228	2P	JPP	200	220	28	3201	221	2.2P	2PD	20	2928	29	2	20	290	22P	29/3	2 PP
Establish	10.	J	390	29P	228	29	228	298	298	292	29	290P	g7P	228	22P	29P	2.28	290P	3/20	29	29	20	3/3	22P	200
-Expertise	11.	128	390	390P	2ºP	20	2/308	39P	2-9P	320P	22	3-019	390	3908	300	Jab	328	2/30	3008	3917	228	1/221	3200	390P	228
Frwitzahien	12.	300	X	29P	228	29	2º	12/308	DP	29	29	20/32	22	X	2	22P	1/3	2200	15th	29	29	2	220	228	2.98
9 magine	13.	2200	3908	28/30	29	390P	29	228	1P/2	1/22	29	270	22	3908	22	278	22P	29P	228	290	Ø	1/23	1/2	29	2000
2mprison.	14.	29P	12	228	22P		290	29	290	22	24	×	29	22	20	Jabo	2	1/20	2	Z	29	599/3	22	22P	2.90p
2 ndebted	15.	2219	12 -	X	29	22	×		328	ZP	29	×	29	2/3'8	X	X	22	JP/3?	X	Ste	2	29	X	14	20
Informent	16.	32P	2/300	2ºP	228	22	222	22P	22P	2?	29	298	2/00	22		22P	220	298	22	2/3	2	20	20	J9/18	220
Majestic	17.		12	298	29	22	228	29	22P	12/2	29	20	22	32/3	228	278	29	298	2	29	29	29	228	29P	22P
Maternal	18.	2204	29	228	298	22	99	22P	2901	2	1/2	29	29	221	22	22P	22P	2.9P	32	29	2	221	213	22	Jop
mechanic	19.	j2P	3908	29	28	2/3%	29	2ºP	228	2	2°	1/2/3P	23	228	22	3= 20		29P	22	X	2	22	5/	12/25P	320P
Narration	20.	28P	3200	29P	2	22	29	22	221	39	270	39	29	29	22	22P	2'	228	29	2	29	2/3	2P	22	228
Position	21.	188	200	57/30	22	1/2/30	Tar	19	220	27378	2	2000	1/2	99	Tº/P	29PD	1	29P	29	1/2	29	J20/3'	ZPP	2.00P	2200
Possesien	22.	228	3908	2.28	22	18	1992	2/300	228	290	1/2	208	29	29	1/2	11/	3200/	2/3	29	20/30	29	220	220		2200
Regarding	23.	9	220	29	2.98	20	22	228	328	29	17/28	2908	298	221	2	270P	228	298		290	29	220	22	220	220P
Reminder	24.	2901	220	290P	2900	290	2P/39	2200	K	20/30	19/2P	2908	2200	300/39	3/3	2900	2208	2208	20/3	250/3°	290	290	200	220	2200
Remomber	25.	2200	220	140/3	39P	2/3%	298	2F0/3	298	×	29	200/39	2.9P	20	2ºP	290P	2P0/3	2908	12/2/1	19	29	290	208	2pp	2:00P
Republic	26.	298	300P	298	298	29	29	228	228	29	29	29	29	2/1	22	2ºP	228	200	19P	22	2	29	2/1	22P	0
sng gestion	27.	2200	3900	9.98	29	1/2	29	29	220	2/301	20	12/20	29	×39	2	2902	2	22P	1/2	1/3%	2/0	290	22P	2%	JODP
Tradition	28.	22P	29	298	12/20	29	17/2	12/57	229	20/3"	12	2908	12/2/3	210	F	12/2P	28	3P/3	22	19	1/220	21/3	2200	of a	1/2
Together	29.	2200	32	230	220	228	998	29	122P	28	24	220	22	37	290	020P	2	298	29	290	29	220	2º	290	1
Tomorrow	30.	22	12	228	22	29	29	19/220	22	PPP.	1/2	124	p21	2	2	22P	290	228	1/2	22	29	1/2	2	29P	2-2P

	and the second s	a	N	T	17	L	IST (OF TH	RI-SY	(LLA	ABIC	WO	RDS	WIT	H ST	RES	SEON	[2 ND	SYL	LAB	BLE							1. 1. a
	WORDS	45	46	47	48	49	50	51	52	52	54	55	56	57	58	59	60	1 ST	2^{ND}	3 RD	B	Ι	P	D	ID	IP	DP	IDP
1	Adventure	99	1908	12	2°	32P	29	29019	2901	22	22P	22	22P	20	2°	X	- H3	4	46	3	5	49	20	11		r		2
2	Advisor	3.98	3.9P	220	220	2ºP	X	298	3201	22P		320	X	228	3.2P	79	220	1	54		-	53	32	20		9. ^{(A}		6
3	Apartment	29P	22P	22	2?	22P	29	29	2-98	22	29	22	2ºP	298	228	29	2/3	-	57	-	3	55	26	4				-
4	Apparent	12	Jeli'	2	29	398	390	T	92P	19	19	220	Jop	T	200	29	19	7	44	4	2	55	28	9				3
- 5'	Assembly	Pl	goop	22P	2'	290P	290	220	J2P	220	22	2	0	2900	298	2'	2900	-	58	2-	-	\$6	32	28				
6	Banana	328	×	22P	220	2%	H	22P	19/200	22P	2P	2'	200	28	12/2019	39	2/3,0	J.	47	3	4	47	30	16				. 4
7	Conception	2219	2,900	1 2/2	22	2PP	[9/38	299	12/2	2'	JP/i'	20	228	2.98	2%	12	2/3	6	45	3	5	50	27	8				
8	Discover	27/3	228	19	190	228	18/39	2º	22P	3201	2/3	3/3000	3.20	278	200	3200	32	6	42	9	F	58	38	11				
1	Distinguish	28/2	22P		12	ggp	y P	29/3	2PP	3208	3.9P	22	238	1/29	28	12-	320	Ч	51	J.	1	44	34	12				2
16	Establish	298	2908	228	2'	2.2P	2%	290	29P	3988	29	2'	2ºP	12/27	328	2	29	-	53	S	2	58	38	14				-
1	Expertise	3701	3908	32000	3000		2/38	2/3	298	3	3200	1		228	328	29	3708	1	19	38	2	53	41	34				-
12	Frustration	32	19	7	29	JOPP	State Banks	228	29		29P	22	200	220	12/3208	3998	29	5	44	J	4	49	20	10				5
13	Imagine	115/2	290	32010	29	3.98	29	11/2	29P		2P	2'	20/30	2.9P	220	220	3908.	1	42	9	6	51	27	19				2
17	Imprison	ZPP	22P	29	22	22P	20P	220P	2900	12	29	29	290	2.98	2°	X	2	7	46	3		55	23	14				. 4
15	Indebted	2280	298	X	39	2P	39	270	22P	19	0	22	X	298	3	99	29	6	36	1		41	13	5				17
11	Informant	ZP	228	23	328	22	ggp	228	22P	3200	29	29	2.98	2.2P	2%	22	22	2	54	M	1	58	34	7				
17	Majestic	52/19	19	228	3,	29	328	0	298	290	29	2.90	218	228	29	V/2/19	29	7	49	-	4	55	24	10				
18	Maternal	398	290	23	29	22P	X	28	228	2-2	2.2P	2%	228	228	228	2798	29	1	57	-)	\$7	31	11				t
19.	Mechanic	12	228	20	2'	28/3	298	298	228	3.90	278	9/3701	2	2.98	2pp	39	22	4	43	10	2	56	30	14				· (
20	Narration	19.	2908	2?	22	298	398	228	2ºP	29	29	2'	22P	298	2°	29	29	t	54	3	-	58	22	9				_
21	Position	32019	22	1/3/2	p	298	2201	22	22000	290	220	2/3%	2/30	290P	1	29	20	10	37	5	8	46	28	24				
22	Possession	2.900	2900	2%	29	2900	2/3298	2708	2908	220	2901	4	278	2901	2/3P	2	20	g	44	Ĩ/	2	53	29	2-8				1
23	Regarding	ggp,	2901	22	2'	228	298	22	228	1"	27	200	1	22P	270	3	29	3	\$7	-	Ĩ	58	2-6	18				-
27	Reminder	1/2390	2908	320	20	2900	290	2908	220P	19	290	2°	2700	de	2901	4	290	2	5%		3	43	30	45				2
x	Remember	2200	ZOMP	3083	19	29P	32018	220P	220P	1/270	20	20	2701/3	2708	27/3	Jamp	20	ÿ	44	7	4	40	33	33			1200	1
3-6	Republic	20	29078	3'	12	29	398	32P	398	2"	220	22	220	298	220	2%	22	N.	53	3	-	58	28	7			1.	1
27	Suggestion	290	298	12	2'	290	29	220P	22P	1/3	20	12	220	g2P	Zin	29	29	8	40	7	S	55	20	.17				
2-8	Tradition	290	19	19	12	29P	290	2200	198	3908	29	12	22P	290P	17/21	2200	12	17	34	2	7	48	28	17				
201	Together	29P	2904	290	2'	298	298	220P	228	2"	2908	290	Job	298	2%	228	20	+	59	1	-	\$8	24	20				-
30	Tomorrow	29	29	29	2'	299	29	228	22	228	20	200	ZPP	2.91	10/200	2,	2/3%	10	48	-	2	58	19	11				

LIST OF TRI-SYLLABIC WORDS WITH STRESSON 2ND SYLLABLE

LIST NO.04

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	LIST OF TRI-SYLLABIC WORDS WITH STRESS ON 3RD SYLLABLE														EX.						
		in		M	KI-SI		BIC	E7	DSW		-10	55 Ur	12	5 X LL 17	ADL1	<u>ت</u>	•		Peat		
S.NO	WORDS	.1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.	Absentee	12/20	220	2200	1/21	200	22	2.9P	2908	270P	22	220	920p	220	20	220	7308	200	2200	12/2	2200
2.	Absolute	3-DP	\$2/3	17/308	1138	221	22	220	390	12	12	2 mp	12	228	19	12	32P	12	18/39	JOP	2200
3.	Addressee	3-908	220	7206	27DP	X	X	P2/20P	X		22.	2922	200	JEOP	29	22	19	20	Jop	K	22
4.	Afternoon	3-11	1'/30	12/30	12/	22P	12	390	P.	12	12P	3.10	19	2730F	J2P	12	12	13	20	22	12
5.	Appointee	2-4	390	200	ZPP	2728	2°	220	X	X	720	DE	220	2900	220	290	22012	29	ZOP	320	220
6.	Chimpanzee	3-11	220	19/22	2"	128	JOPP	20	220	1/20	12	22	228	22	X	790	JPP	22P	X	1º/2P	220
7.	Coincide	3-11	3200	3000	328	3200	34	22P	370P	3200	32bb	TOP	200	3200	3200	Jubb	321012	3200	220	3.20	12
8.	Contradict	3-4	12/300	11 11	3200	12	120	3200	39	12/39	\sim	X	30	398	390	12	197	X	30	22p	1/30
9.	Disappear	3-11	X	18/30	12	32P	3908	3208	3=	1SP	2/3PC		3"	20	320	3200	229	3000	12	320	3200
10.	Engineer	3-11	·320P	ZOP	12	72	120	P/3P	2/30	12	12	3208	3908	12	390	zon	12	12/301	3909	12	3500
11.	Entertain	3-11	22/301	90	3909	T/22P	1910	30	3200	300	320	34	311	32010	320	12	12	12/3PC	1-129	29	2/30
12.	Guarantee 🧹	520/30	200	211	2	PP	-22	220	22	2'	10/270	×	2	Z	12	32	22P	12	22P	12/2	12
13.	Halloween	11	3/32	120	-32/32P	18/2	390	3ºPP		12	P	3200	293	22	29	3200	19	19	1/220	29	29
14.	Interrupt	390/18	3000	390	12/30	1/92	12	12/30	390	3200	22P	1ºP/30	39	22	3900	99	3200	ZAPD	3708	22P	3200
15.	Intervene	3900	31304	120/30	12	12	320P	3290		12	12	379	3900	2/32P	×	9900	P/300	12/30P	3900	ZP	2/30
16.	Japanese	27/70	10	3900	3708	19	311	TIPP		P	12	22P	19	12	22	22P	12	12	19	X	-19
17.	Magazine	3912	3'00	1ºP	3908	120	29	3200	290P	3ºPP	12	32019	3908	×	22	12	3900	X	3900	X	12/304
·18.	Overdue	130/38	200	17DP	92/31	2"	11 11	2ºP	1ºP	390	22P	19	11/208	2	22	3900		ggp	22P	220	2/30
19.	Pakistan	200/2	3200	1º P/3º	19/301	19	3700	320	1º/30F	320	12		3 208	12/308	19	Zabb	12/30	12	120	12	12/201
20.	Personnel	X		×	×			12	ARC	X	×	370	12/201	×	×	2ºP	X	1º	X	19/20	Y2/2P
21.	Reappear	7 98	1200	3P/3P	E150	120	22	1ºP	PP	300	3208	3200	29	22	29	3208	3908	22	128	22	23
22.	Reapply	290	220	3900	32/30	1111	22	ipp	12P	P	3"	390	22	22	3900	29\$	1/30	2	1430	29	3200
23.	Rearrange	911	220	9/300	3/30	g pp	3000	Plapp	190	3708	12	3"	¥.	3/2	1/0300	3.900	29P	JZP	19P	\$730	22
24.	Rationale	112	120	X	×	×		X	-3900	×	3901	3200	×	×	X	X	×	DK:	X	K	X
25.	Refugee	2.9 pp	200	250P	2000	3	X		X	3 app.	×	X	X	2/11	X	X	19	X	2.98.	X	X
26.	Reinforce	3-11	132/30	320	2/30	3900	22	2/381	19P	X	1 Jap	23	3902	\$270	3.000	228	3200	2%	12P	228	22
27.	Seventeen	32/28	3908	12/380	TP/30	19P	32	ZY3PP	3900	92	121	Jubb	Y/JDP	1/3	19	3200	1212	12/300	198.	12/380	473
28.	Tambourine	3-201	3900	19/30	3908	99p	200	3900	[2p	47.PD	12	3200	390	3100	2/200	3000	39P	VER	11/29	19	17/20
29.	Understand	380	311	12/300	796	12	20	Plan	39PD	3°DP	12	12/374	2:45	12/36	3000	3200	2	-3.80P	1P	390	2/34
30.	Volunteer	3-900	01/1/1	PPP	29P	13	20	3000	12/3PG	20	19		N/300	.39 PP	12P	3200	1 3200	3200	228	12	29

LIST NO.05

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	LIST OF TRI-SYLLABIC WORDS WITH STRESS ON 3 RD SYLLABLE														41	42	NB	MM							
	S.NO	21	22	23	24	25	26	27	28	29	30	31	,32	33	34	35	36	37	38	39	40	F ST		3RD	-1/2/3
Absentee	1.	19 P	220	22P	290P	22	20	1/926	2200	220	29	20/33	220	2%	J.20		200	J306	220		29	220	250/3	29012	7208
16501 and drever	2.	120	220P	18/300	299	19	3200	13/3206	18/32	3019	19-	19	2/30	2ºP/	3988	-	3200	JPP	19	19	12	zent	1/2/3	2.9P	3000
Addressee	3.	128		X	12	12	290	29	298		-22	12/20	27	99	320	198	3	29P	29	2/3	20	200	Jop	2-2P	128
Azternoon	4.	128	390	120	12		SI/	P	228	3'900	1/3%	1/28/3	22/30P	321	113	12/370	12	298	19	2/3	12/3	22P	12	2/30P	3PP
Appointee	5.	3208	X	2.96	J200	200	ÞK	2	2908	220	200	2308	2008	998		220P	7.206	2280	290	22/30	29	2/30	3 POP	228	2.900
Chimpanjee	6.	1206	29	X	22P	20	29	2208	K	32	12/2	29	298	22	20	X	8. 20p	22P		X	29	19/25	2 Mp	2.20	X
Coincide	7.	390P	2/30P	320	3200	22	30		=g2P	3008	280P	220	3009	3998	320	3208	21	3200	390P	3208	12	22P	37070	ZOPP	3214
contradict	8.	3308	X	×	12	19	3908	3900	390	3201	3900	3200	33P		3900	PERC	300P	8/38	2/38	24	19	19	3.06	3200	3200
Disaffear	9.	YOP	3299	PP	221	1/2	3900	1/2	812	B	ZPP	139/3	3798	11/	-	3900	1/2	3208	19	19	1/2	1	1/3%	320	32 PP
Engineer	10.	198	3208	3208	12	12	12	32/30	3900	2/3%	22	19	121/3	3908	12	1P	312	3000	29	1398	1/228	3708	1/28	2/37	15
Entertain	11.	128	3208	PP	1	12	298	299	2/304	3200	1/22/	12	320P	3998	221	300	32P	300	1/22	2.90	12	3908	1/228		JPD
Guarentee	12.	190	K	PP.	200	2	2	P	228	2%	20	12/21	29	12/28	2º	120	13	228	12	12	320	3200	22	22	P
Halloween	13.	12	3208	120	1	P	2/3%	1/29	32P	1122	12	12	308	301	2ª	3000	1/2	28/3'	120	19	1/2/39	308	20	172%	
Interreem	14.	128	128/30	3900	3982	12	2/300	390P	3908	390%	198	12	320	308	2/34	3906	3908	3908	2/2	3900	3208	390	3400	2/30	3900
and the second se	15.	12P	×	3700	1/30	113	30010	3PP	3908	3908	12	228	3708	2/30	-	3 DP	390	3980	2/33	2/3°PP	3900	3900	3708	/	3 BP
Japanese	16.	191	230	28	12	12	1/3	12	12	3PP .	×	V	JP1320	19	1/3	12P	12	19P	1	1º ×	12	3908	19	12P	92P
magazine	17.	128	3000	29	3900	1	3900	3999	3908	3700		X	Babb	Sec. 2 Conception of the	3908	/	3200	×	3205	X		3900			3000
overdne	18.	112	12	3908	K	27	2%	1/2/1	10	2/30P	19	3.0P	22/350	19	Jop	278	1/3	128	100	1/23	112	790P	9-9	3900	ZPP
Palcistom	19.	191	3908	12/304	P/3*	17	Vr	12/301	12	3908	12	12	3208	J.	PP	128	308	1	Y	19	1P	3108	1-	320	128
Personnel	20.	X	390P	JPP	X	X	12	X	X	18	×	2P	X	AK	12	128	ZS	×	X	X	X		27/3	3200	12P
Reappear	21.	22P	3900		3700	1/24	2200	200	128	3708	19	3%P	10	29P	228	12P	2.98	390	22	1/2-	1172	7908	1/3%	39pp	1ºP
Reapply	22.	PP	3900	1/290	1/300	19	128	1739	190/2P	390P	1%	3DP	17300	1/3408	PP	11/	300	2-1320	1/38	390	18	12	19P	3200	1/3
Rearsange	23.	128	3908	9.98	2.1	P	198	1/37	12P	32000	12	3208	1P	18	198	1 PP	370	19P	1/22	24	18	7908	1/89	3.900	JPP
Rotonale	24.	12/300	×	K	X	X	P		K	×	×	K	X	-30p	120	×	X	PPR	X	X	×	1)300	1PP	X	XX
Refugee	25.	×	X	- 29P	-12	1/2	22P	R	229		1/20		12/2 -	X	220		X		X	290.		AL	3.900	22P	XX
Reinforce	26.	1/2/	20	18/390	3900	19	12	3900	17P	3908	18	12/300	A178	3908	19	1/221	370P	1/2	×	19	112	JOP	270	3900	1/2
Seventeen	27.	19P	3901	3909	1ºP	19	3900	11/381	129	3908	19	PP	3708		3908	270P	11,3	19	19	12/309	198	1/2/3.	19	390P	-
Tambonn-e	28.	1940	32000	29P	398	19	3900	X	-1P/3	18/308	X	X	1 / 308	3908	3900.			1/320	IP	X	12/39	7108	X	- 19	2
Understand	29.	1/2	12/308	3900	29k	19	3000	390	IP	19/328	19	1/2	3700	XX	3908	3900	390	17:28	12/2	2	1/3	3000	1/230	3900	3200
Volumteer	30.	128	X	3990	12/30	19	29	73/39	J2P	29	19	12	3917	1/2%	2	3000	12	3908	1/320	i/2/3	19	790P	22P	300	390P
Umbisella		and the first sector	the second se	and the second s	, , , , , , , , , , , , , , , , , , , ,	-							29	1.		27P		99	298	09					22P

LIST OF TRI-SYLLABIC WORDS WITH STRESS ON 3RD SYLLABLE

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LIST OF TRI-SYLLABIC WORDS WITH STRESS ON 3RD SYLLABLE

	WORDS	45	46	47	48	49	50	51	52	52	54	55	56	57	58	59	60	1 ST	2 ND	3 RD	B	T	P	D'	ID	IP	DP	IDP
1	Absentee	22P	290	12/2	290p	2901		79P	390P	9000	1212°	Contra state on our state of the	gpp	2208			220/38	6	đ	3	-	59	29	39	10			
2	Absolute	1/00	120	ZPP	129	3200	390	19	3908	19	5121	220	12/2	12P	12/300	1?	1/3	93	13	14	7	50	27	17				_
3	Addressee	XXX	3700	ĎK	298	12	29	3200			PR	2201		198	29	29	920	q	32	3	P	45	18	14				18
٢.	Afternoon	T	2200	99	3708	300	320	198	1/3	12	P	57301	220	128	19	12	11/3	27	16	12	5	49	20	12				-
5	Appointee	200	2900	220	290P	3200	220	2/30	22	X	g9D	2908	228	12/200	2901	200		-	49	2	1	48	40	29				8
6	Chimpanzee	280	1128	220	POP	22P	29.	V/JP	228	11/2	2908	22	×.	- 29P	2208	220	29	E	42	1	3	43	26	18			i	9
7	Coincide 🥻		3200	300	320P	3900	308	320P	1/3		3900	3908	390	3908	X	3208	pol	2	8	44	2	\$3	43	45				4
8	Contradict		390 R	200	3700	320	128	1/8	128	2/31	1/2/3	398	K	198	3908	19	IP	15	4	28	6	40	39	26				7
9	Disappear	12	320	320	30P/1	320	1/2	138	19	1ºP	19	29	128	128	1/22	3900	3708	18.	6	27	8	49	29	29		-		1
Lis	Engineer	1/2/3	27P	12	ZPP	300	139/2	3908	19P	13	12P	12	3200	19P	2/30	3908	3208	28	5	36	4	CA	31	25				-
4	Entertain	12	390	22	12/39	3200	190	19	18	390	1/3	3900	128	300	378	12	178	16	7	32	5	48	30	28				_
12	Guarantee	12	12	1/2	JPP	128	29	17/270	37DP	23	128	Q200	12P	228	12	22	39/12	19	34	3	2	3	30	6				3
13	Halloween	DAK-	72	22	128	120	18/309	19	308	19	198	2	120	1/300	1/2	3208	1/2	21	18	14	6	95	23	16				1
17	Interrupt	1P/32	3908	JPP	3900	320	1/8	3901	3DP	3908	12	27/03	390P	3900	3908	12	30/30	10	8	36	6	50	37	35				
15	Intervene	3208		JOP	290	320	1/3	ip/s	19	19	120	2/30P	3908	300	380	9908	3900	10		33	7	44	34	34				3
16	Japanese	128	22	X	-128	X	12	19	198	12	18	12	270	128	12	22P	X	36	10	6	3	30	22	8				5
17	Magazine	X	22	X	X	X	×	19	2/300	3208	3DP	X	-29	X	370P	12	29	a	6	27	1	40		28				17
12	Overdue	1P2/32	2'	298	2/3%	3900	198	198	128	320	1/23	22	3208	1/2/3	1/3	3908	300	13	22	15	8	42	31	17				2
19	Pakistan	19	12	12	128	390	19	19	3708	370	12	17/308	1/3	198	7/300	3200	22	34	1	20	5	21	23	20				-
20	Personnel	12	×	1/2	19PP	X	X	3908	1/3	X	×	×	120	301	X	22P	X	13	4	5	3	20	13	6				35
21	Reappear	P	22	20	198	390P	29	170	3908	390	18/30	22	X	19P .	2PP	3900	13	18	21	18	1	54	36	19				2
22	Reapply	P	3200	22	121	1912	198	1/ 390	3908	12	V320P	2'	19/20	198	1350	29	300	22	12	19	7	CA	38	SIL				-
23	Rearrange		3908	2/2	198/30	1 1/30	18	18/390	198	3908	19/2	392	298	12P	P/370		30P	21	15	18	6	50	37	191				
24	Rationale	3700	X	X	3908	rec		3900	19	X	X	X	K	300	K	X	X	10	_	7	-	13	TY	11				43
25	Refugee -	928	X	X		2.90P	298	29P	22P	7906	R	17/2	ggp	2908	K	X	2/38	4	21	3	1	26	21	11				
20	Reinforce	12/2	3900	220		390p	19/	390 .	3908	R	299/29	2900	18/390	1/2	3708	298	19	12	18	21	6		28	23				31
27	-	3.200	12	12/3	19	390P	1/30	3PD	19	29	12/389	1/3	39000	12	121	3900	19P	23		221	10		33	241			1	-
28	Tambourine	R	308	1	-	128	19P	12/30P	198 .	12/300	1/3	3908	228	1P	X	3928	3700	18	5	24	5	39		23	-+			8
29	Understand	1-2	3008	390	390P	3900	22	18/390	790P	3908	19	1/3	39199	300	390	3900	3900	12	6	31	9		29	30				2
30	Volunteer	P	12P	13	12/38	390	2	3900	3908	29	128	3901	3900	3001	7/39:	3908	3900	18	12	24	3	49	31	241				3

LIST NO.05

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