AN ANALYSIS OF ENGLISH LEXICAL STRESS PATTERNS BY PASHTUN ESL LEARNERS

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **An Analysis of English Lexical Stress Patterns by Pashtun ESL Learners** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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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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DEDICATION

Every challenging work needs self-efforts as well as guidance of elders especially those who are very close to our heart. I dedicate this study to my sweet, loving and respected parents, whose affection, love, encouragement and prayers enabled me to get such success and honor.

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 keˈ**nəm**/ "I will be sitting" and / zə bə ˈ**ke**nəm / "I will sit" (Penzl, 1955, as cited in Henderson, 1998, p.3). Same is the case with the words [prewatə́l] "to fell" and [préwatəl] "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 /ənarˈunə/ 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

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: ***con****duct* and *con****duct***; ***Au****gust* and *au****gust***; ***di****gest* and di**gest**; ***pre****sent* and *pre****sent***; ***ob****ject* and *ob****ject***; and ***per****vert* and *per****vert***. 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 stress-timed 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 tri-syllabic 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 di-syllabic 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	Unicode	**Name**	Translit.	IPA	Latin
◌́	U+064E	Zwar	A	[a]	A
◌̄	U+0659	Zwarakay	ə	[ə]	ə
◌̵	U+0650	Zer	I	[i]	I
◌́	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 non-connecting 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.

ا د ذ ډ ر ړ ز ژ ږ و (Baker & Sadiqi, 2016, p.4)

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 څوک (who), څه (what), کله (when), څنګه (how), چیرته (where), کوم (which) and ولې (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 post-position. 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 of Pre-Post-Positions of the *Pashtu Language*

Pre-post-position:		Example:	
'in, at'	[pə ... ke] په ... کې	'in Kabul' [pə kābəl ke]	په کابل کې
'after'	[pə ... pəse] په ... پسې	'after class' [pə dárs pəsé]	په درس پسې
'on/to'	[pə ... bānde] په ... باندې	'on the bridge' [pə plá bānde]	په پله باندې
'with'	[lə ... sara] له ... سره	'with Asad' [lə asád sará]	له اسد سره
'from'	[lə ... na] له ... نه	'from Layla' [lə laylā na]	له ليلې نه
'under'	[lə ... lānde] له ... لاندې	'under the bridge' [lə plá lānde]	له پله لاندې
'under'	[tər ... lānde] تر ... لاندې	'under the table' [tər méz lānde]	تر مېز لاندې
'from'	[lə ... tsákha] له ... څخه	'from Logar' [lə logár tsákha]	له لوګر څخه
'up to'	[tər ... ə pore] تر ... ه پورې	'until morning' [tər sahāra póre]	تر سهاره پورې

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*

	Labial	Denti-	Retroflex	Post-	Palatal	Velar	Uvular	Glottal

		alveolar		alveolar				
Nasal	m	n	ɳ			ŋ		
Plosive	p b	t D	ʈ ɖ			k g	q	
Affricate		t͡s d͡z		t͡ʃ d͡ʒ				
Fricative	f	s z	ʂ ʐ	ʃ ʒ	ç ʝ	x ɣ		h
Approximant		l			j	w		
Rhotic		r	ɽ					

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*

	Front (unrounded)	Central (unrounded)	Back (rounded)
High	i ɪ		u ʊ
Mid	e	ə	o
Low		a	ā

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		əy	Oy
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.	/ع/	/ʔ/

5.	/ړ/	/r/ or /ɭ̣/
6.	/ڼ/	/nr/ or /ɳ/
7.	/ځ/	/tz/
8.	/څ/	/ts/
9.	/ښ/	/kh/ or /sh/
10.	/ط/	/ ʈ /
11.	/ظ/	/z/
12.	/ص/	/s/
13.	/ض/	/ ɖ /

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 «ا» [alɛf], «و» [wʌw], and «ی» [jɛ] which indicate the vowel sounds /ʌ/, /i/, and /u/. This absence of the vowel sounds make the pronunciation of words very ambiguous and thus, the word "«بند» can be pronounced possibly as /bɛnd/, /bənd/, /bʊnd/, /bɛnɛd/, /bənəd/, and /bʊnad/, 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 «ا» [alɛf] is used for three vowel sounds, including the long vowel /ā/, the short vowel /ə/ and the short vowel /i/.

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

The Pashtu letters « ا » [alɛf] and «ي» [*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 finely-tuned 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.

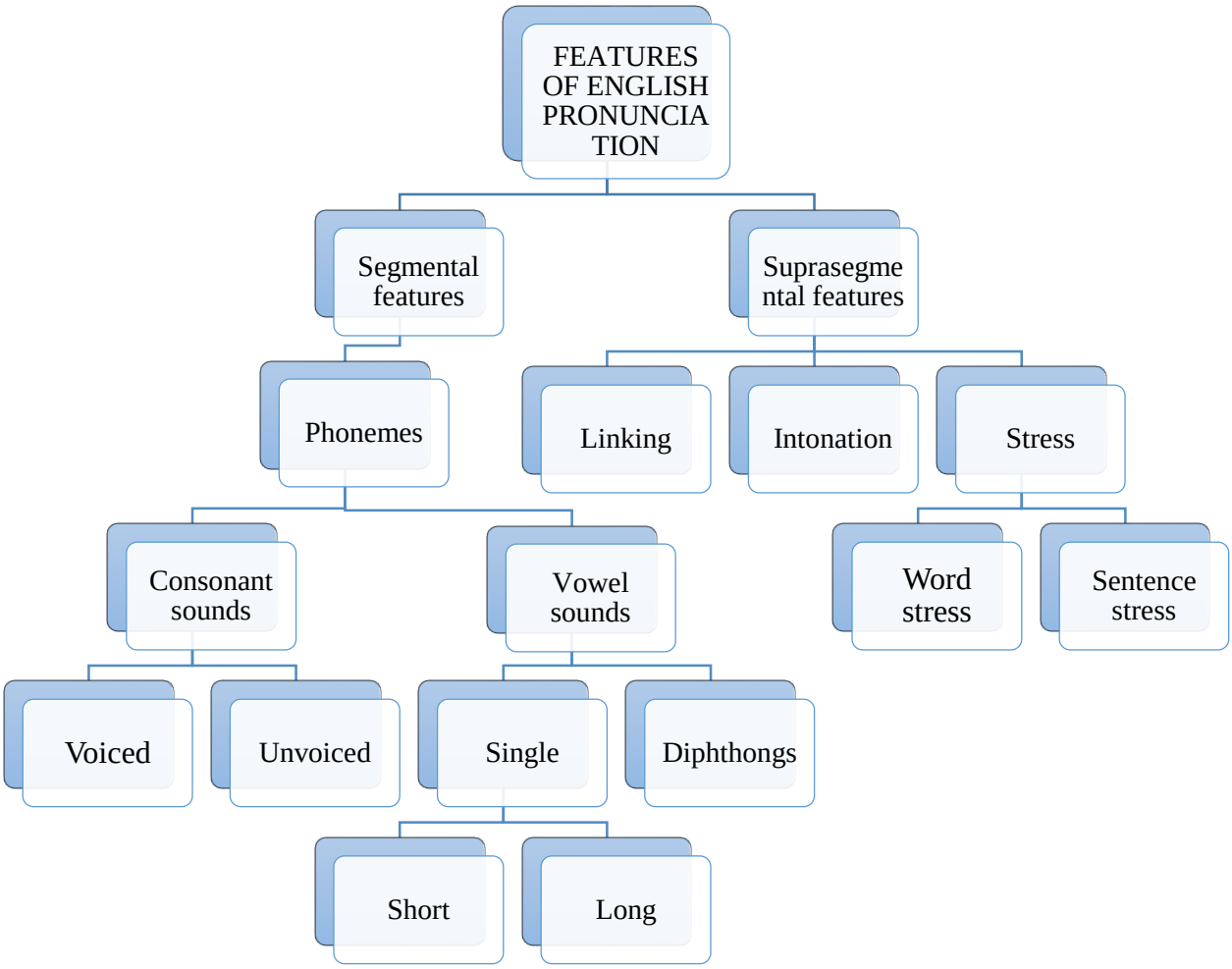
In another study, Gilakjani and Ahmadi (2011) mention some other important factors that affect the learning of pronunciation. To them, the most influential factors that affect the learning of pronunciation include the difference of accent, difficulty of prosodic features, lack of motivation, exposure 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:

Table 7

Features of Pronunciation



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 ˈ 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".

Per**vért** (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. nation, people and pretty etc.) with English but unlike English, Chinese does not have the weak-strong pattern of stress (e.g. unless, 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 /ˈfɔgɔt/, /ˈɔbtein/, and /ˈɔridʒinəl/ instead of [fəˈgɔt], [əbˈtein], and [əˈridʒinəl].

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 /ˈfəʊtəgˌrɑːf/, photography /fəˈtɒgrəfi/, and photographical /fəʊtə'græfɪkəl/. 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'tab/ (book), /Zi'ba/ (beautiful) , and /ma'dar/ (mother). In contrast, in English words the stress placement is not predictable; it can fall on any syllable as in the words fortunately / 'fɔːtʃənətlɪ /, rhetorical /rɪˈtɒrɪkəl/, agricultural /ægrɪˈkʌltʃərəl/ and misrepresent /mɪsˌrɛprɪˈzɛnt/.

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; /waɪt ˈhaʊs/ and /ˈwaɪt haʊs/. 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 /ənarˈunə/ (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 (4-years) 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 6^{th}, 11^{th}, 16^{th} and 21^{st}, 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 di-syllabic (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

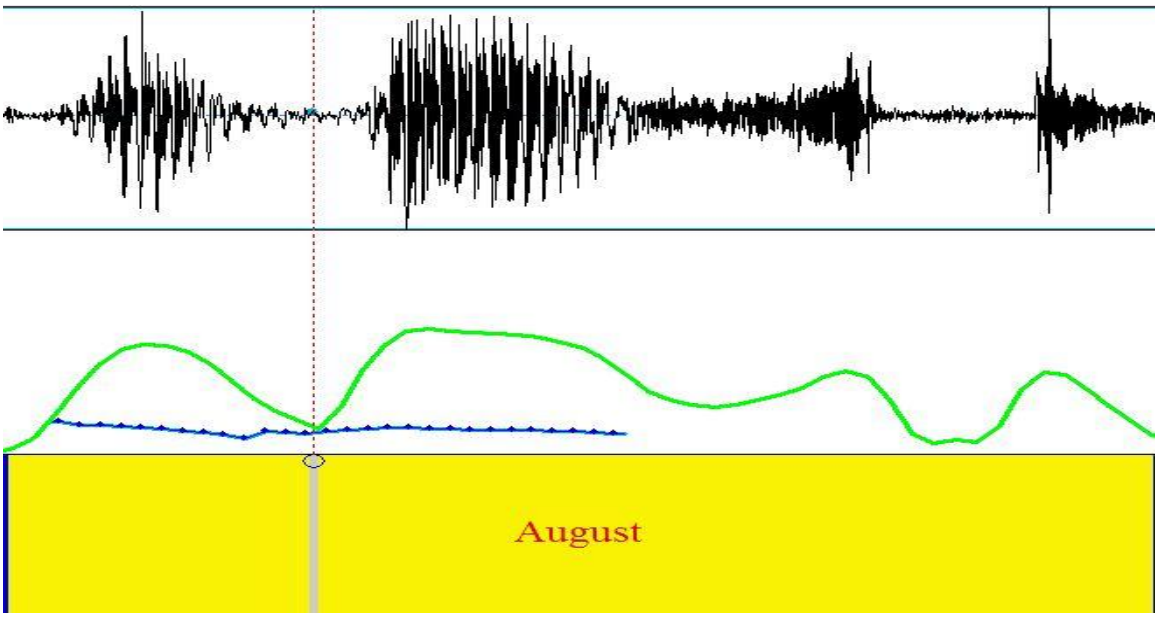
The list of sentences and words given to the participants of the study contained thirty disyllabic words with stress on first syllable. These words, when used as nouns or adjectives, are pronounced with the first syllable stressed. In this research study, the said disyllabic words were pronounced by 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 8
Statistical 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).

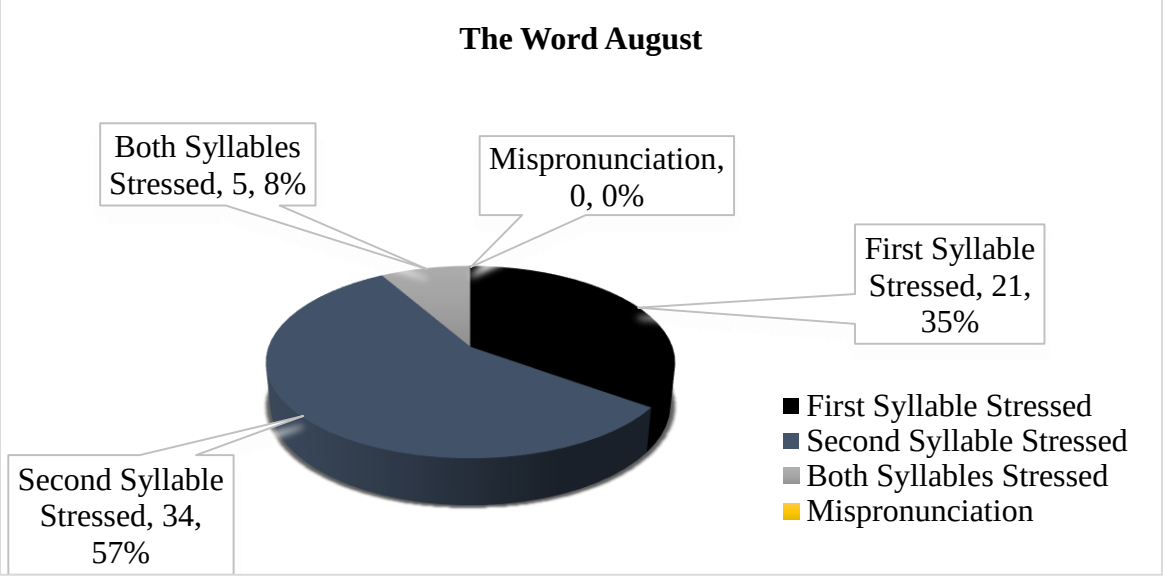


Figure 01

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 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 /ˈpɑːtɪ/, parcel /ˈpɑːsəl/ , passport /ˈpɑːspɔːt/, complex /ˈkɒmpleks/, channel /ˈtʃænəl/, coffee /ˈkɒfɪ/, college /ˈkɒlɪdʒ/, doctor /ˈdɒktə/, and Muslim /ˈmʊslɪm/ are pronounced in Pashtu as پارټي /pɑːrˈtɪ/, پارسل

/pɑːrˈsəl/, پاسپورټ /pɑːsˈpɔːt/, کمپلکس /kəmpˈlɪks/, چینل /ʧenˈnəl/, کافي /kɑːˈfɪ/, کالج /kɑːˈləʤ/, ډاکټر /dɑːkˈtər/, and مسلم /mʊsˈlɪm/. 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, twenty-six 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).

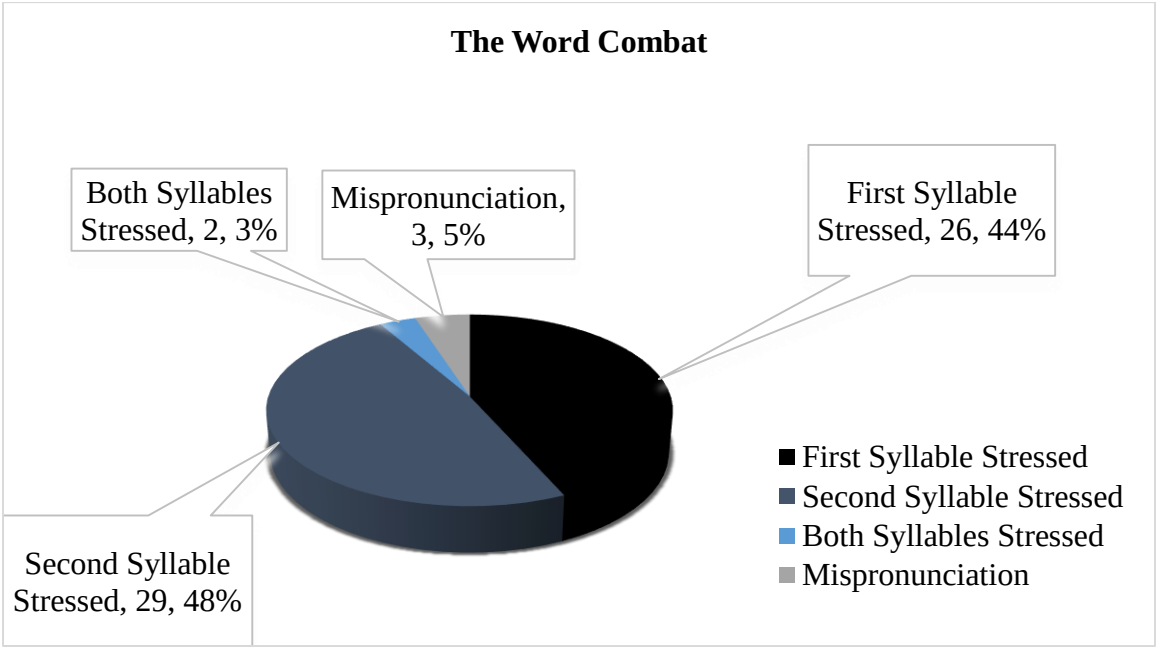


Figure 02

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.

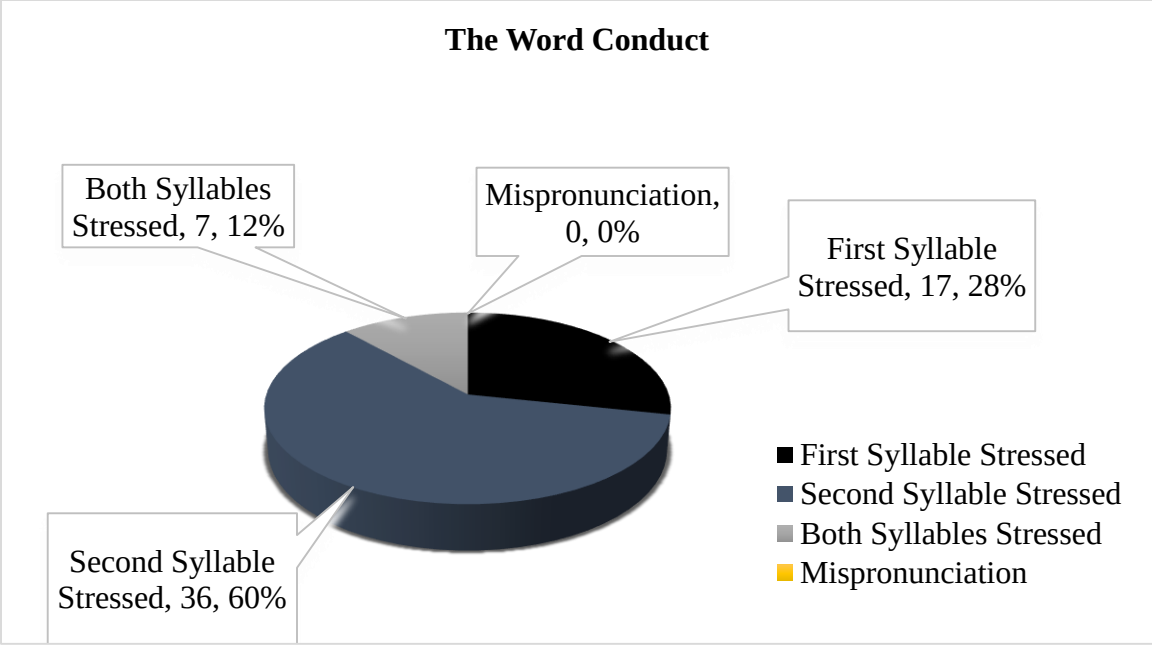


Figure 03

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.

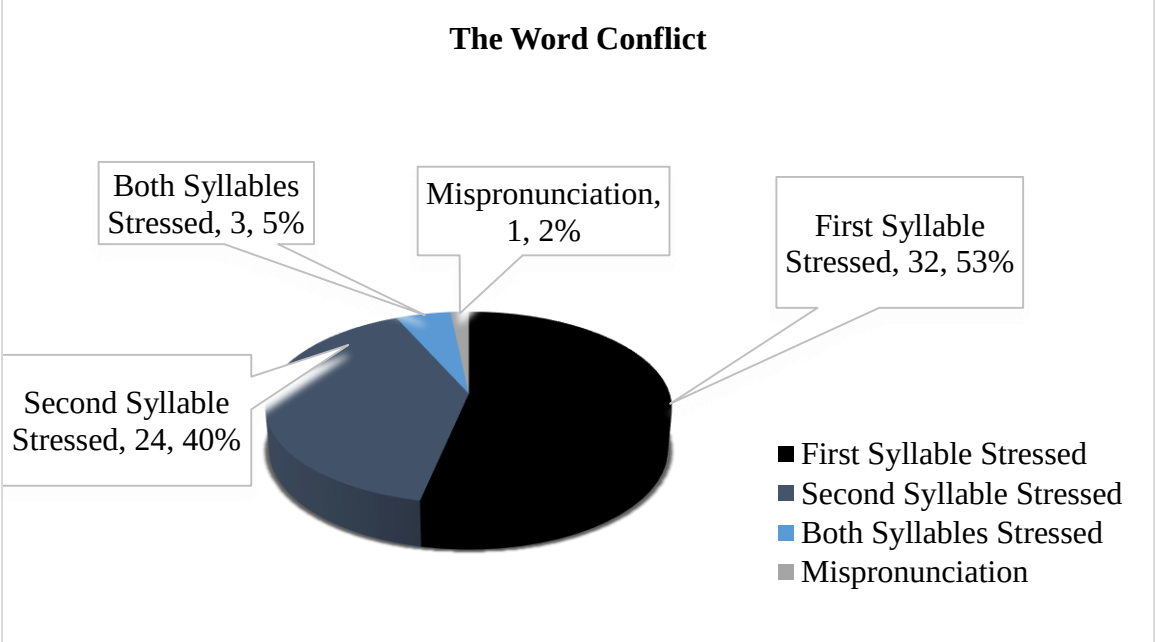


Figure 04

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.

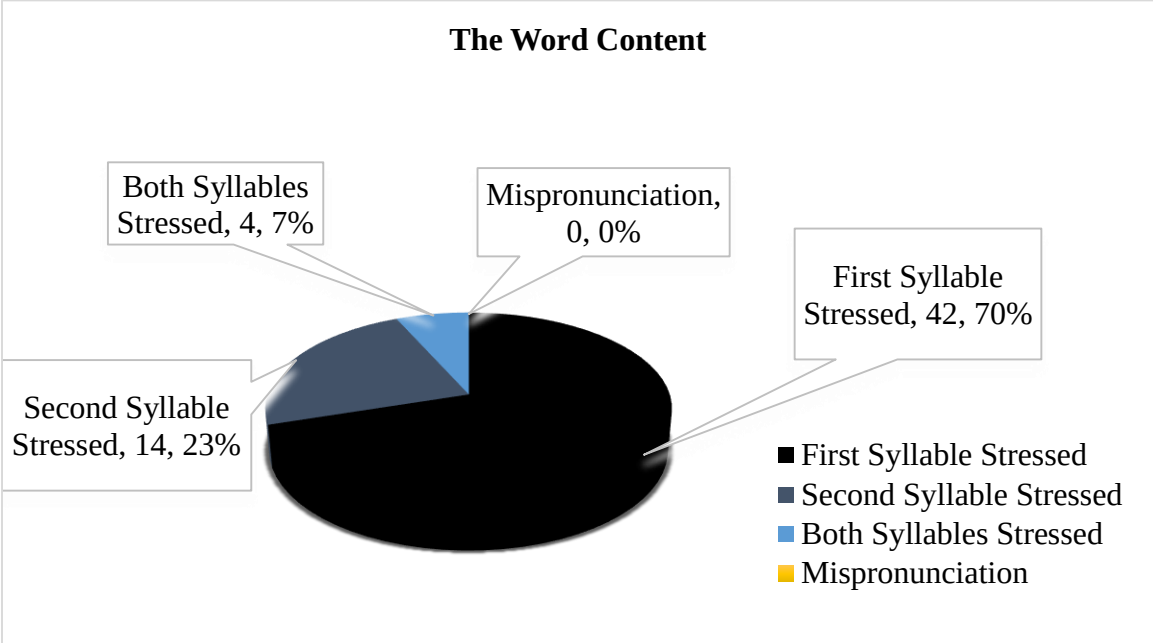


Figure 05

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.

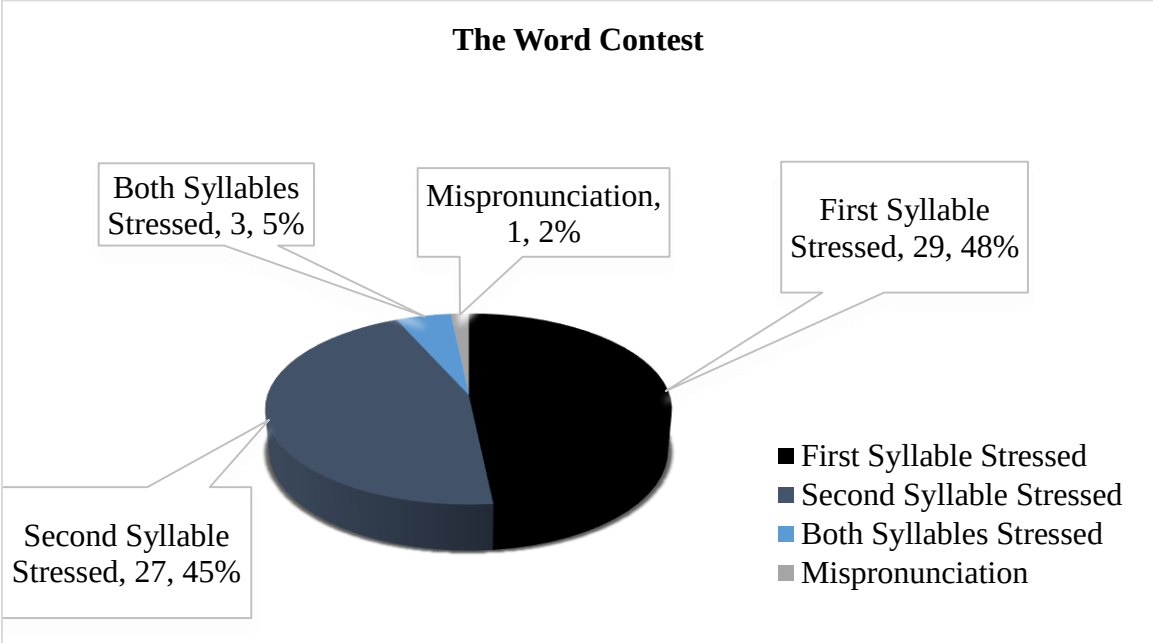


Figure 6

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.

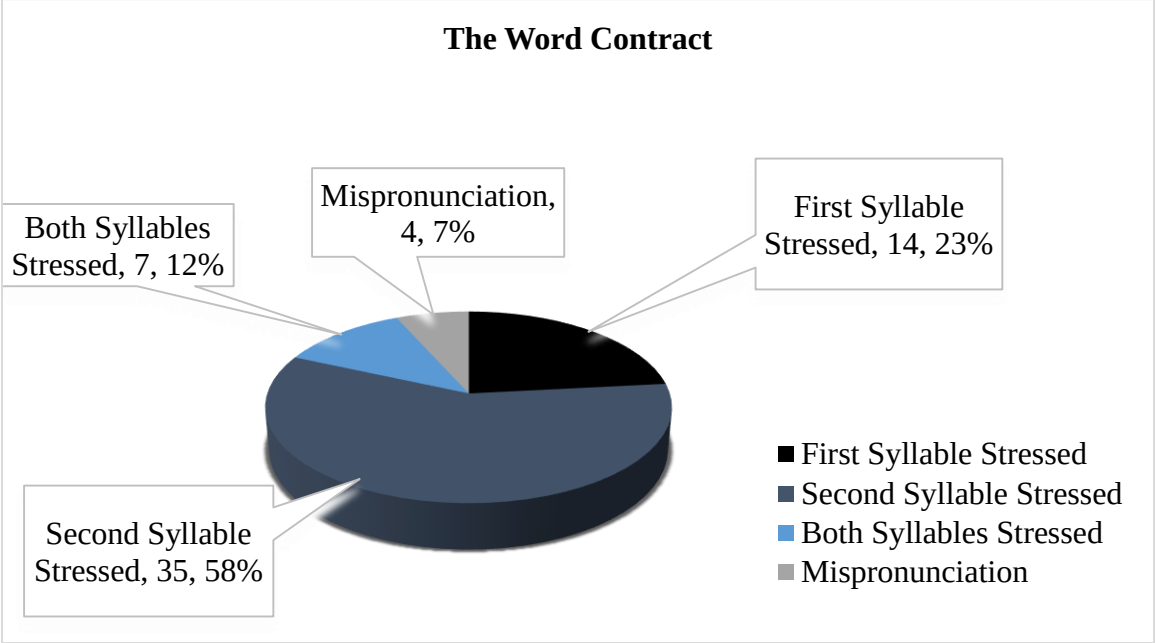


Figure 7

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.

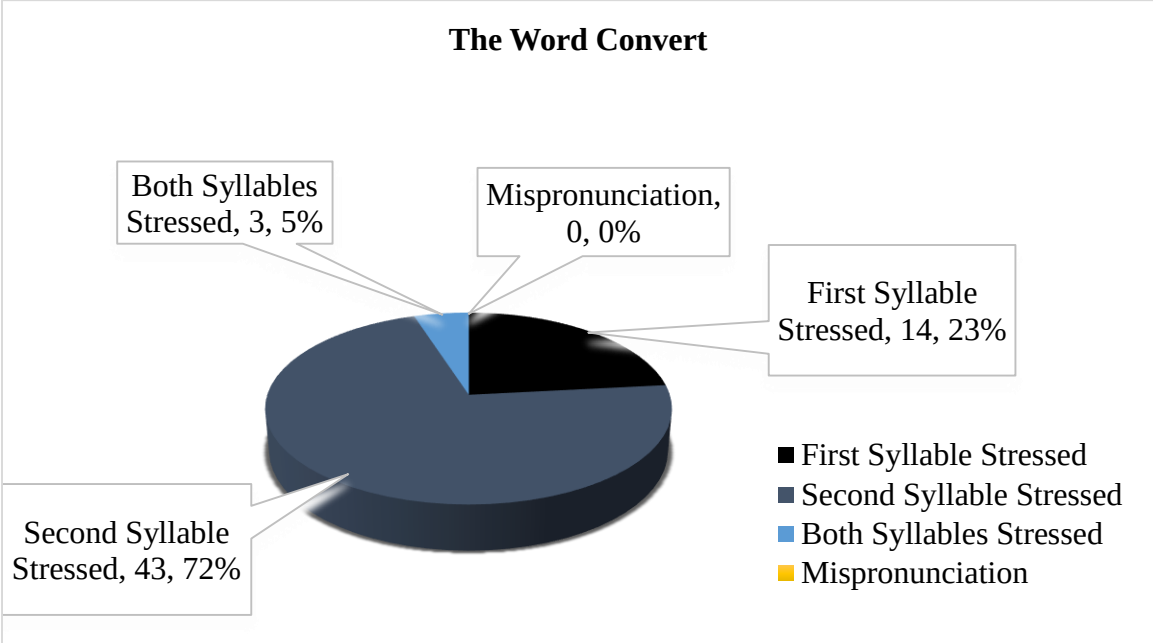


Figure 8

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.

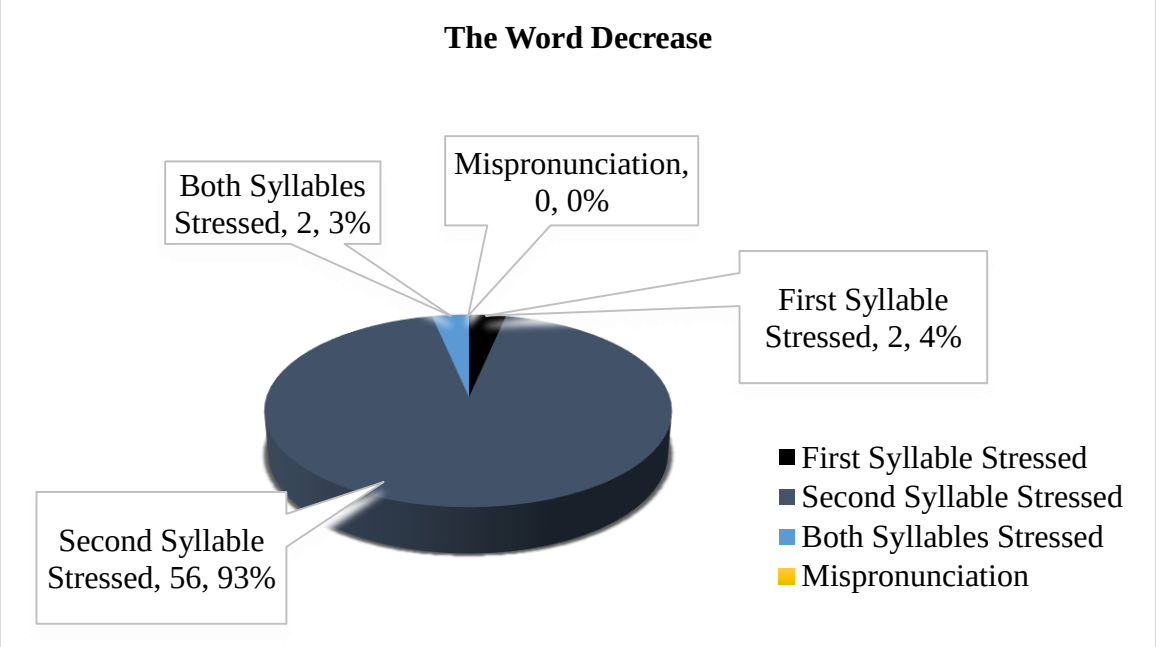


Figure 09

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 both the syllables stressed equally and one participant pronounced it incorrectly.

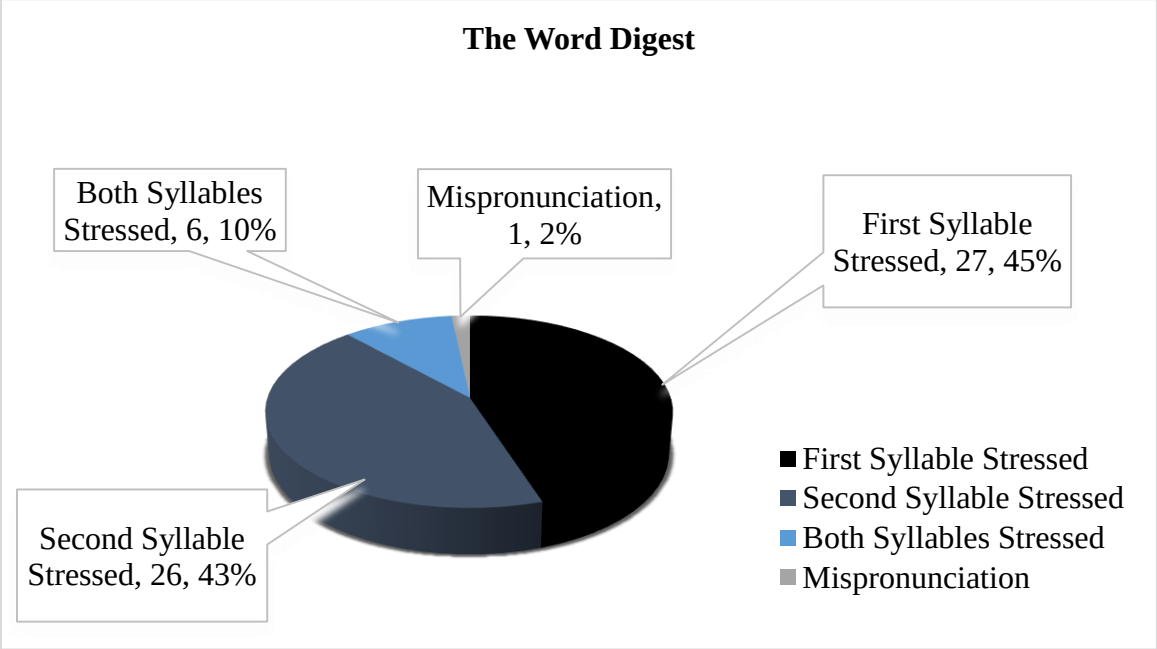


Figure 10

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.

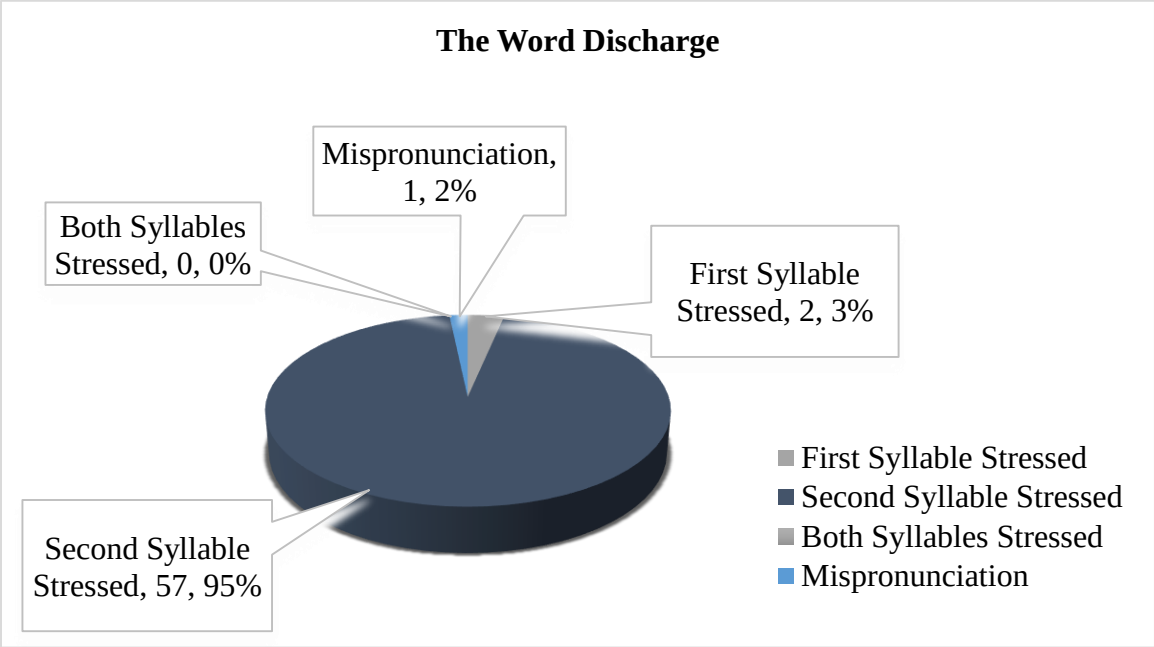


Figure 11

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.

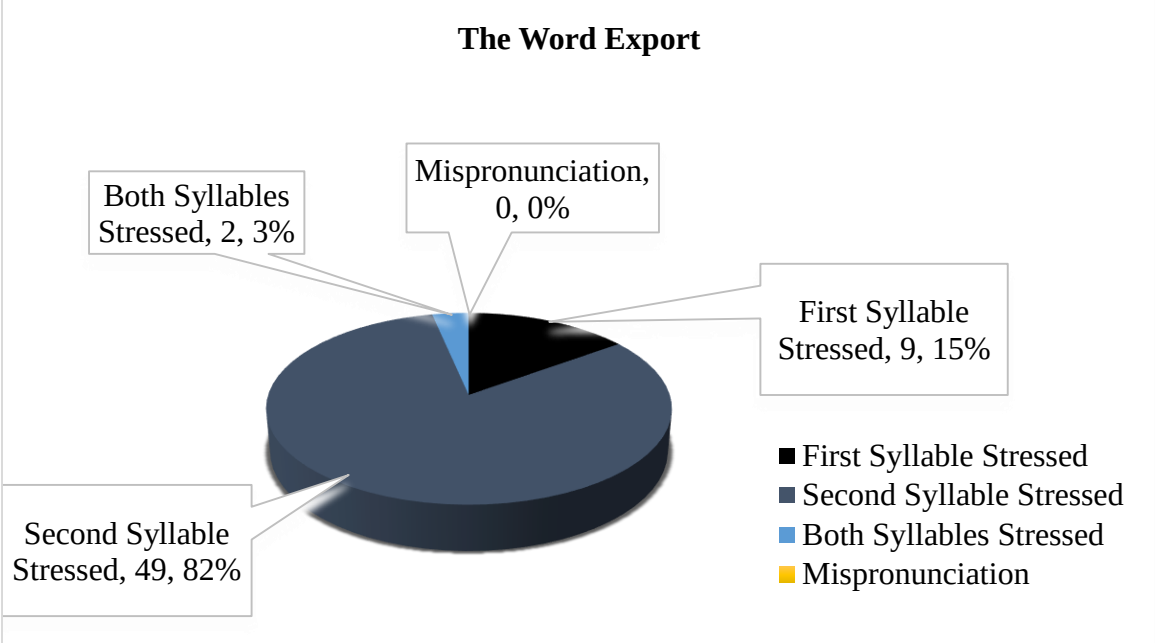


Figure 12

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.

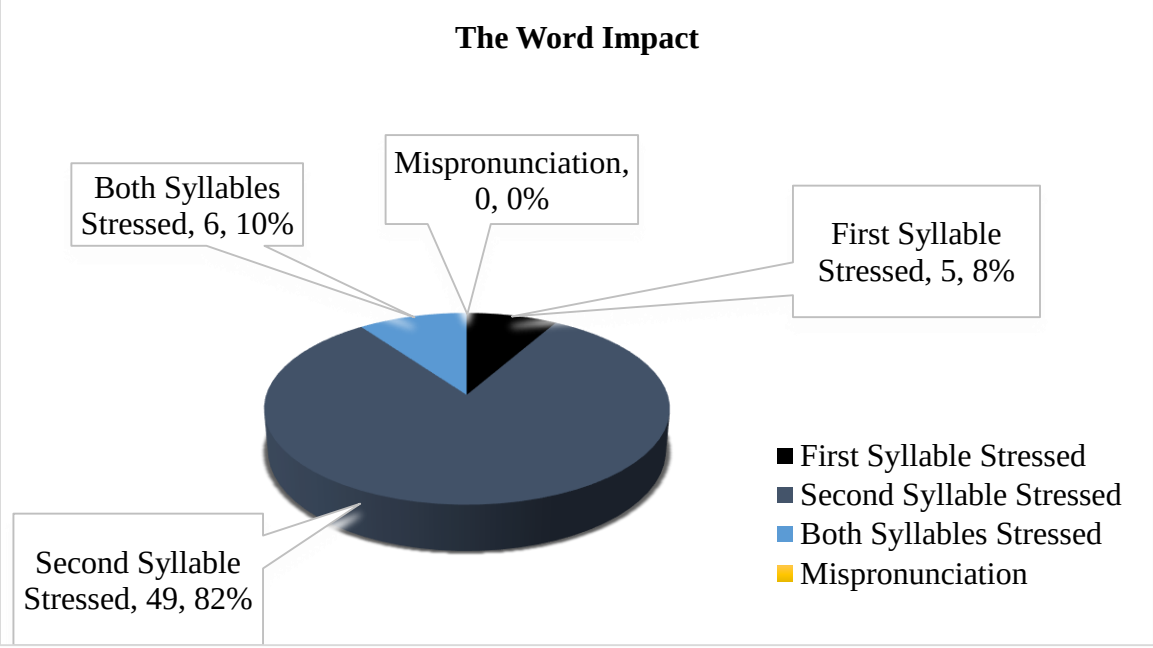


Figure 13

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.

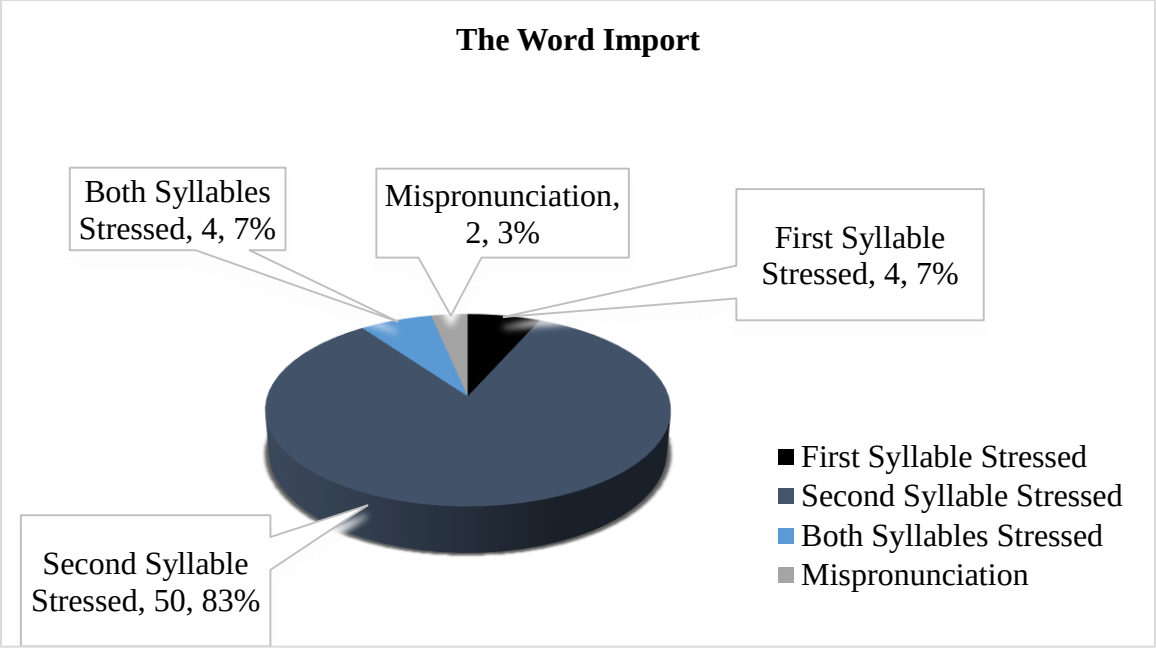


Figure 14

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.

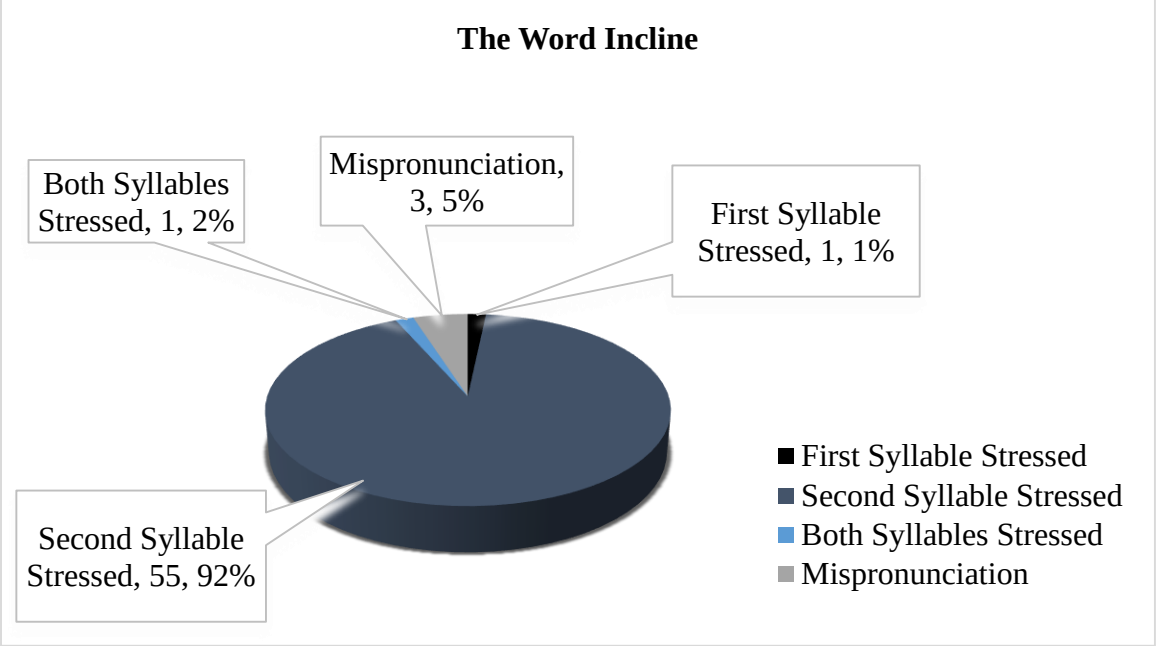


Figure 15

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.

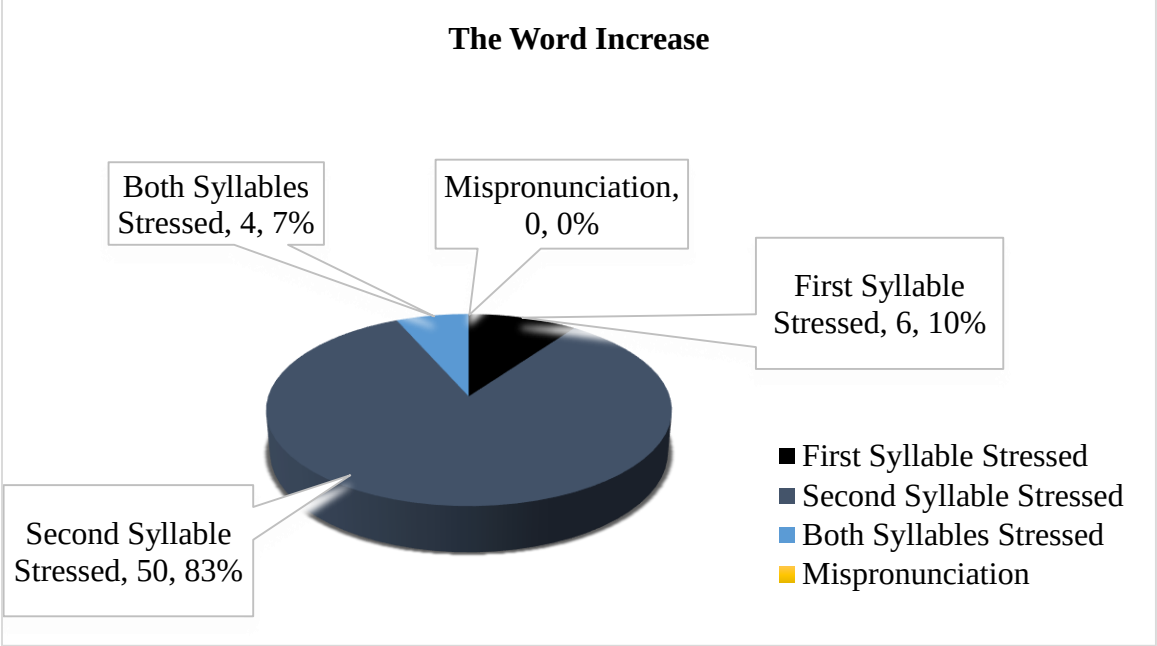


Figure 16

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.

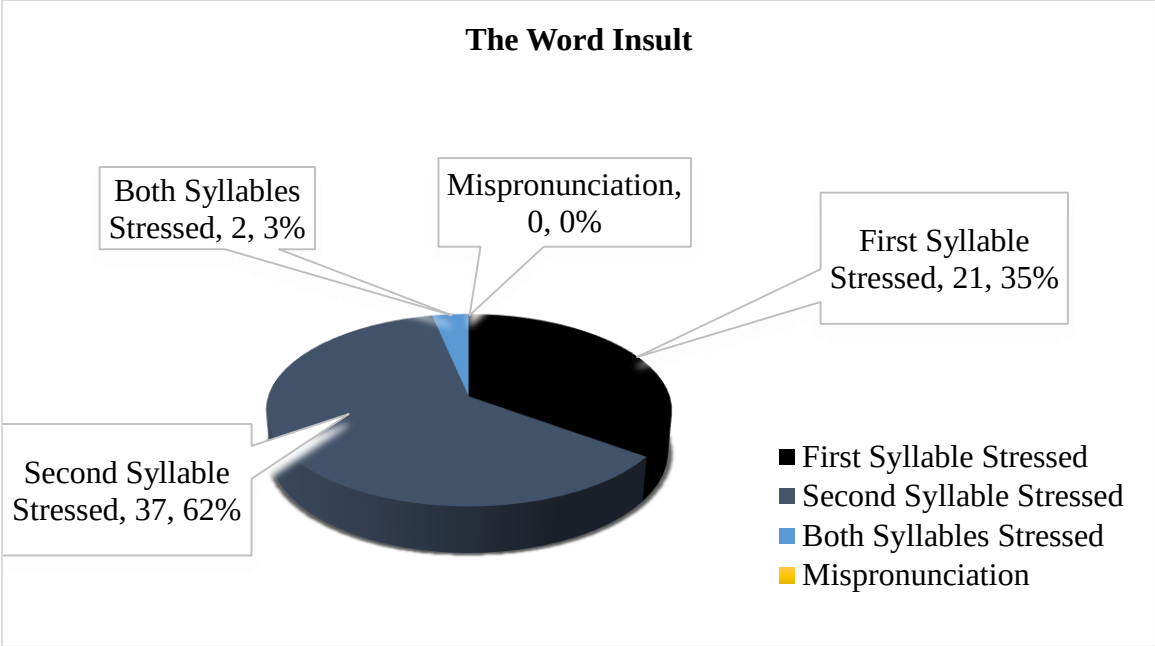


Figure 17

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.

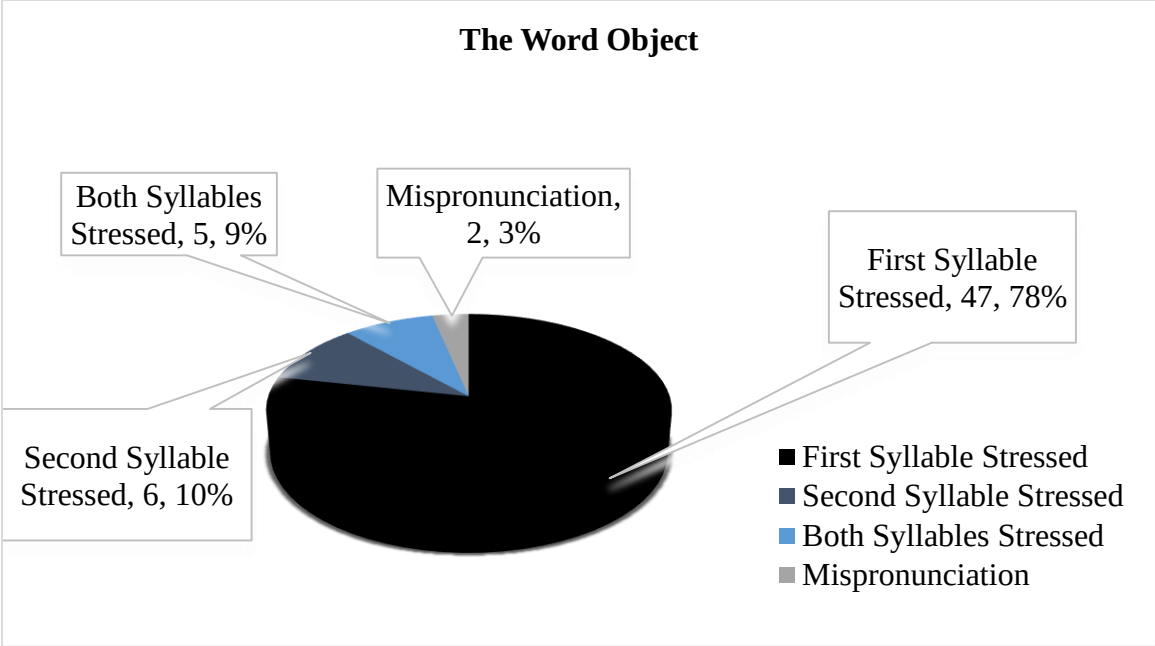


Figure 18

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.

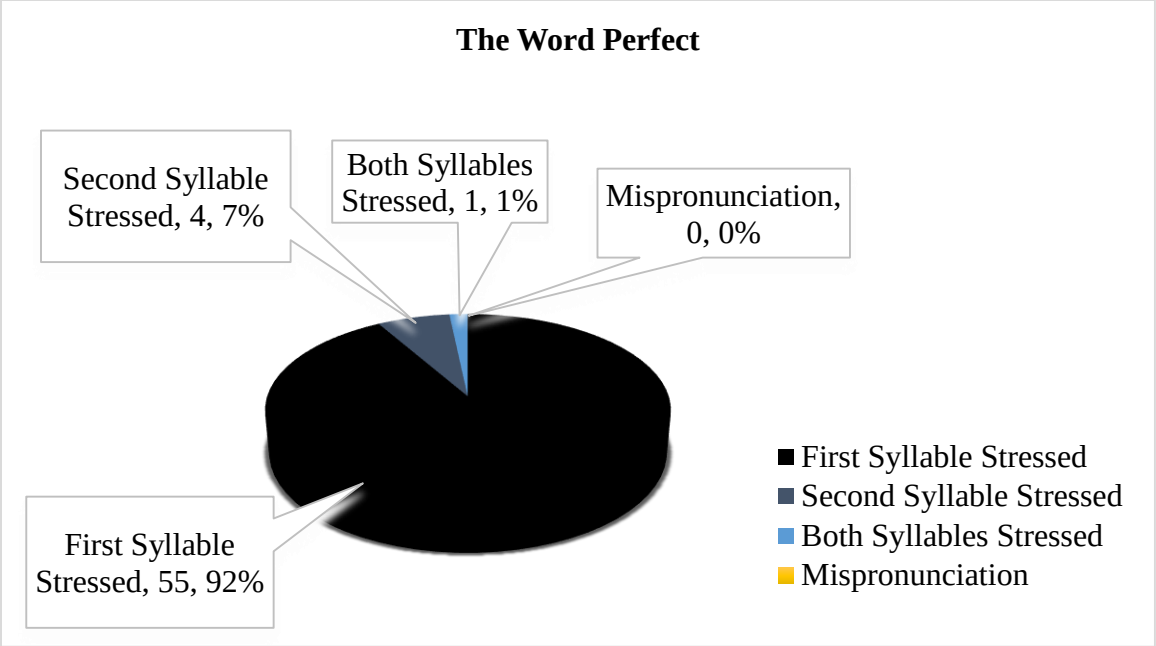


Figure 19

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.

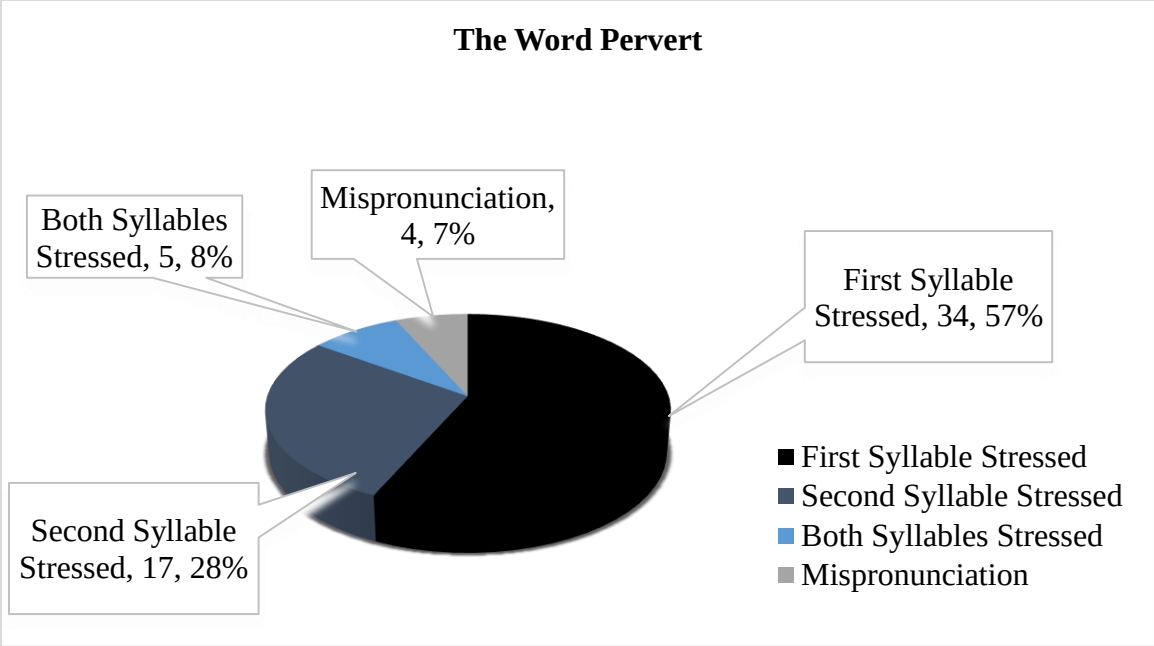


Figure 20

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.

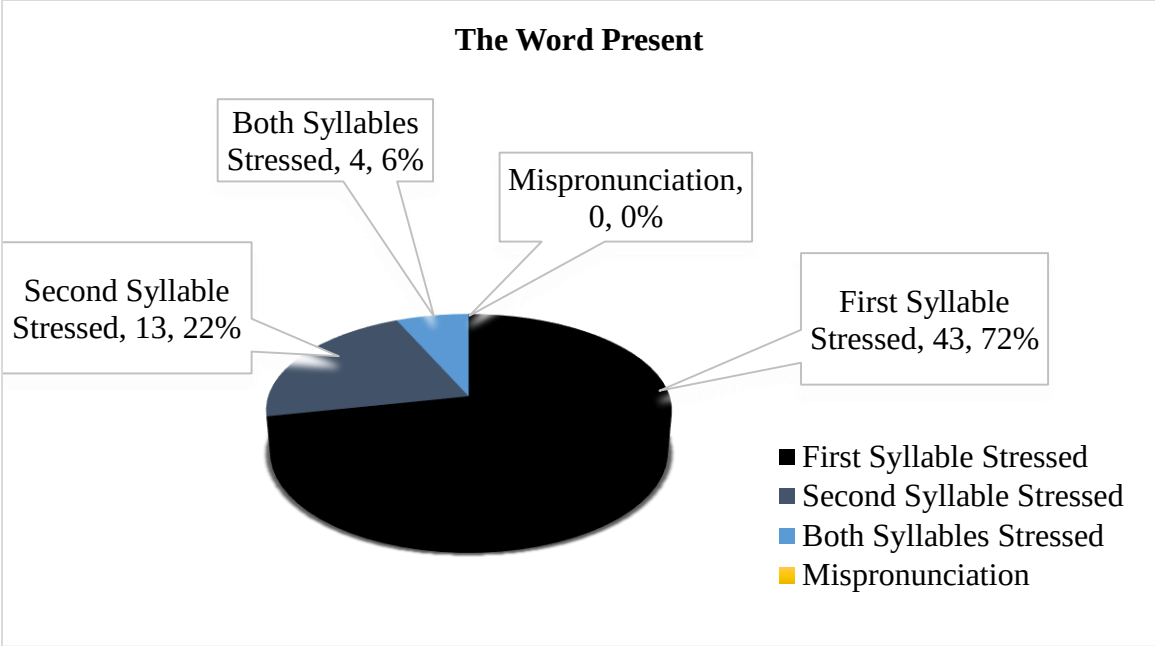


Figure 21

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 both the syllables stressed equally and two participants had an unrecognizable pronunciation of this word.

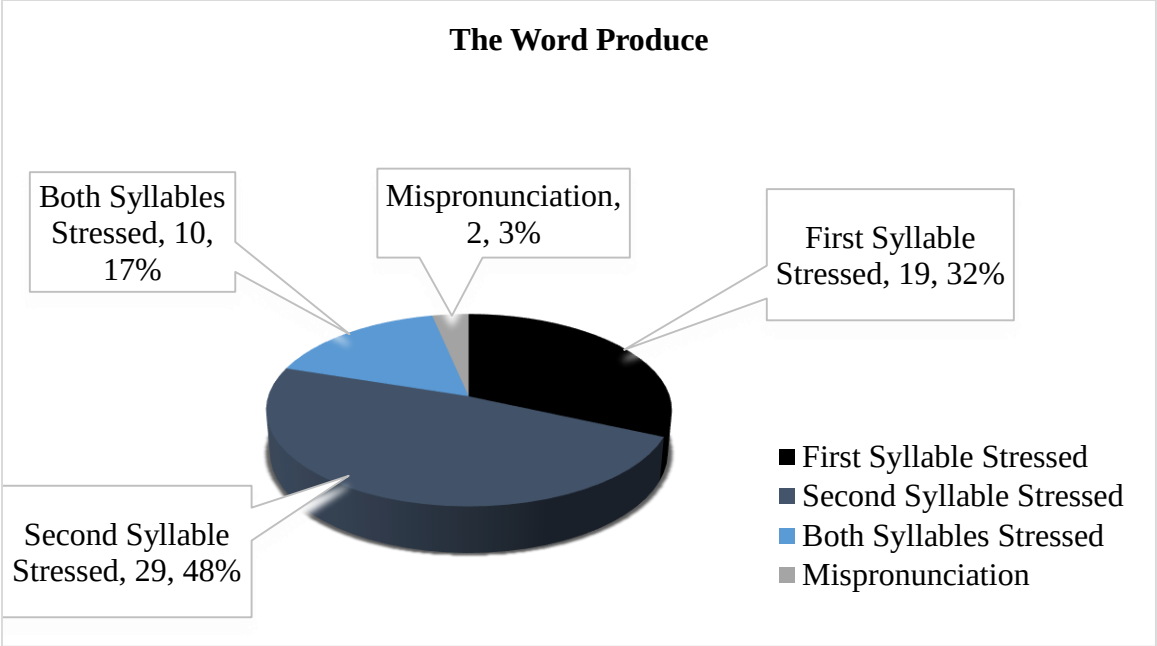


Figure 22

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.

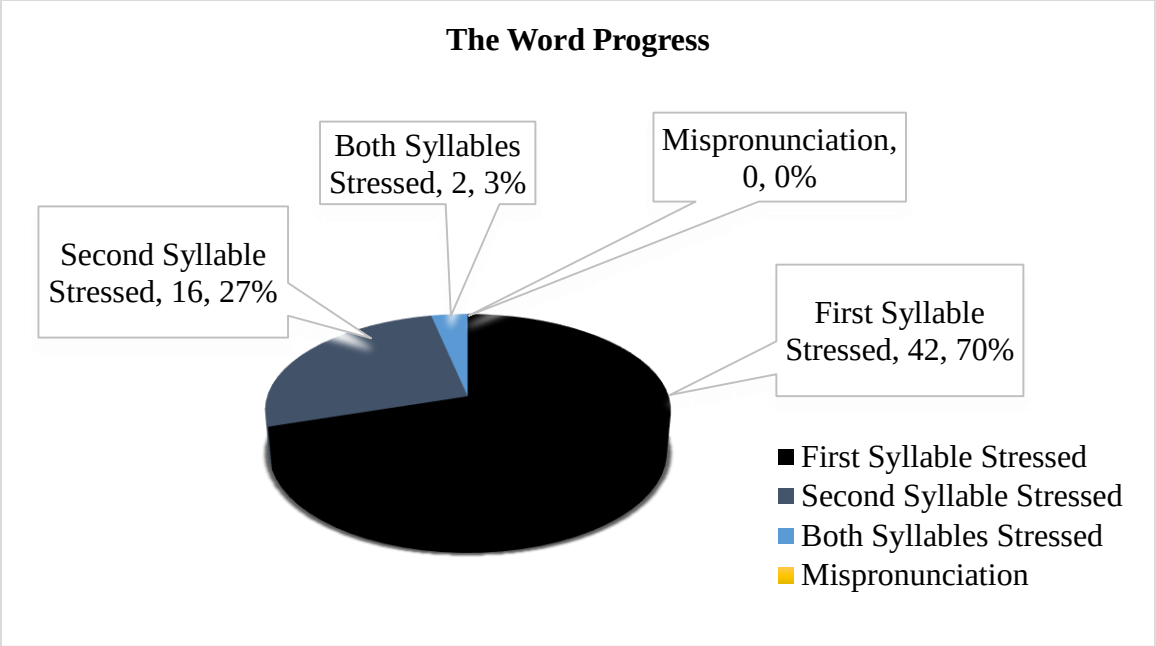


Figure 23

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.

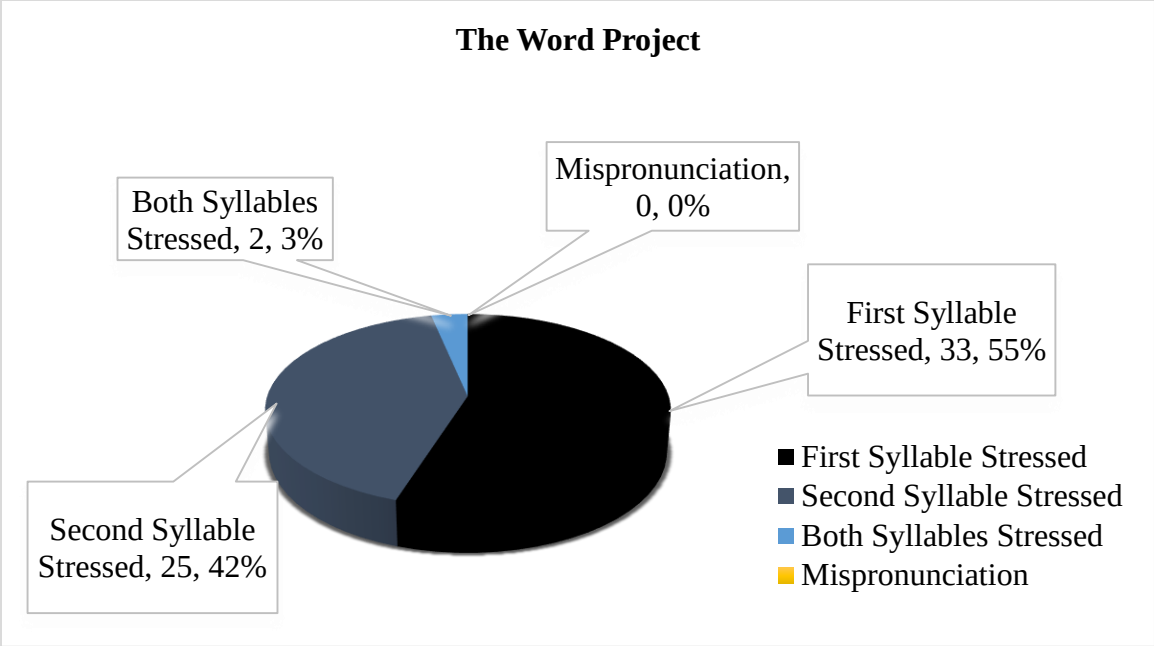


Figure 24

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.

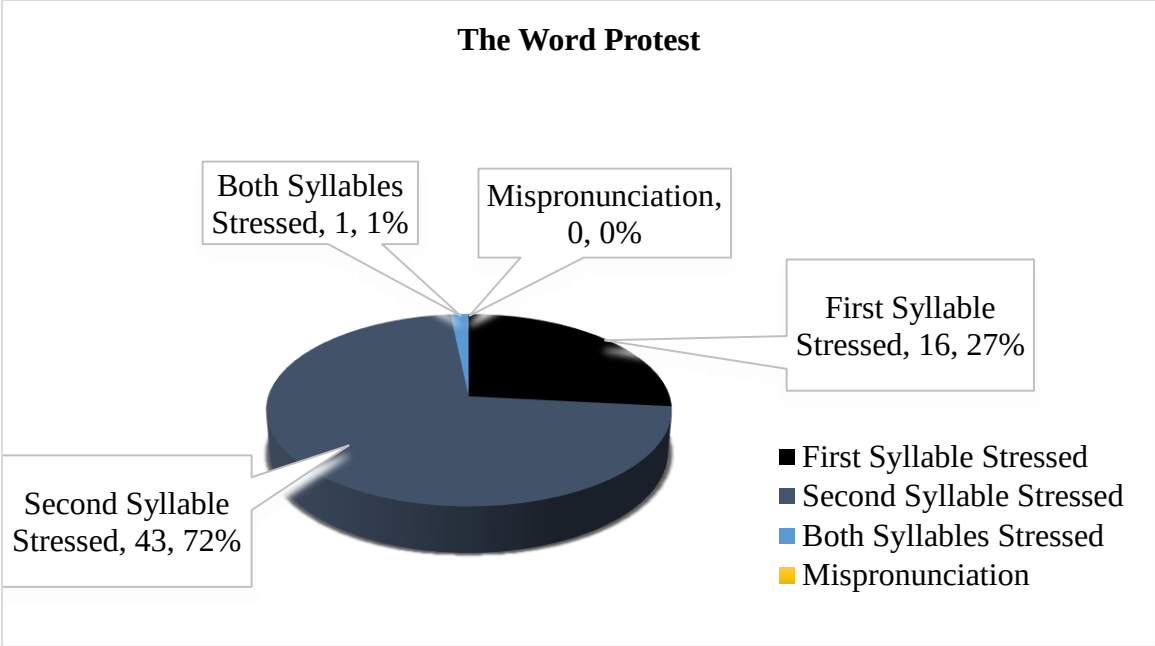


Figure 25

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.

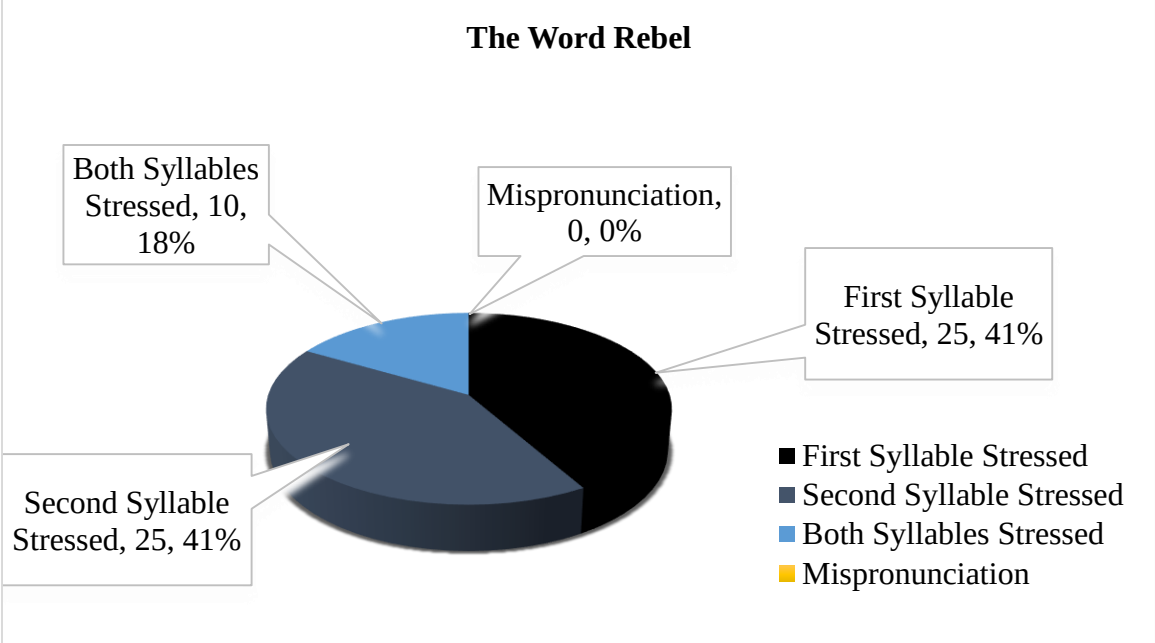


Figure 26

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.

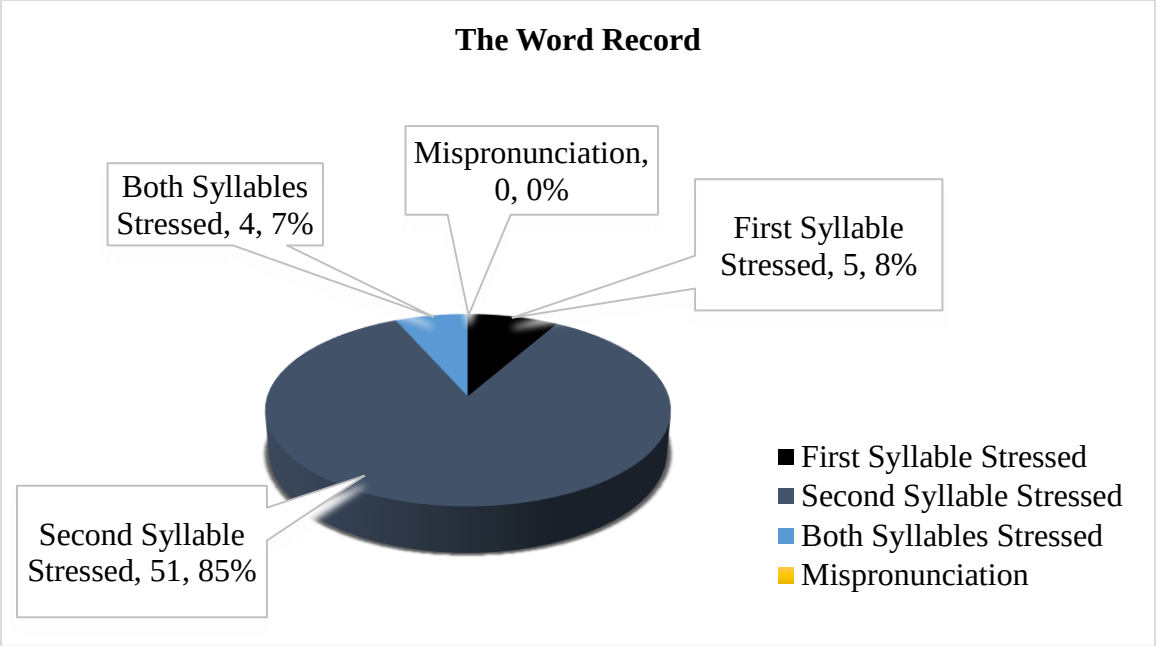


Figure 27

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.

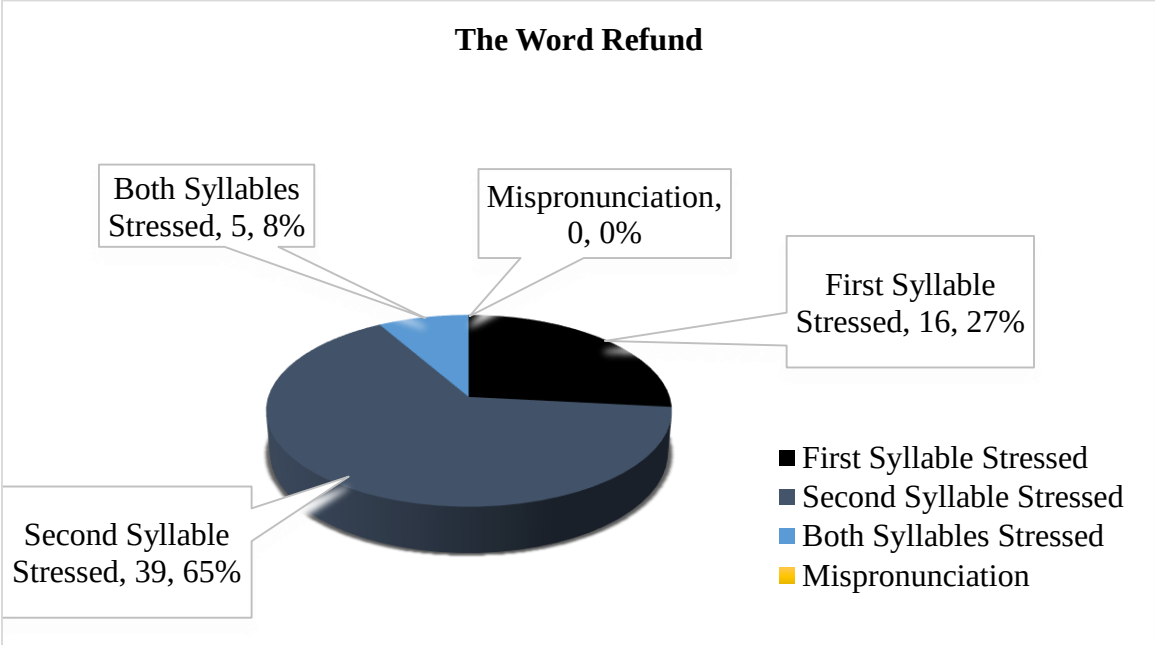


Figure 28

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.

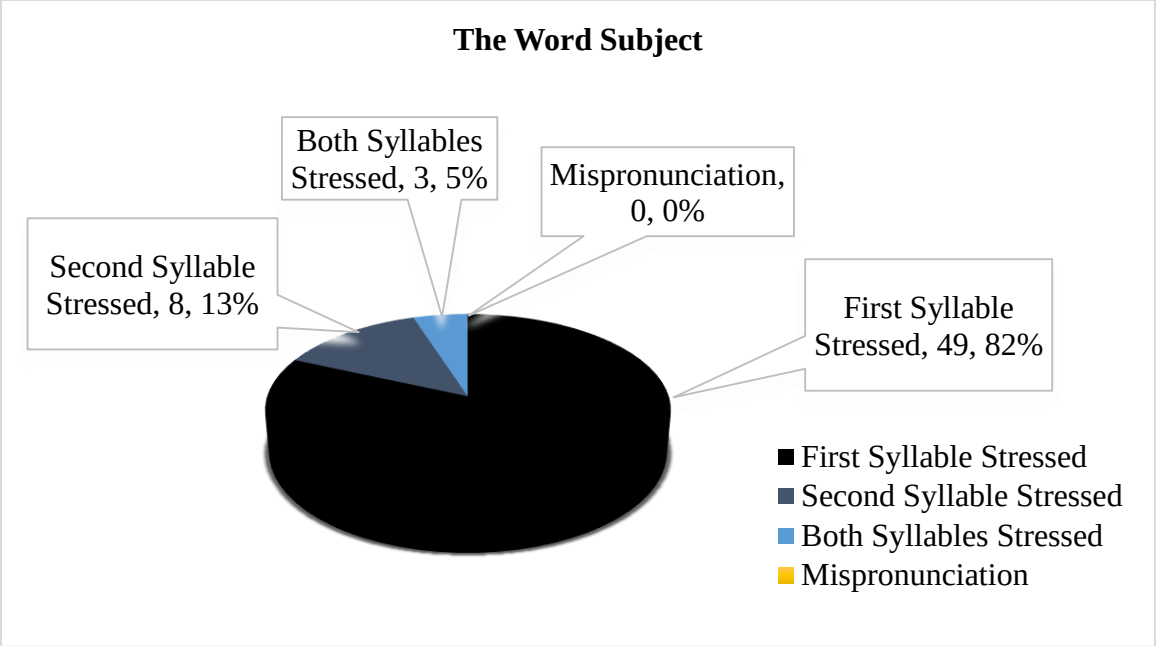


Figure 29

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.

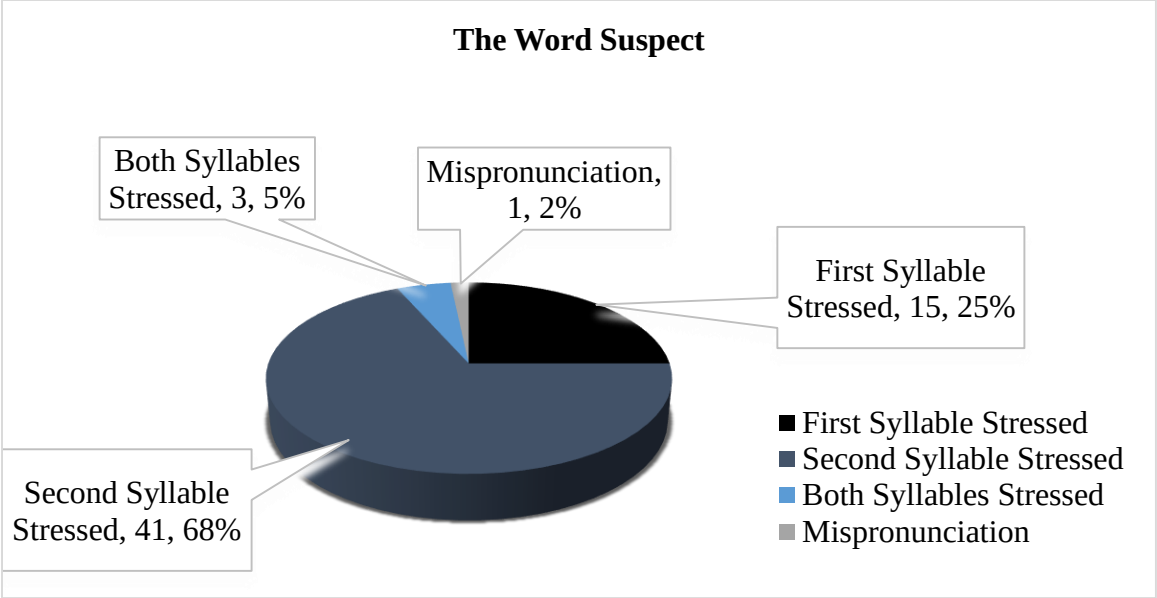


Figure 30

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.

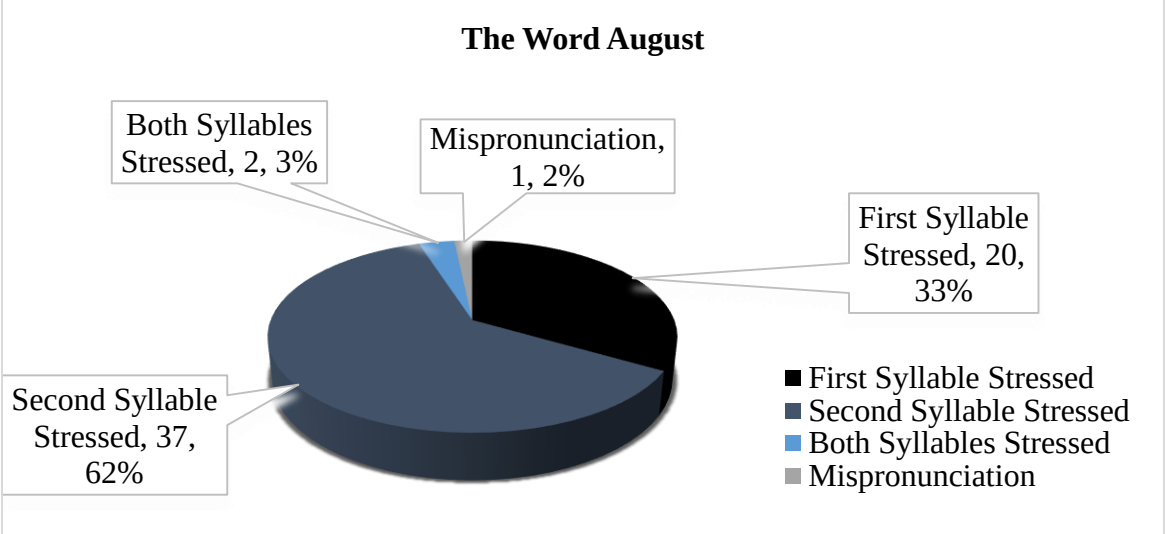


Figure 31

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 second 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 /'pɑːtɪ/, parcel /'pɑːsəl/ , passport /'pɑːspɔːt/, complex /'kɒmpleks/, channel /'ʧænəl/, coffee /'kɒfɪ/, college /'kɒlɪʤ/, doctor /'dɒktə/, and Muslim /'mʊslɪm/ are pronounced in Pashtu as پارټي /pɑːrˈtɪ/, پارسل /pɑːrˈsəl/, پاسپورټ /pɑːsˈpɔːt/,

کمپلکس /kəmpˈlıks/, چینل/tʃenˈnəl/, کافي /kɑːˈfı/, کالج/kɑːˈlədʒ/, ډاکټر /dɑːkˈtər/, and مسلم /mʊsˈlım/. 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.

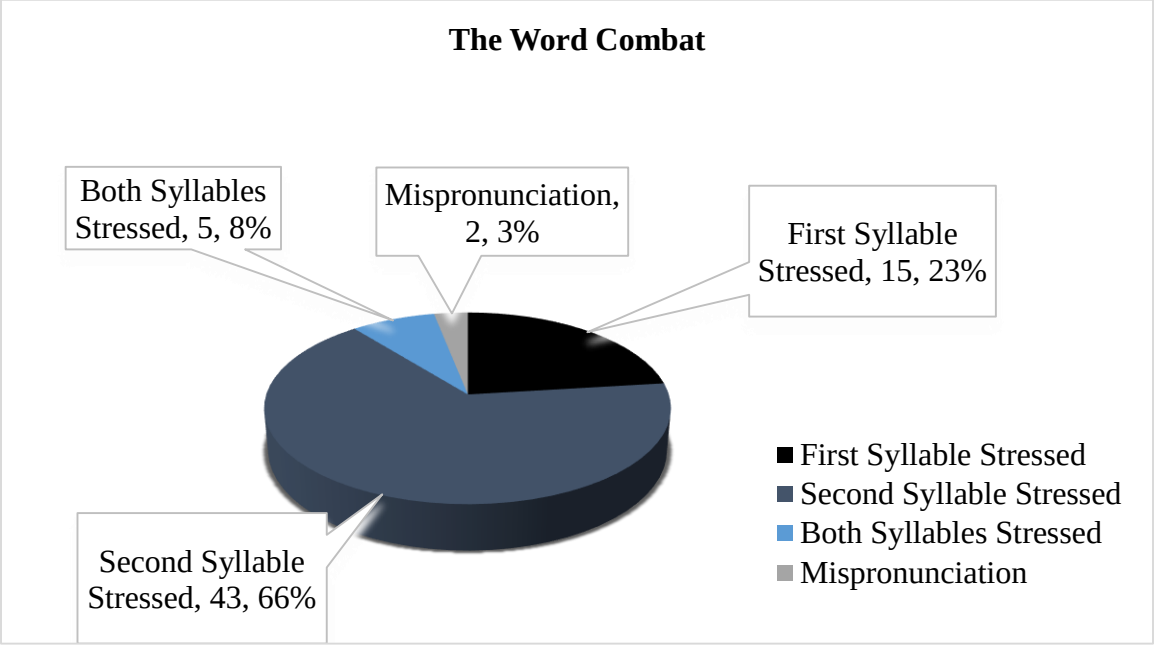


Figure 32

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.

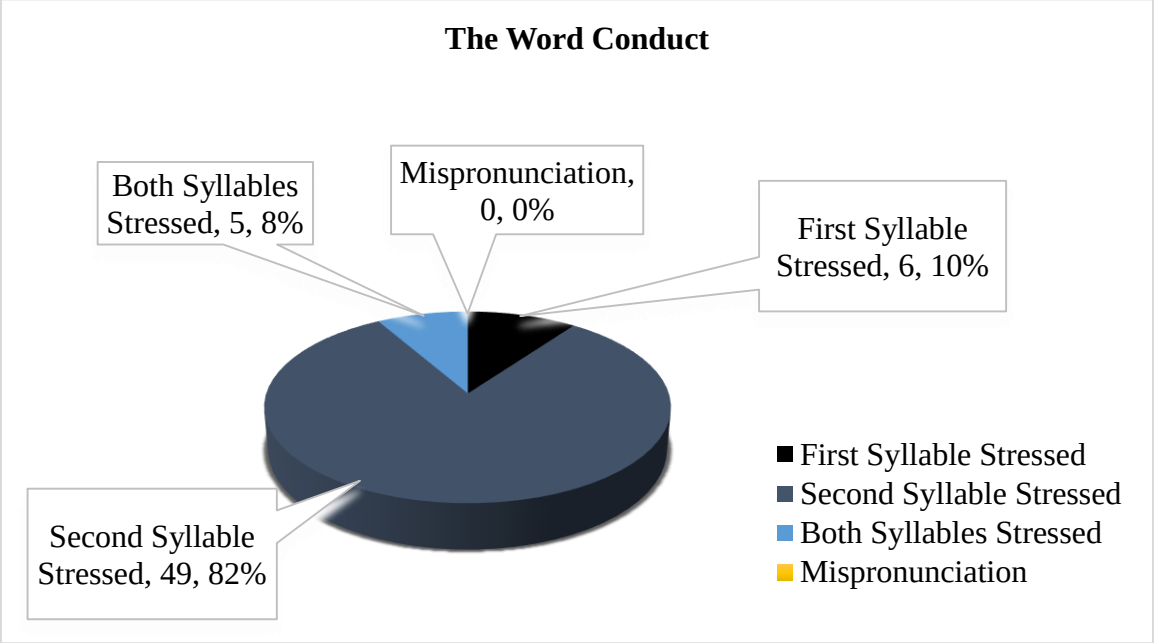


Figure 33

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.

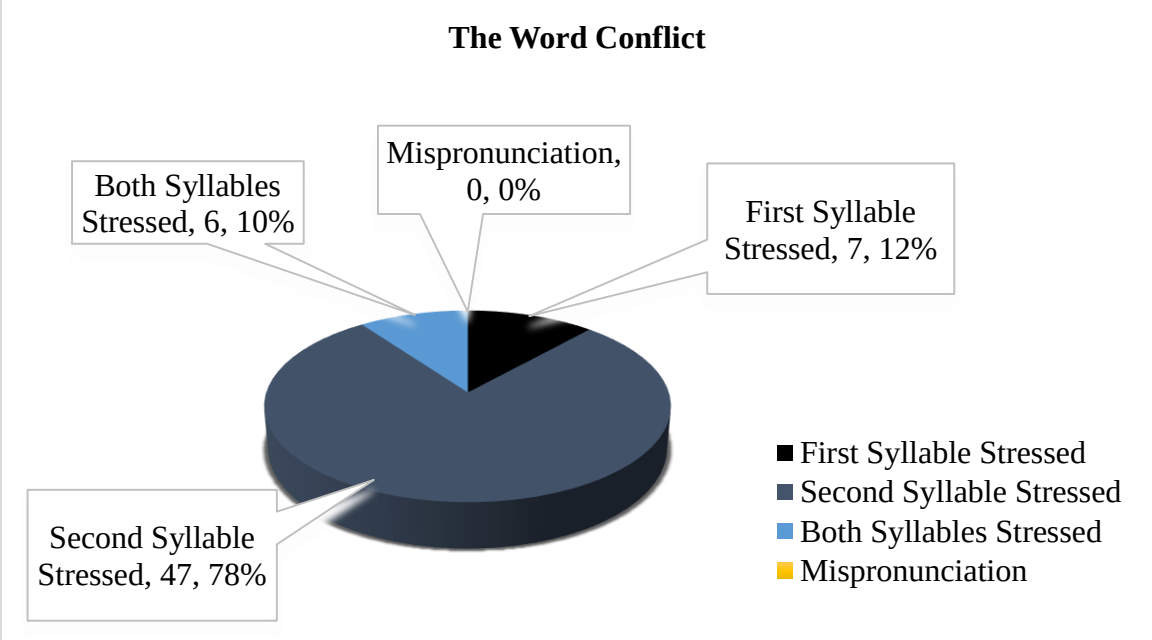


Figure 34

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.

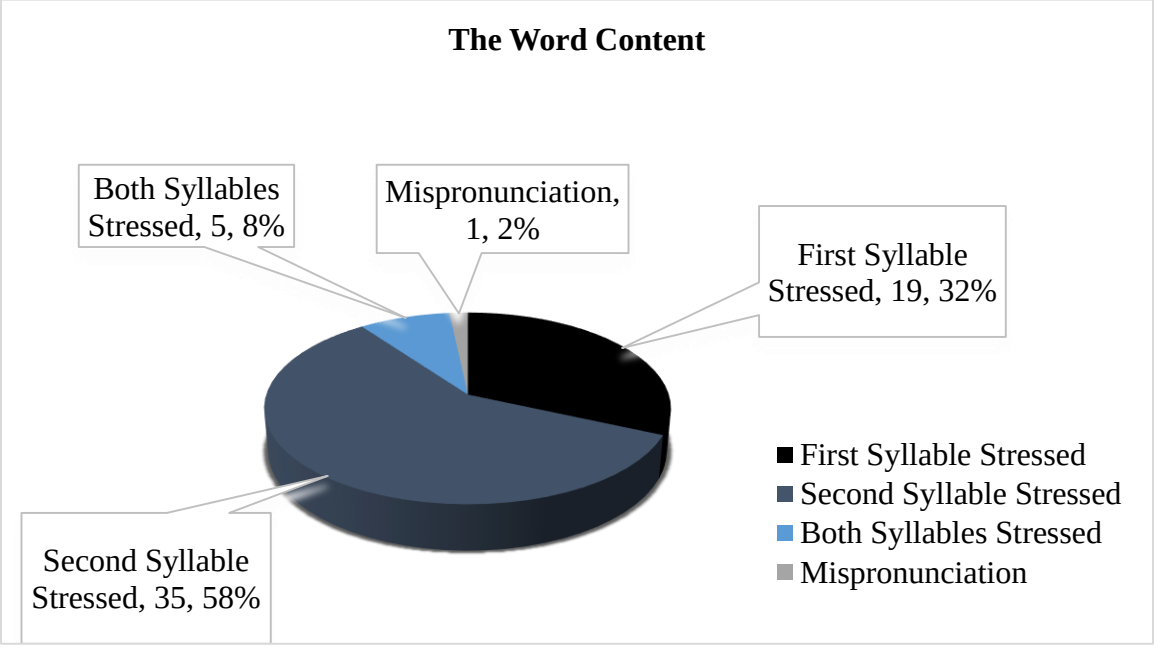


Figure 35

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 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.

4.1.2.6 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.

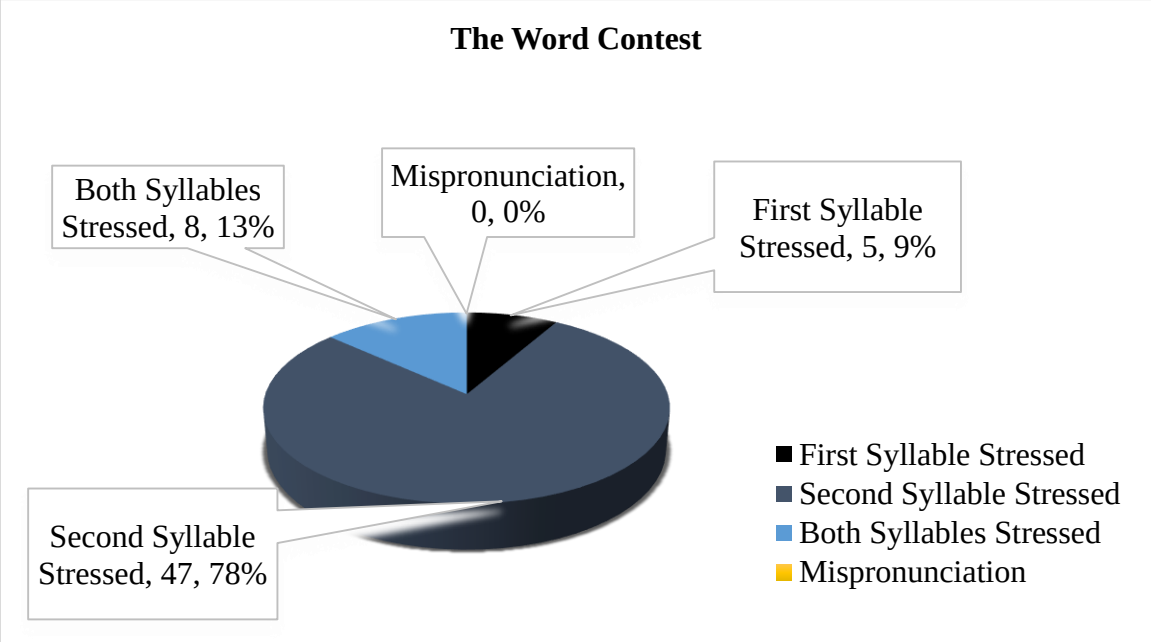


Figure 36

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.

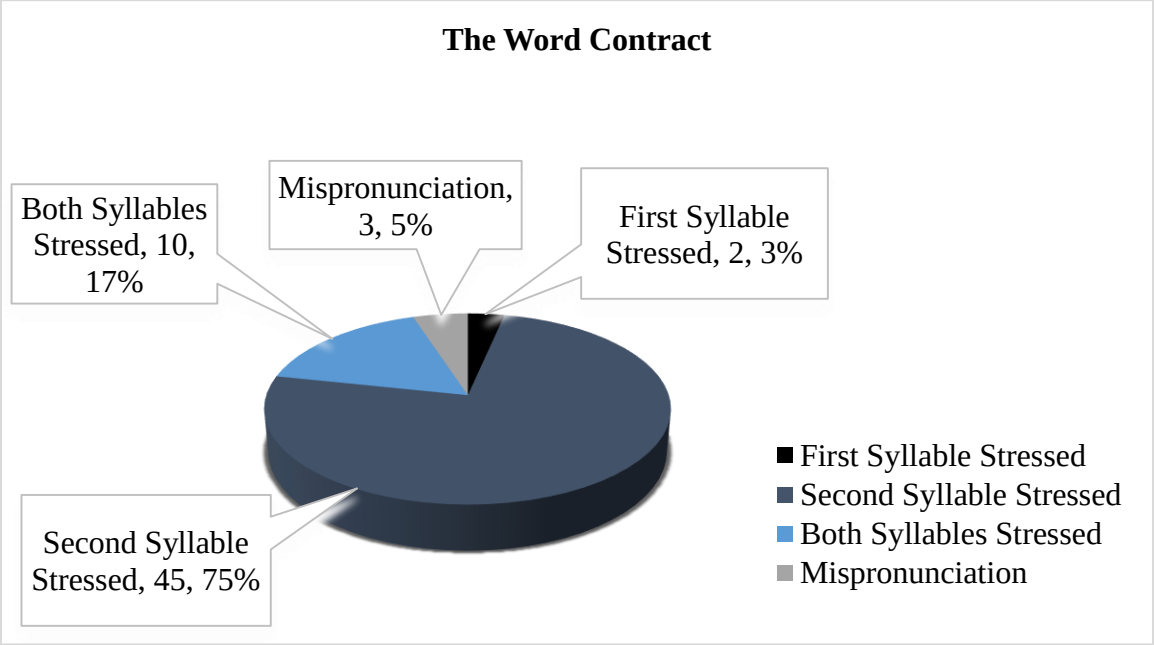


Figure 37

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.

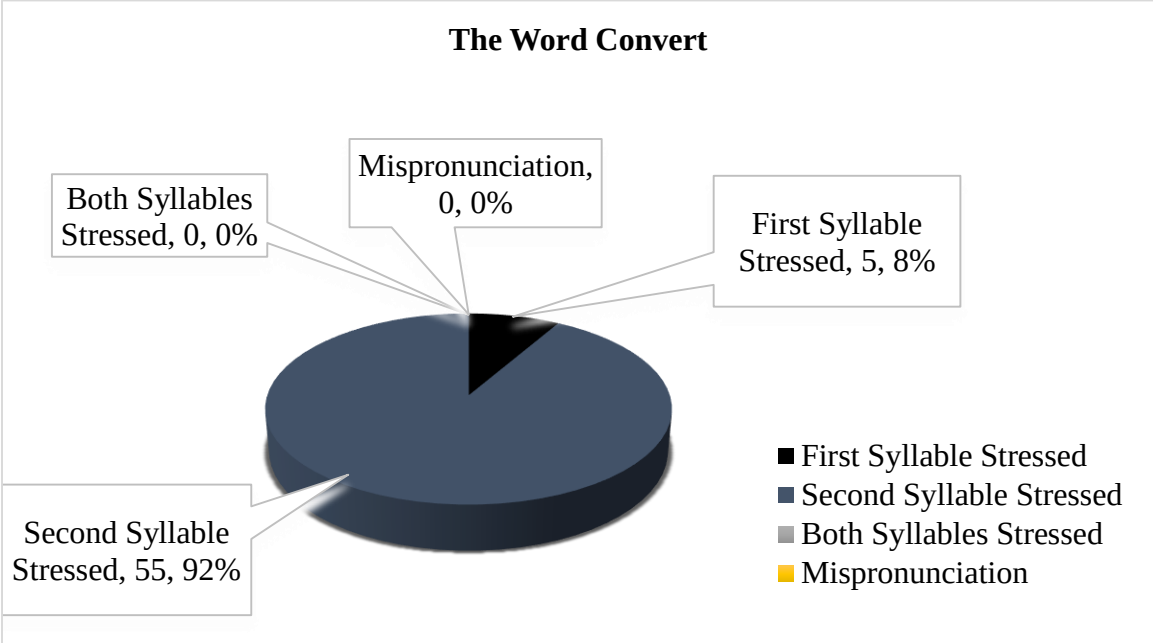


Figure 38

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.

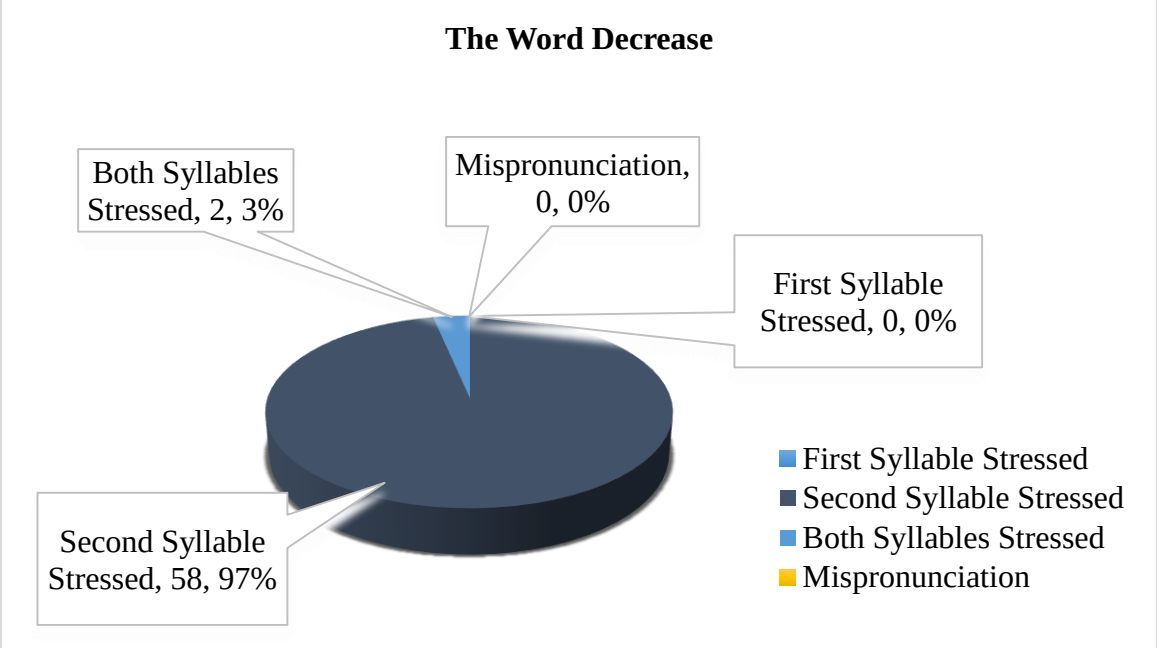


Figure 39

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.

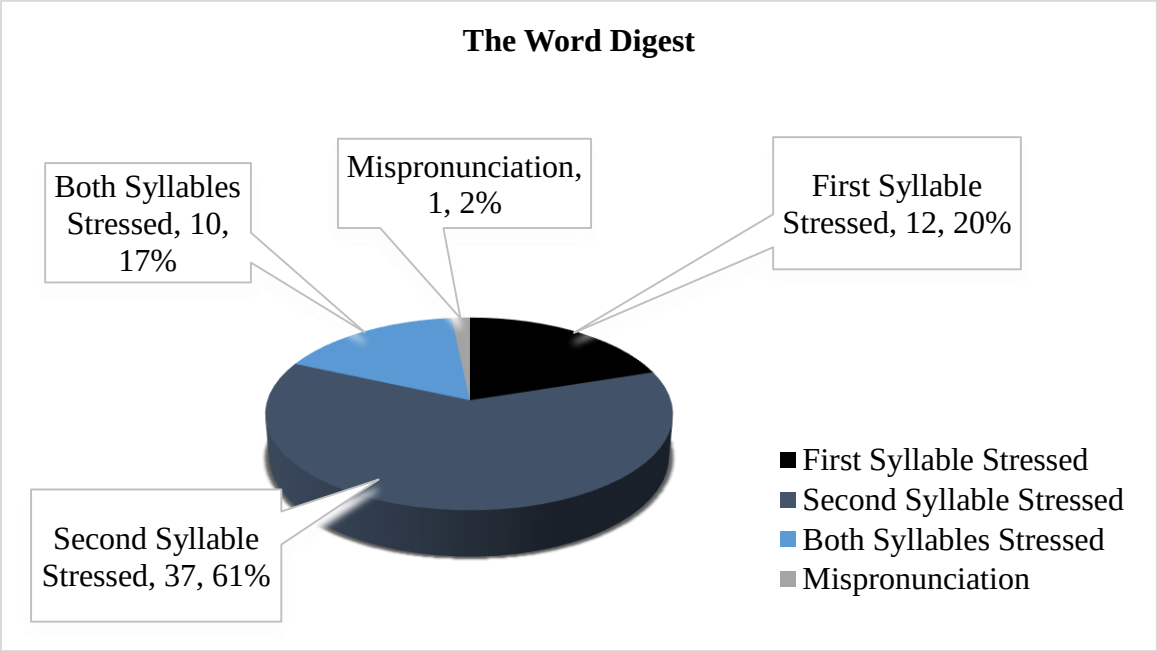


Figure 40

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.

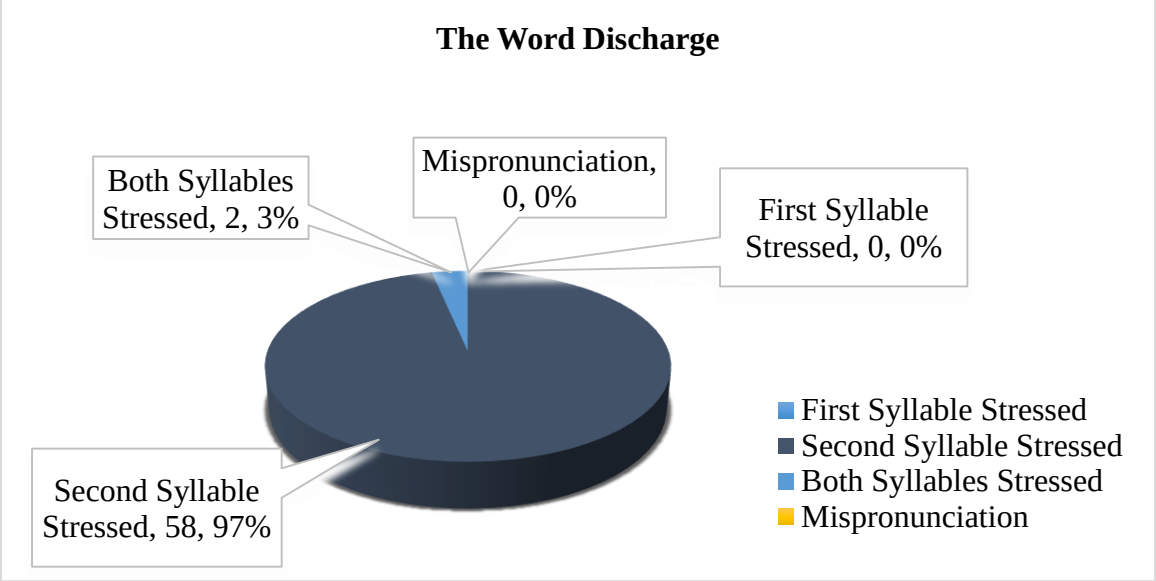


Figure 41

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.

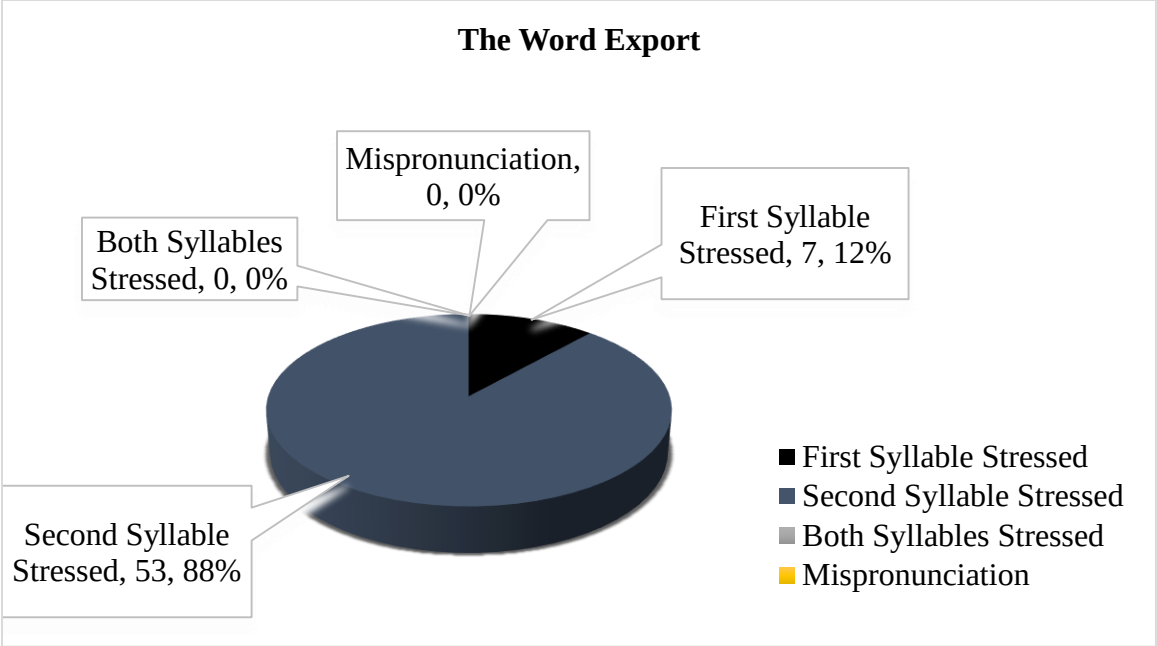


Figure 42

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.

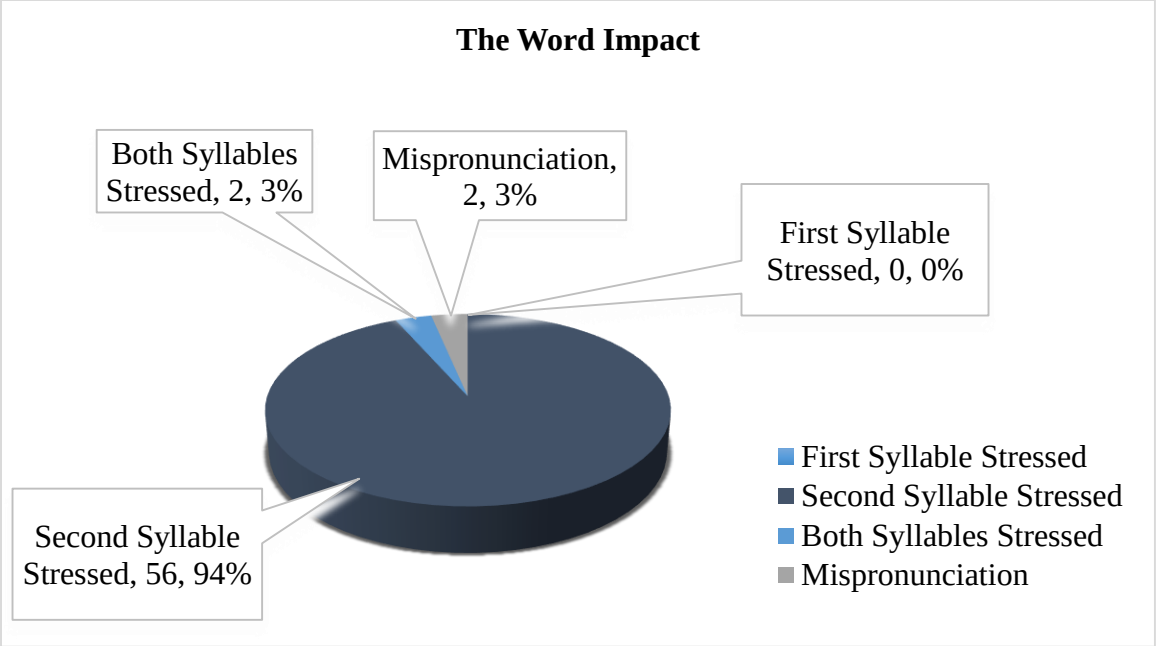


Figure 43

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.

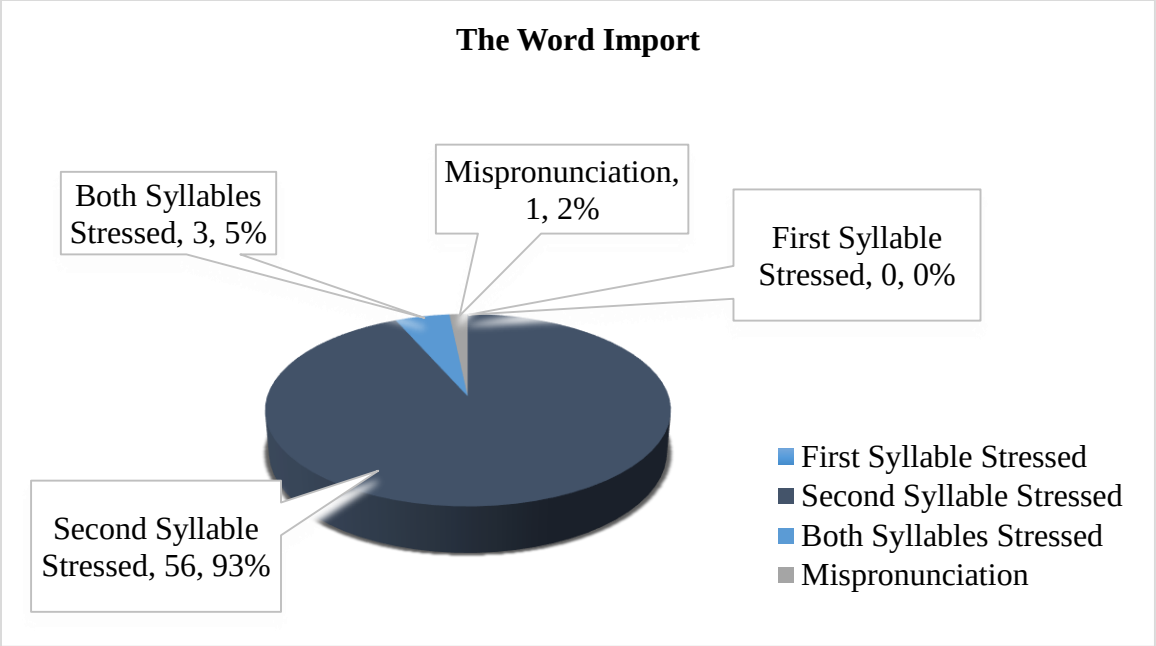


Figure 44

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 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.

4.1.2.15 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, fifty-nine participants pronounced it with the second syllable stressed and one participant pronounced it with both the syllables stressed equally.

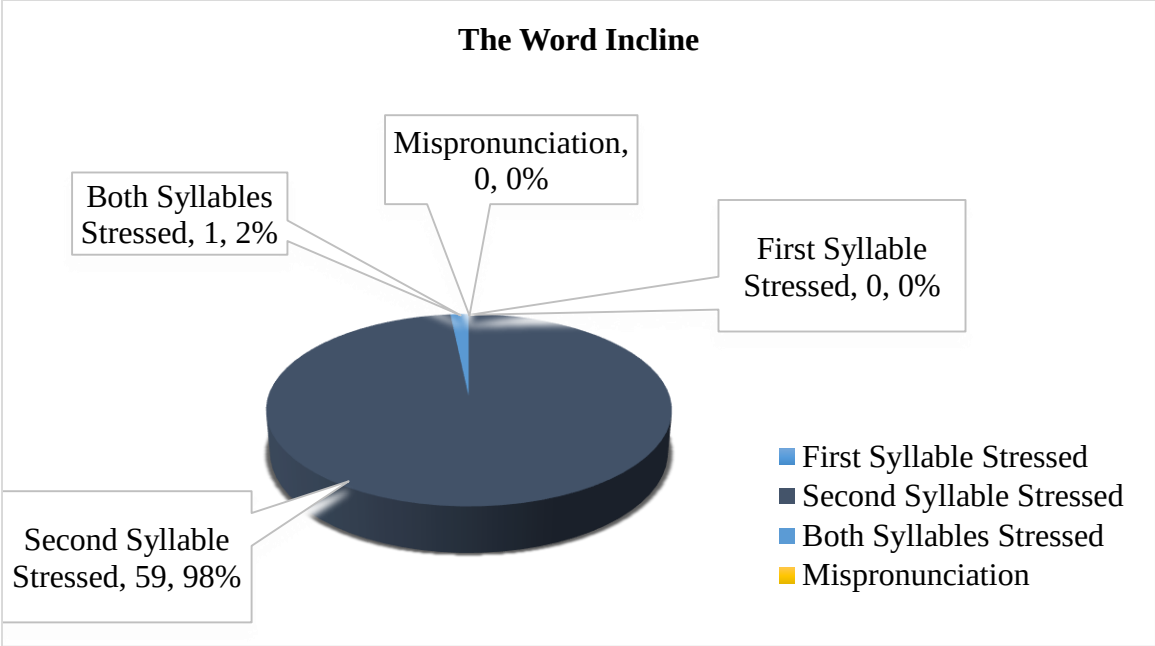


Figure 45

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.

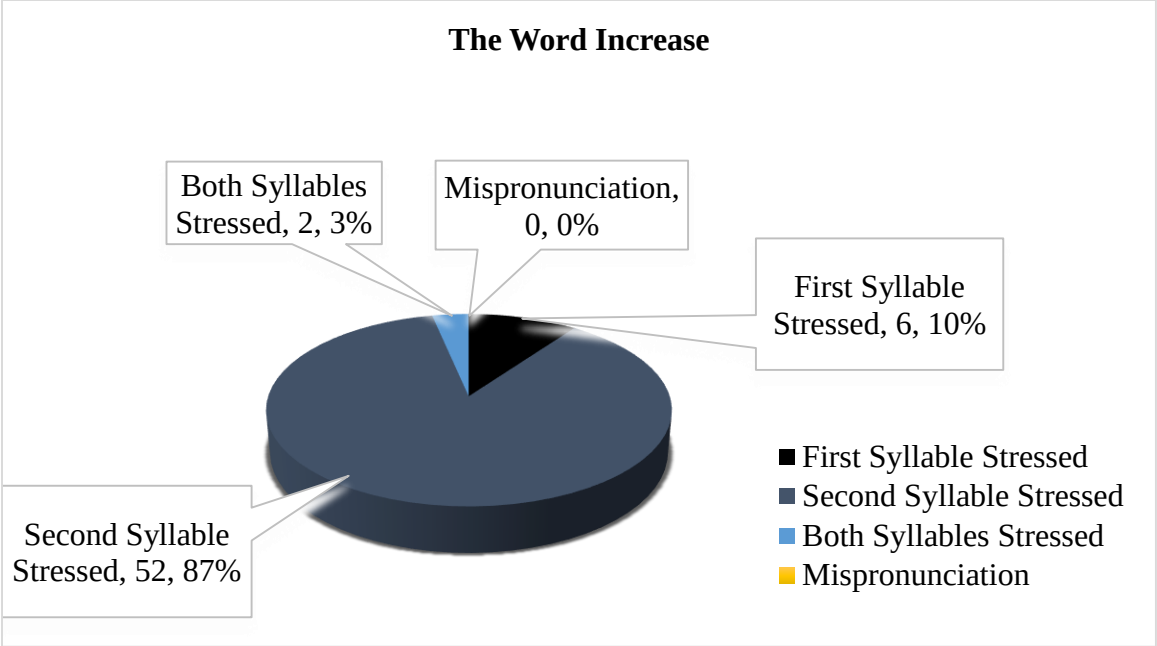


Figure 46

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.

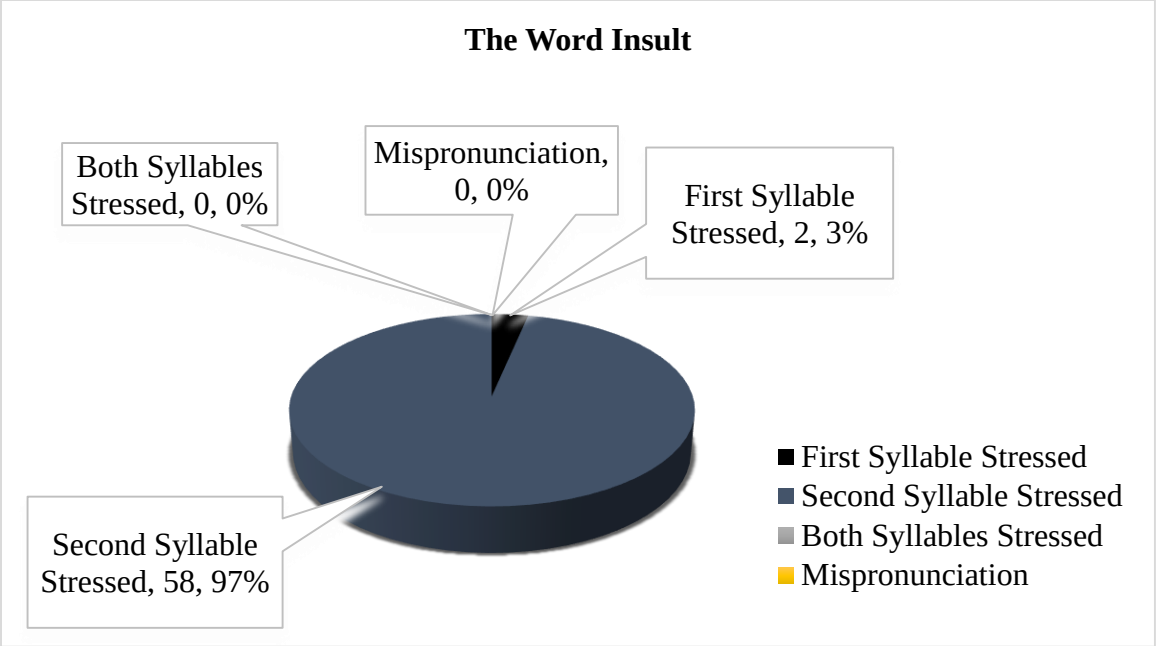


Figure 47

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.

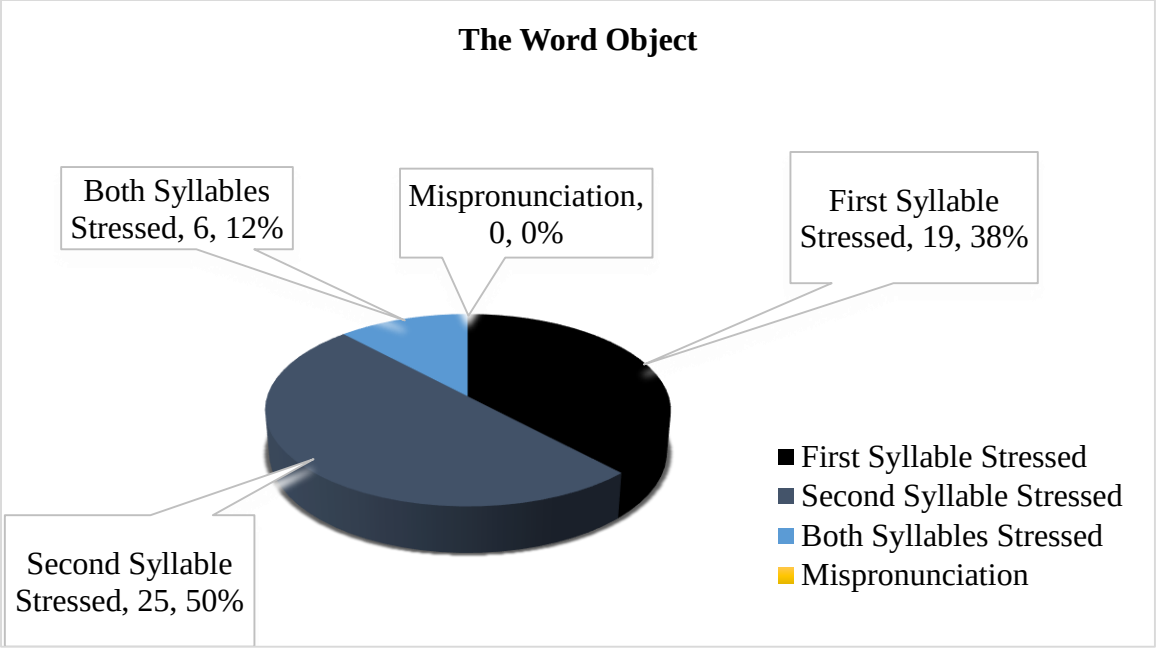


Figure 48

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.

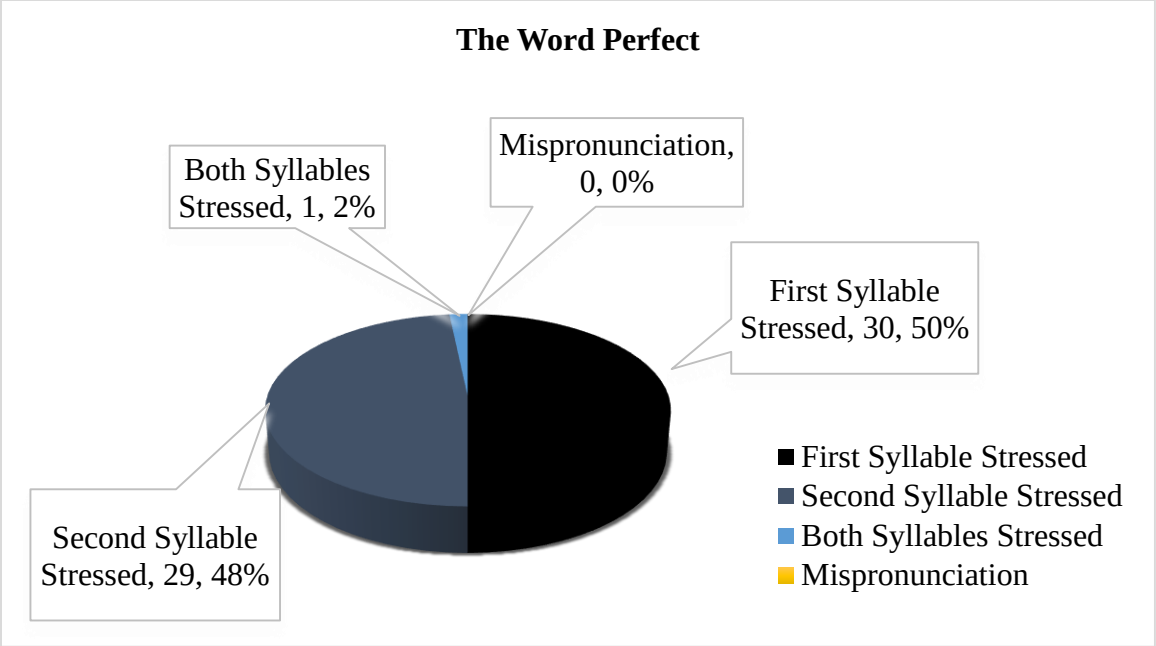


Figure 49

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.

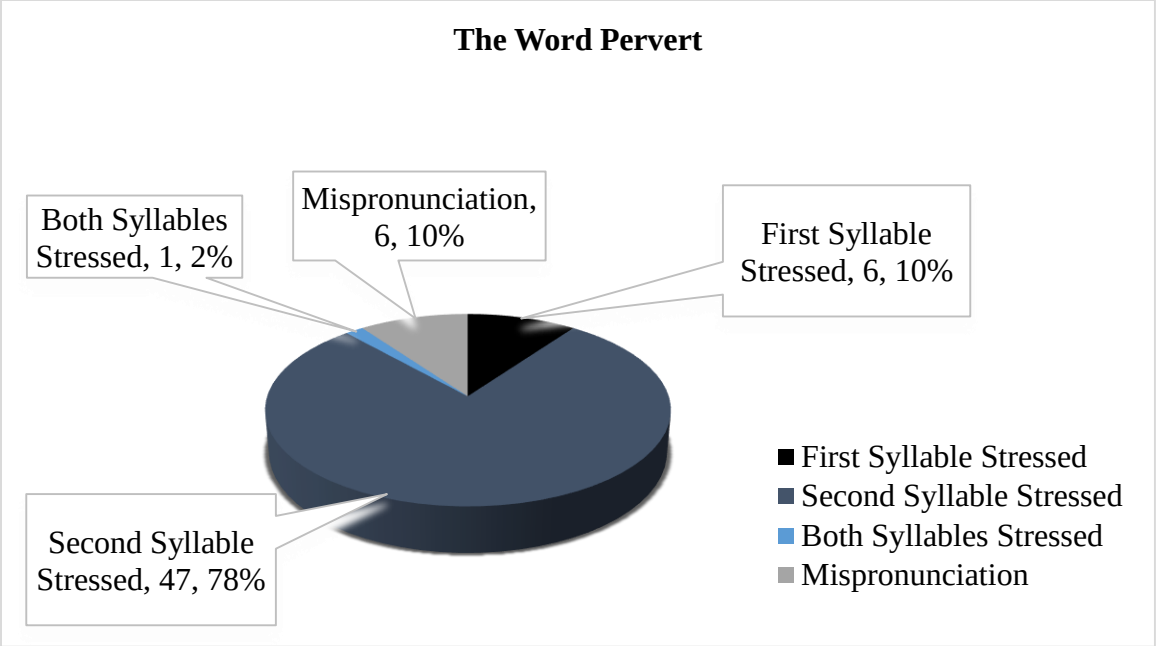


Figure 50

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.

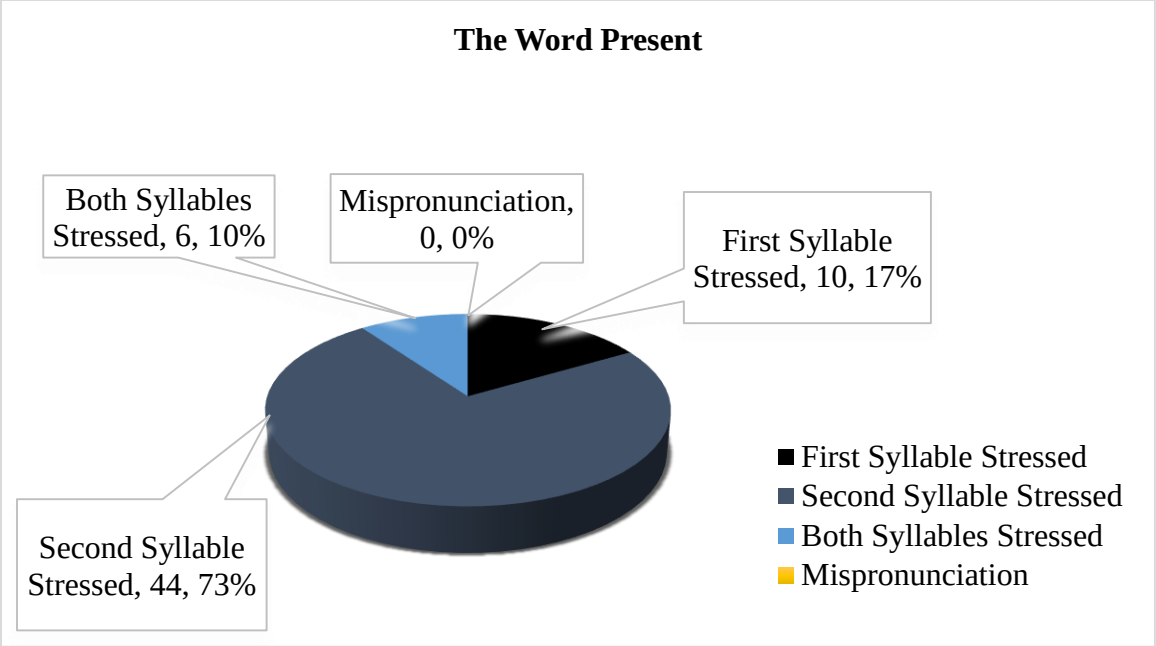


Figure 51

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.

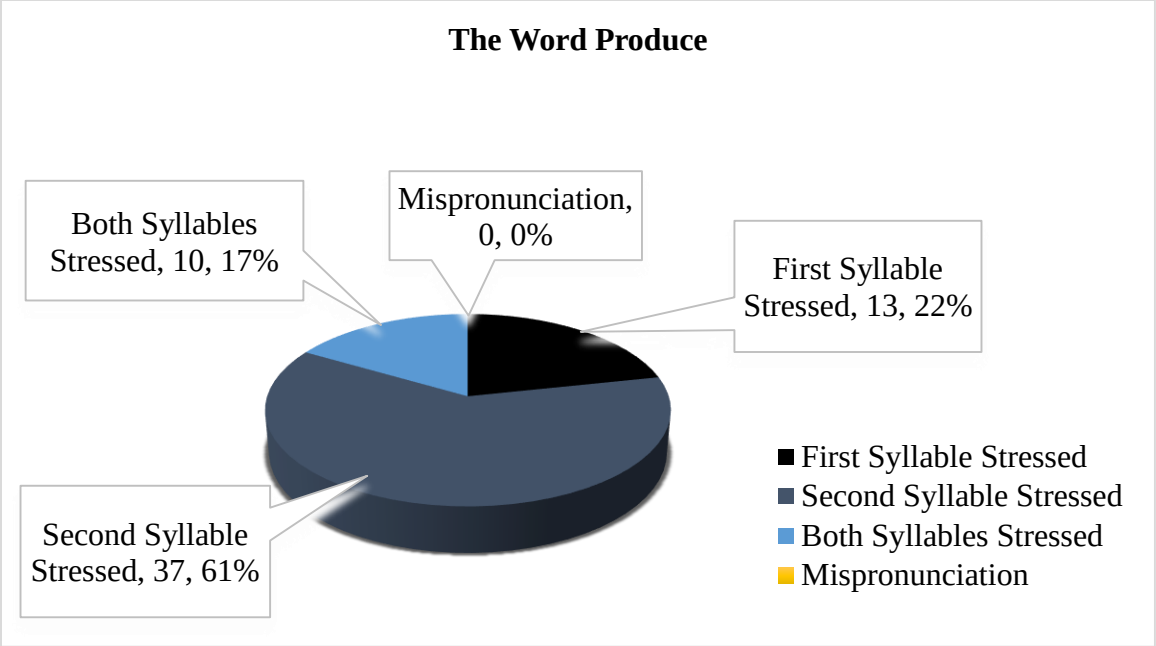


Figure 52

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.

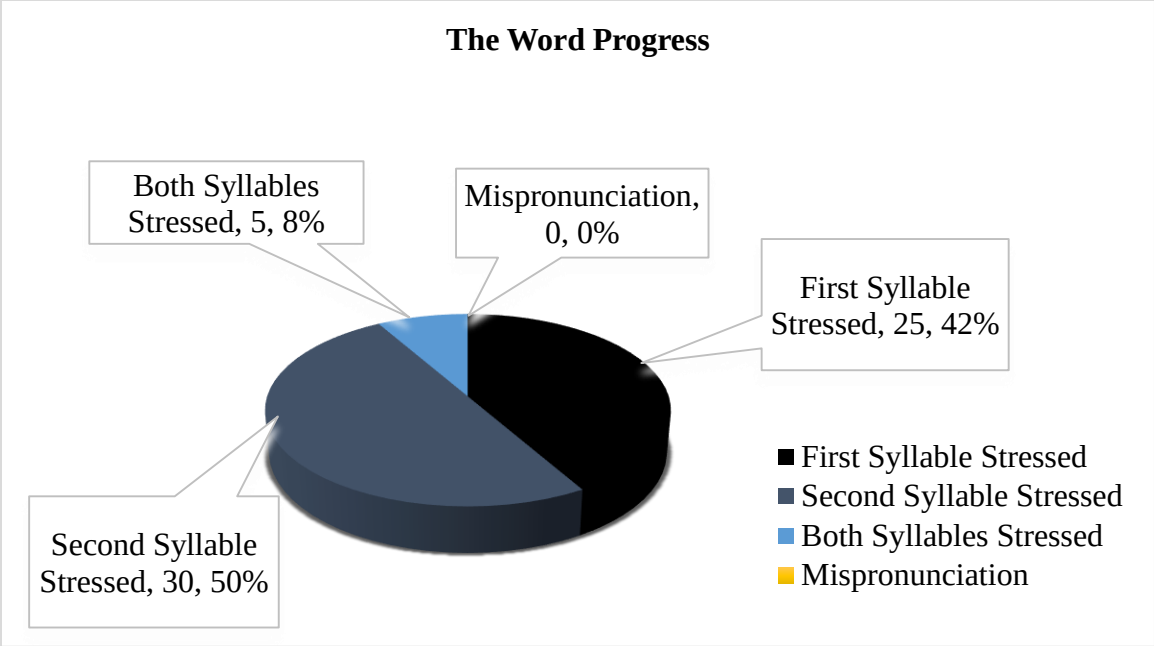


Figure 53

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.

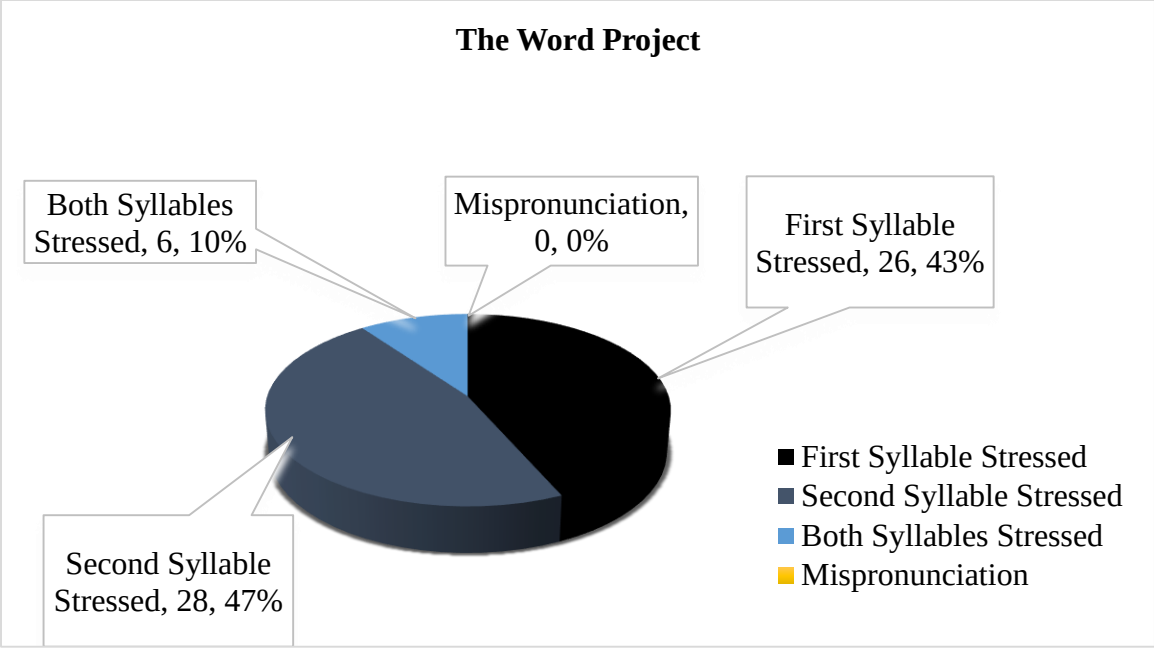


Figure 54

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.

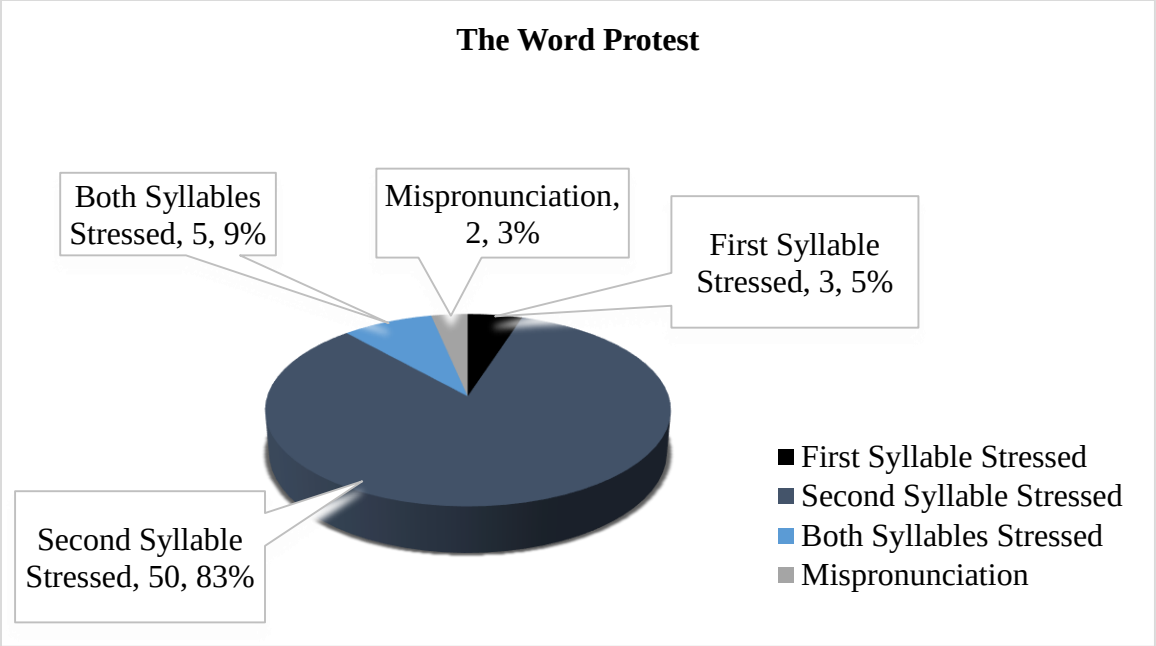


Figure 55

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.

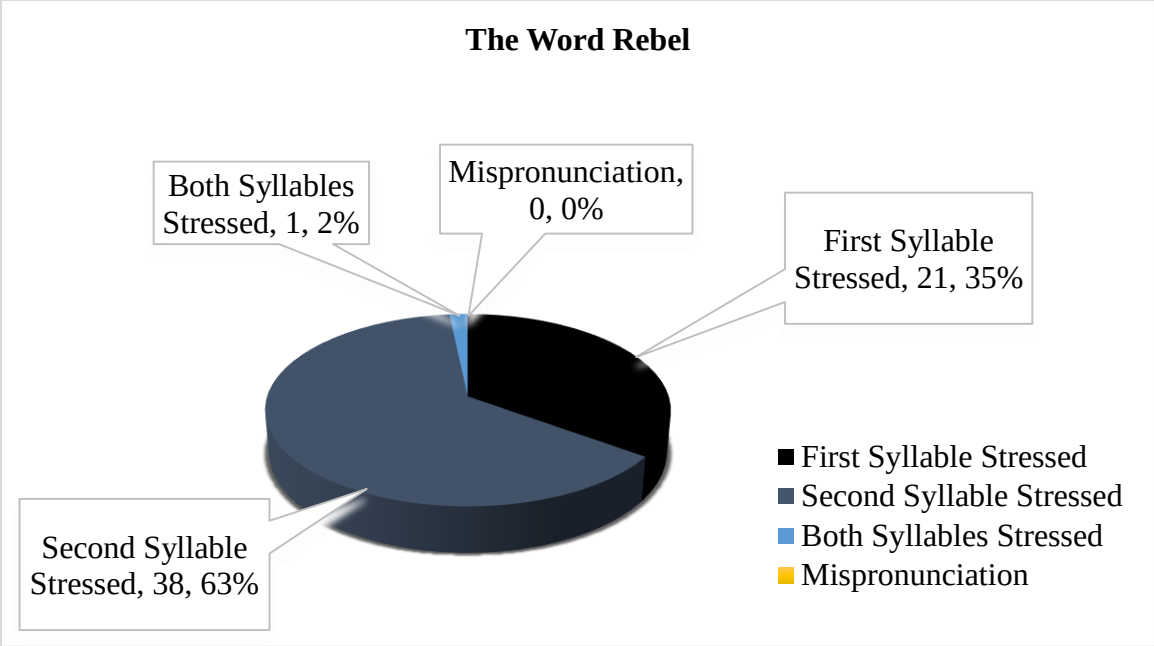


Figure 56

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.

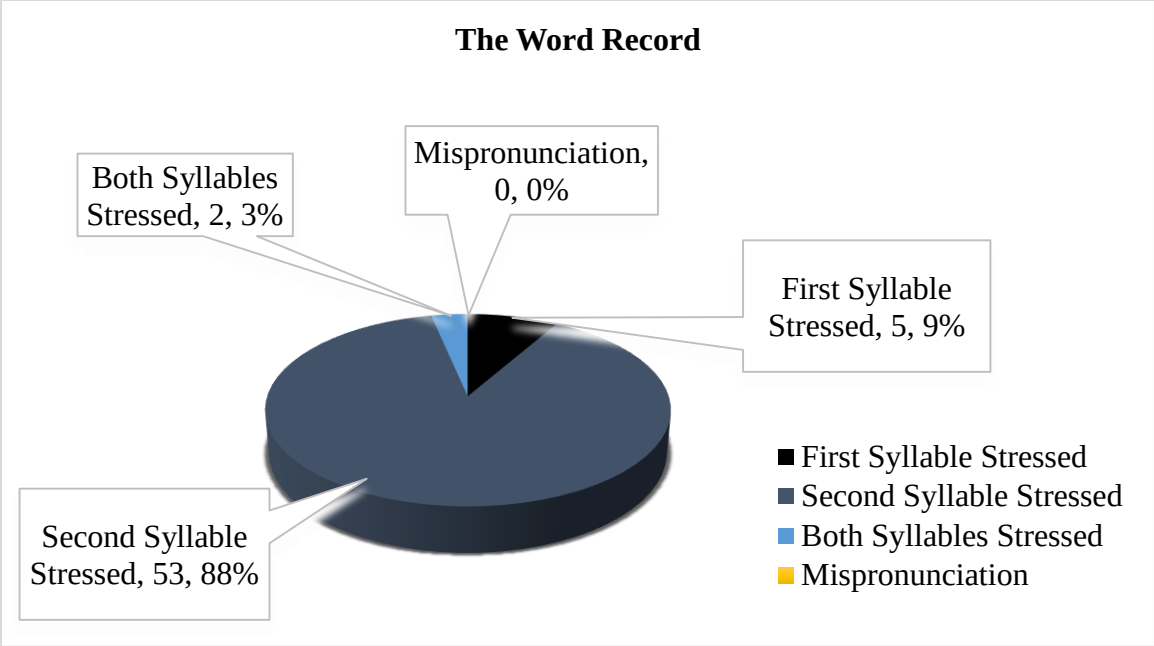


Figure 57

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.

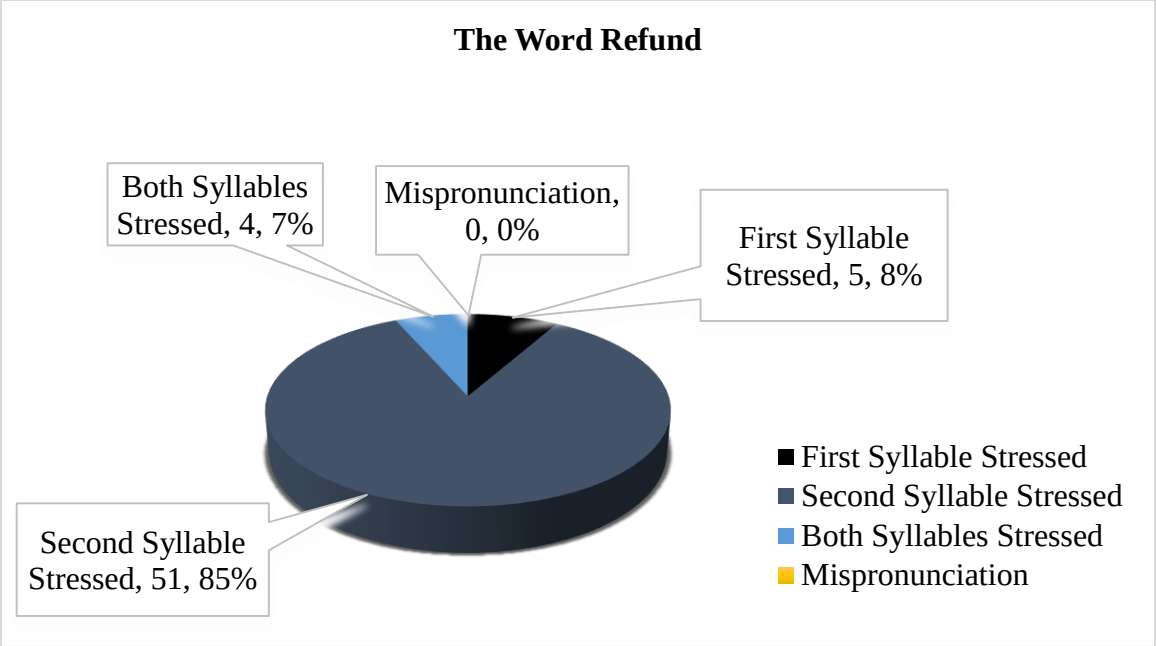


Figure 58

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.

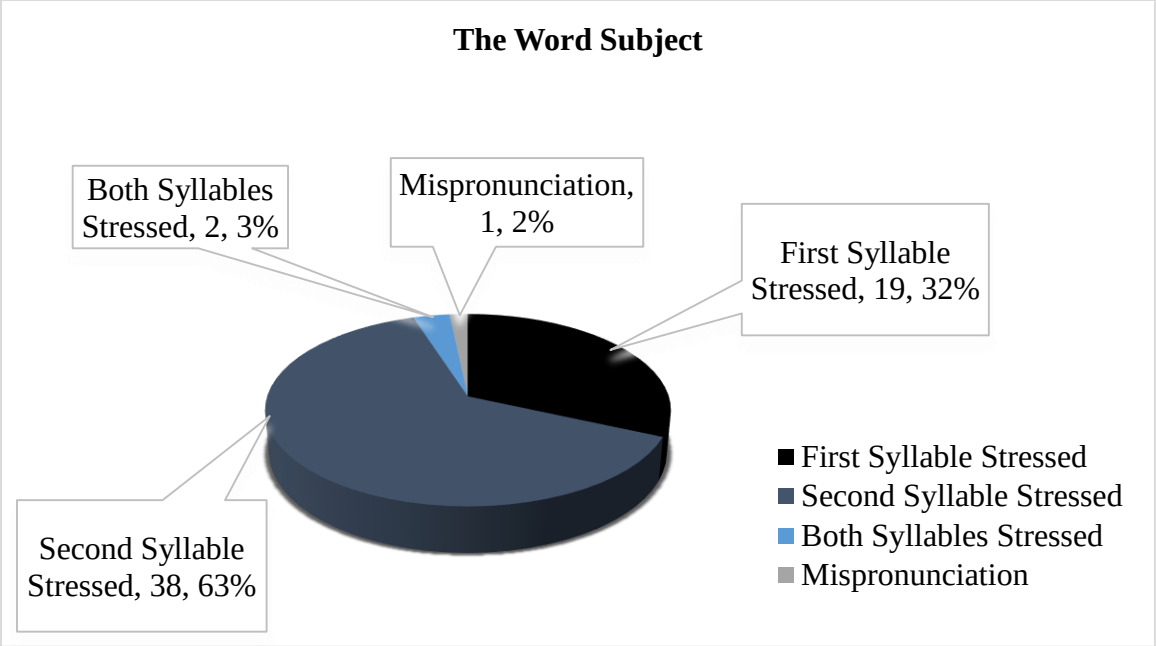


Figure 59

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.

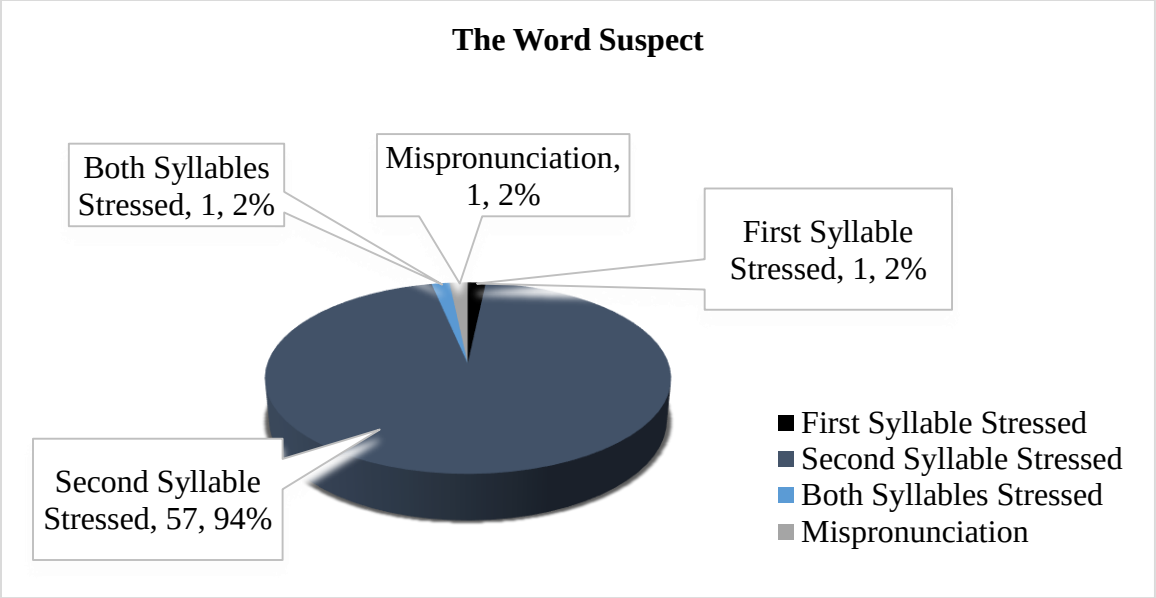


Figure 60

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.

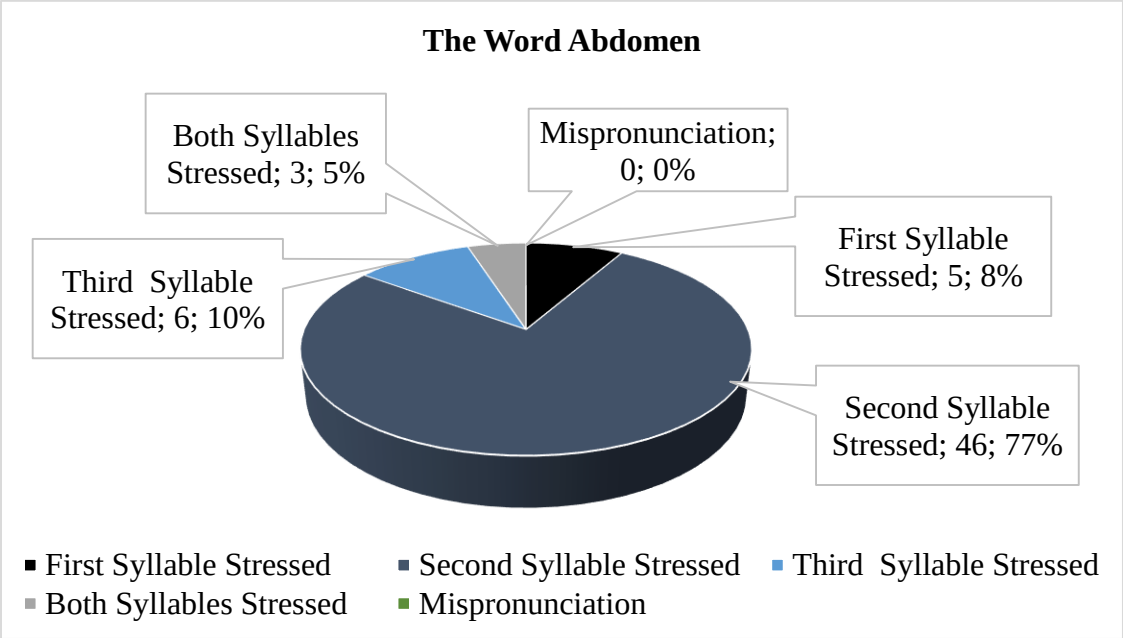


Figure 61

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.

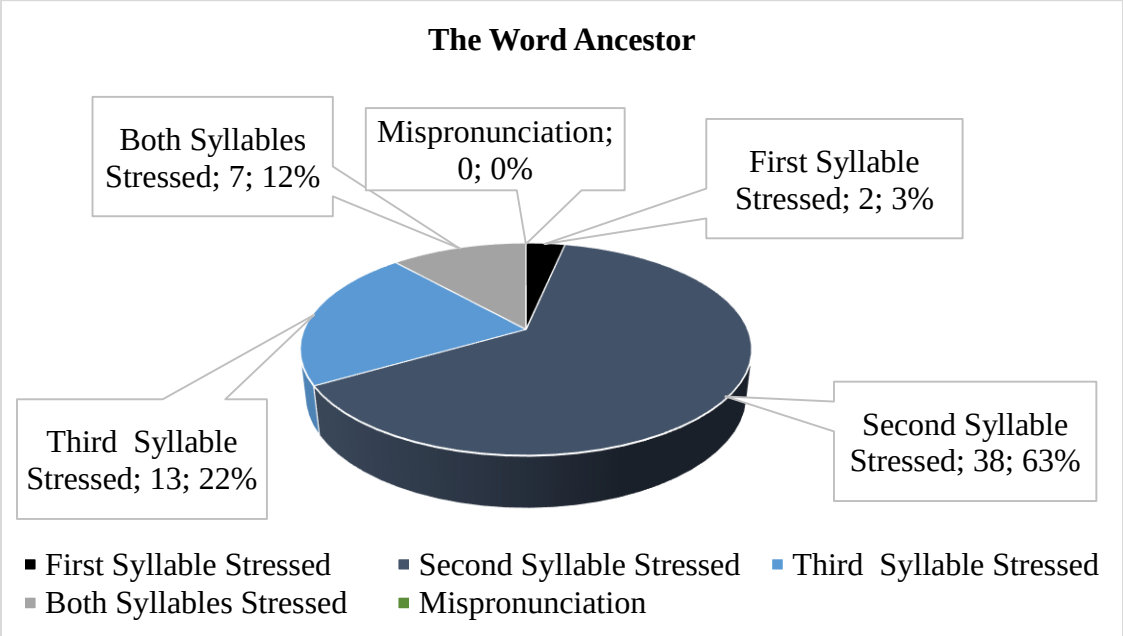


Figure 62

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.

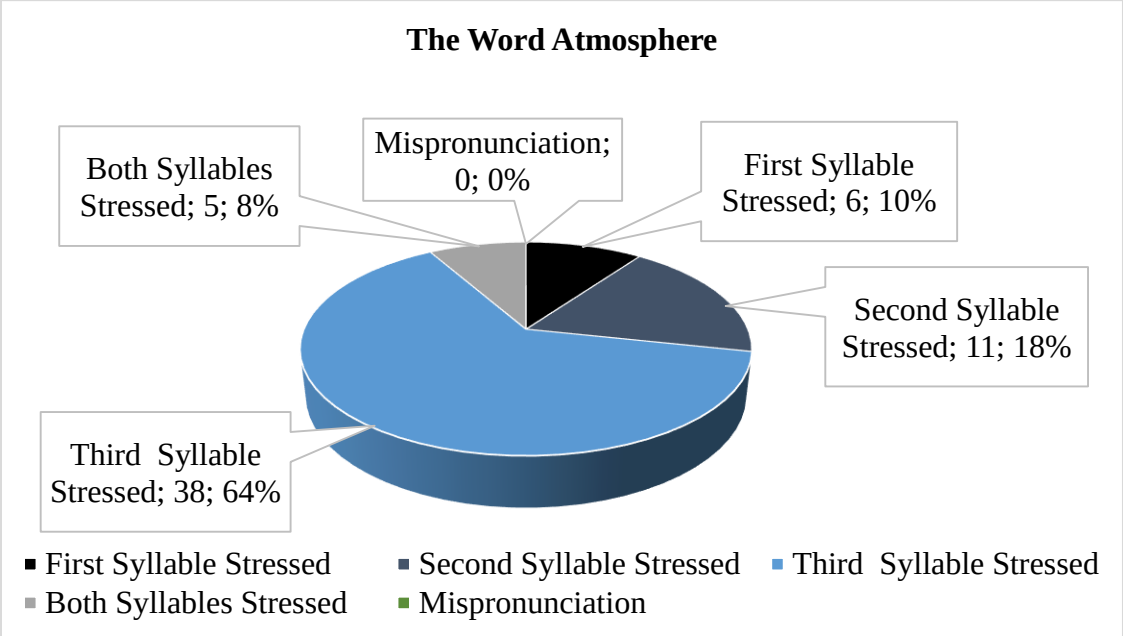


Figure 63

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.

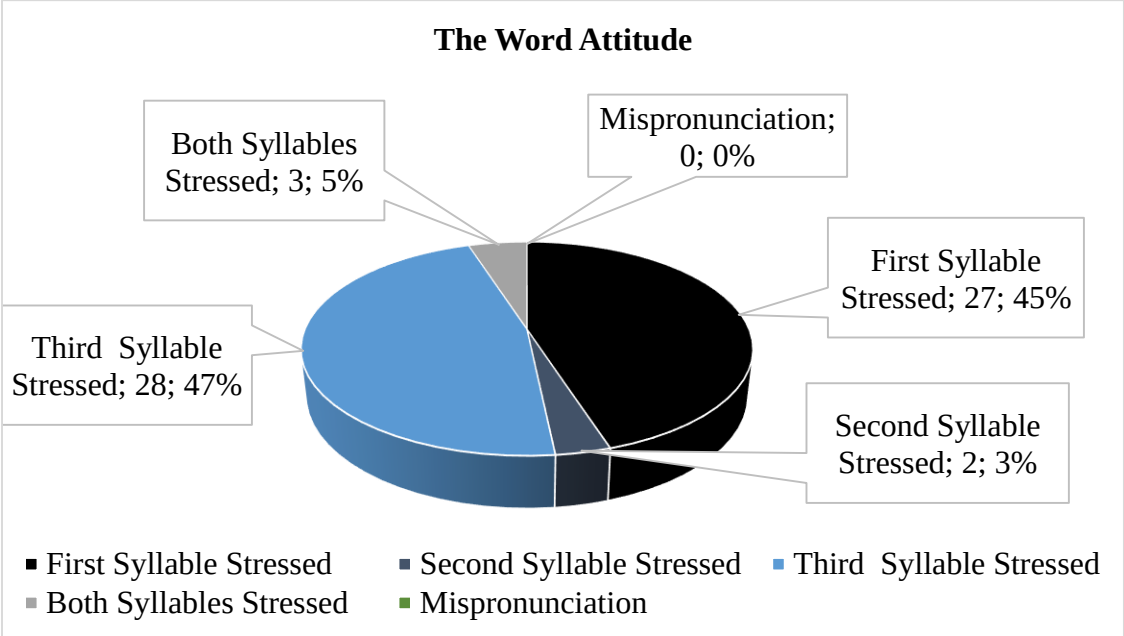


Figure 64

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 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.

4.1.3.5 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.

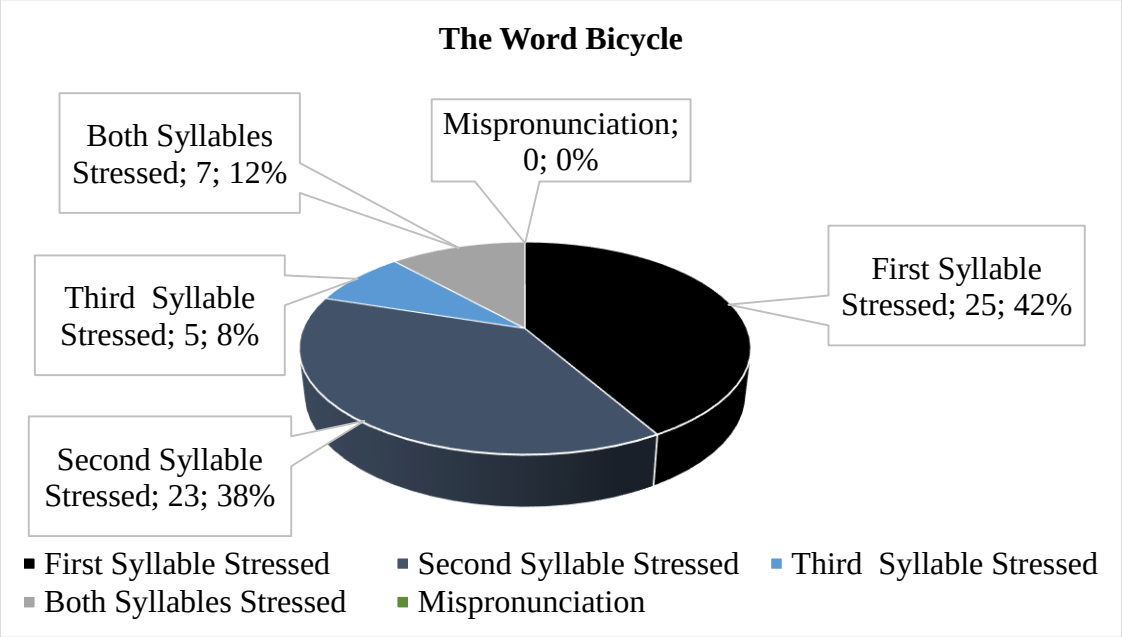


Figure 65

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.

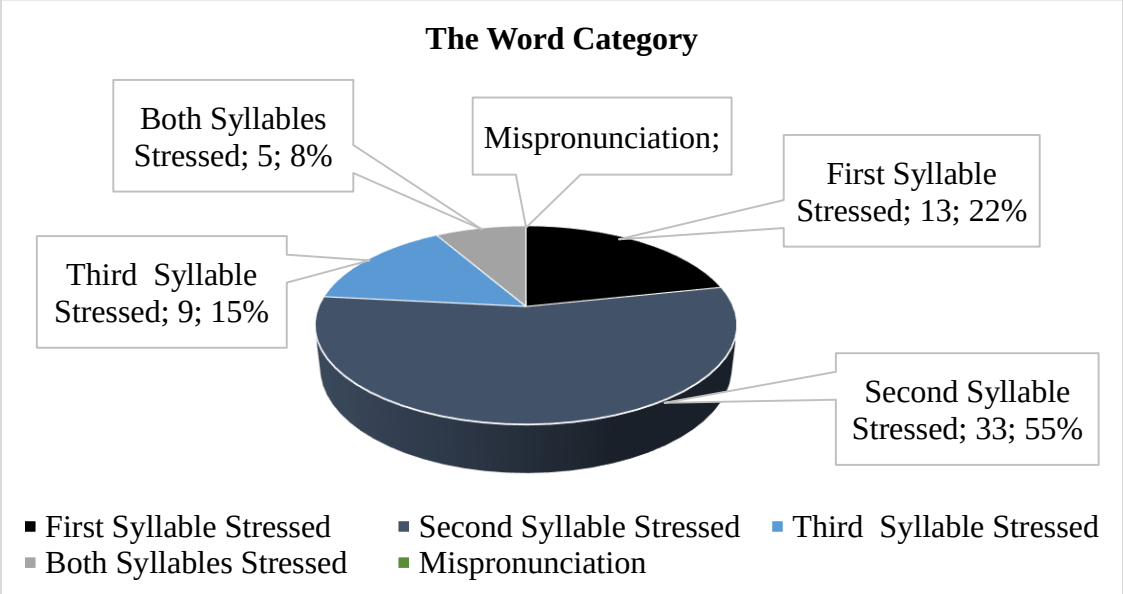


Figure 66

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.

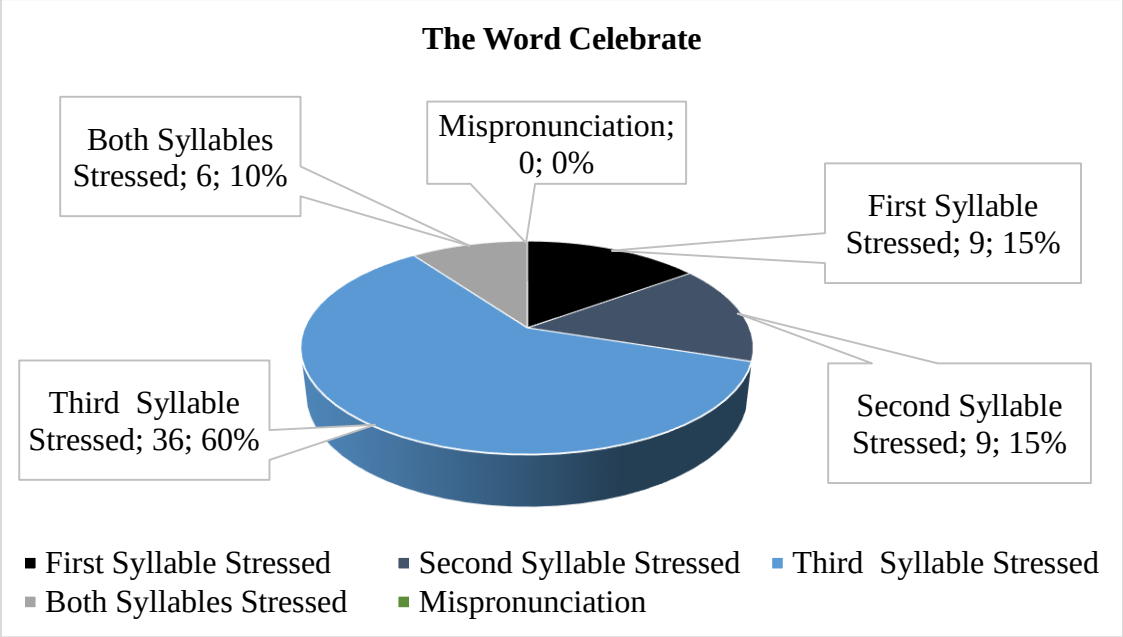


Figure 67

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.

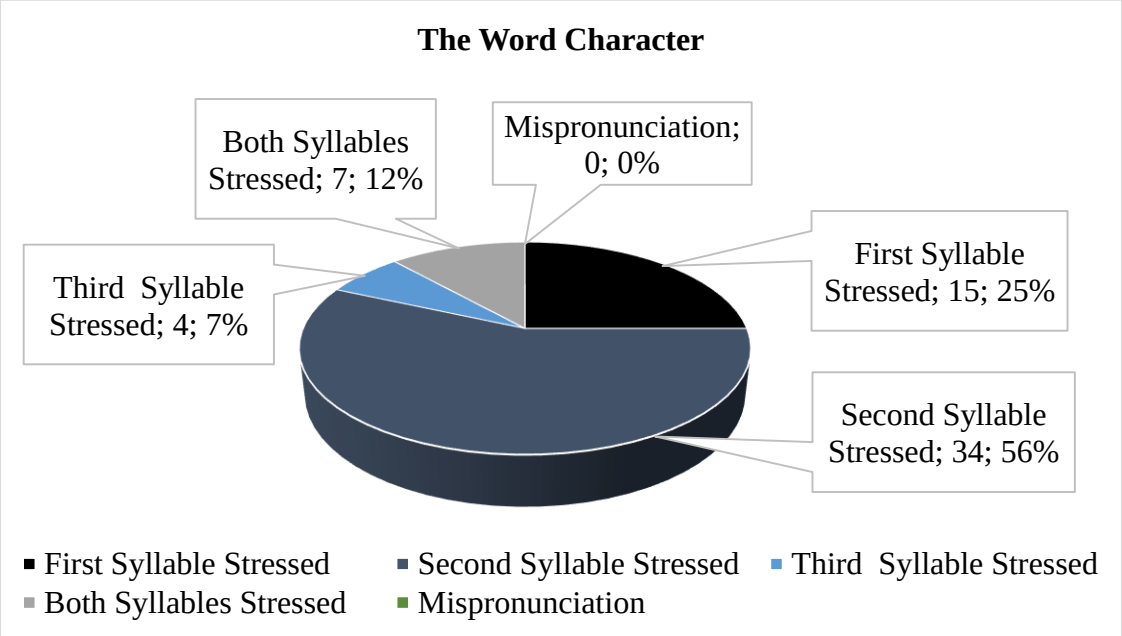


Figure 68

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.

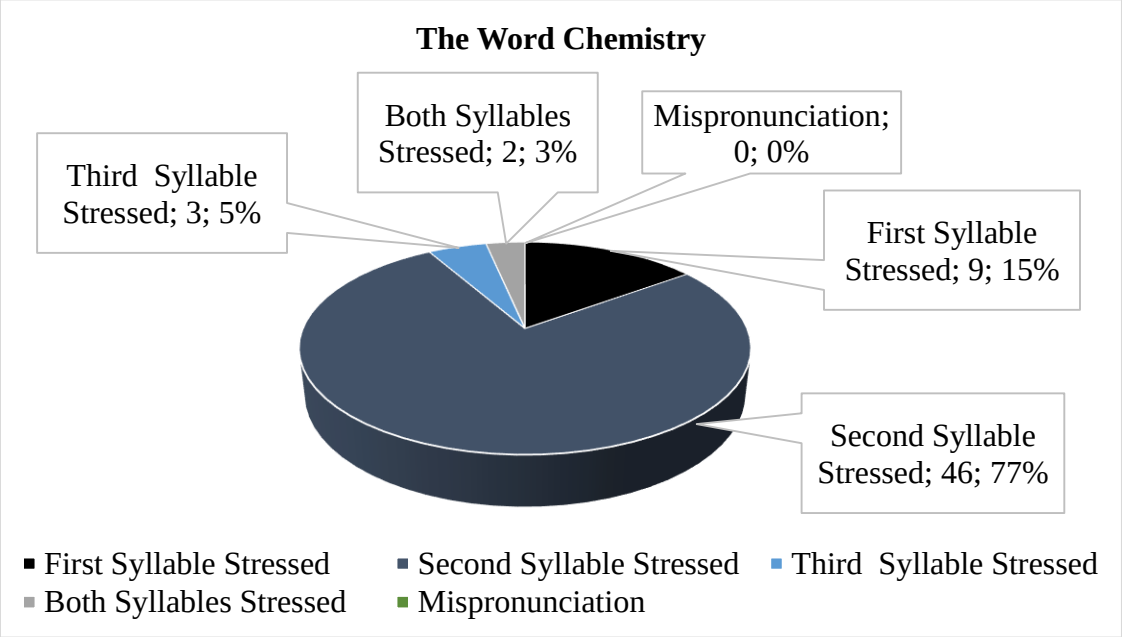


Figure 69

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.

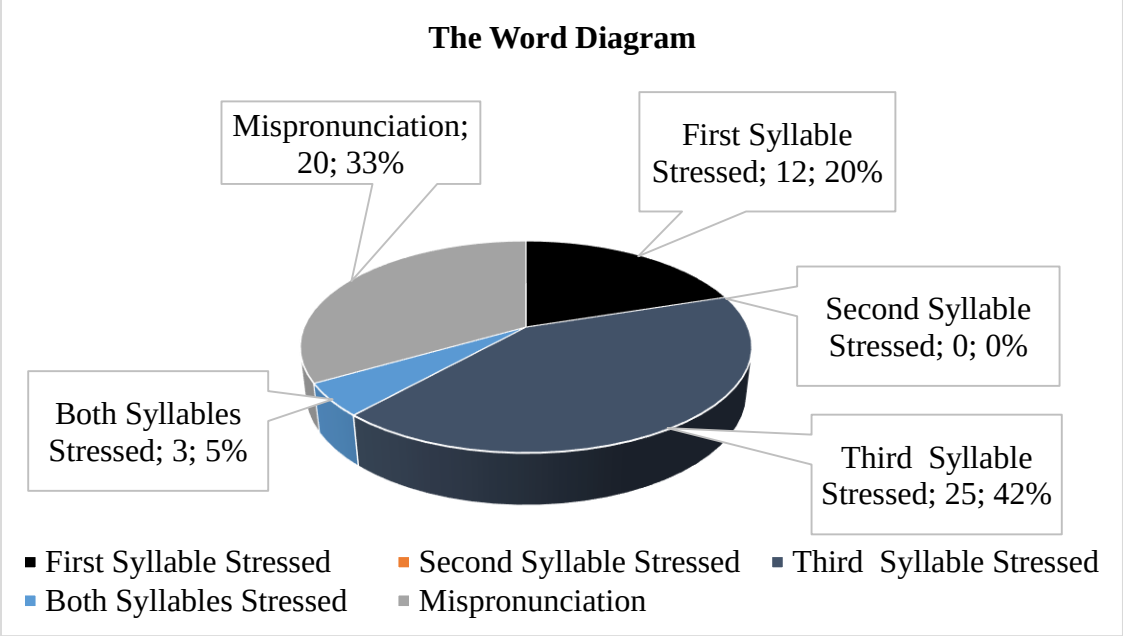


Figure 70

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.

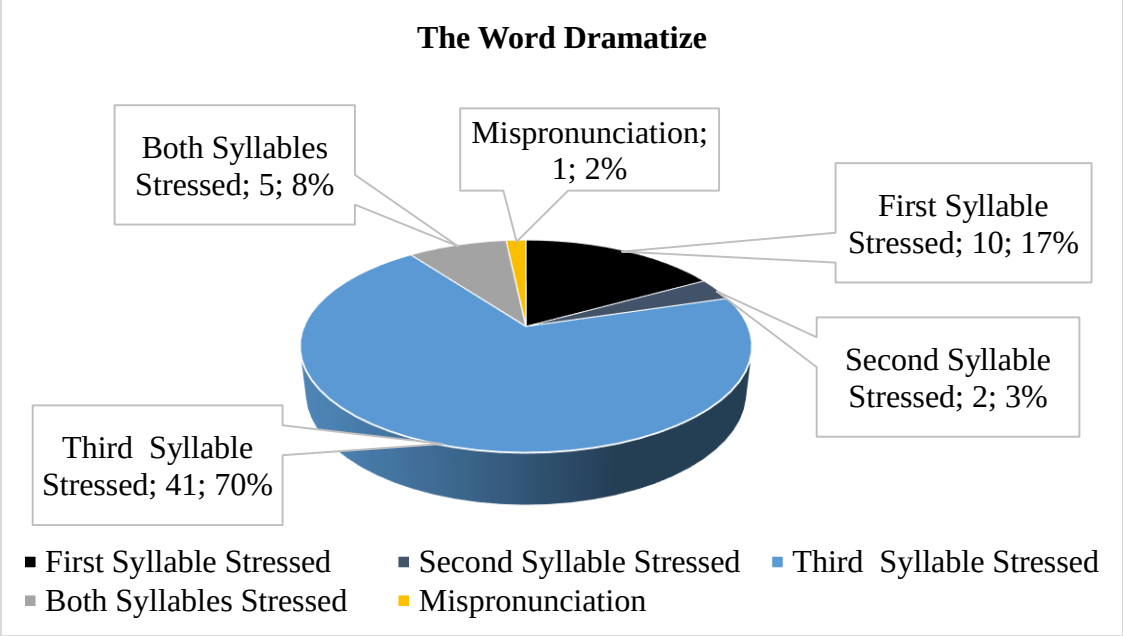


Figure 71

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.

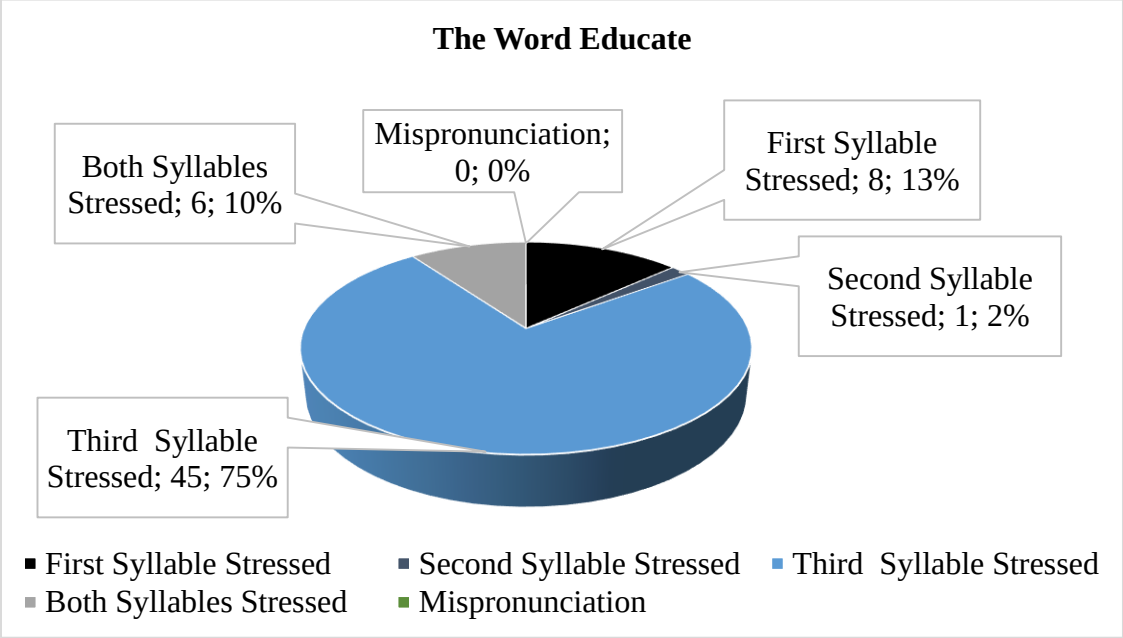


Figure 72

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.

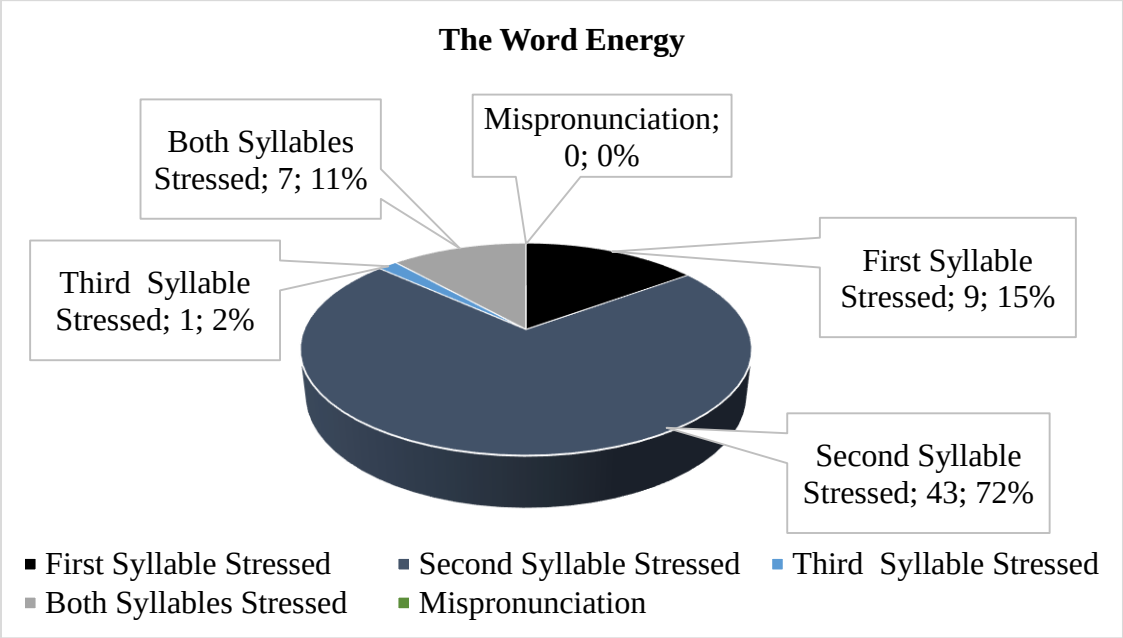


Figure 73

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.

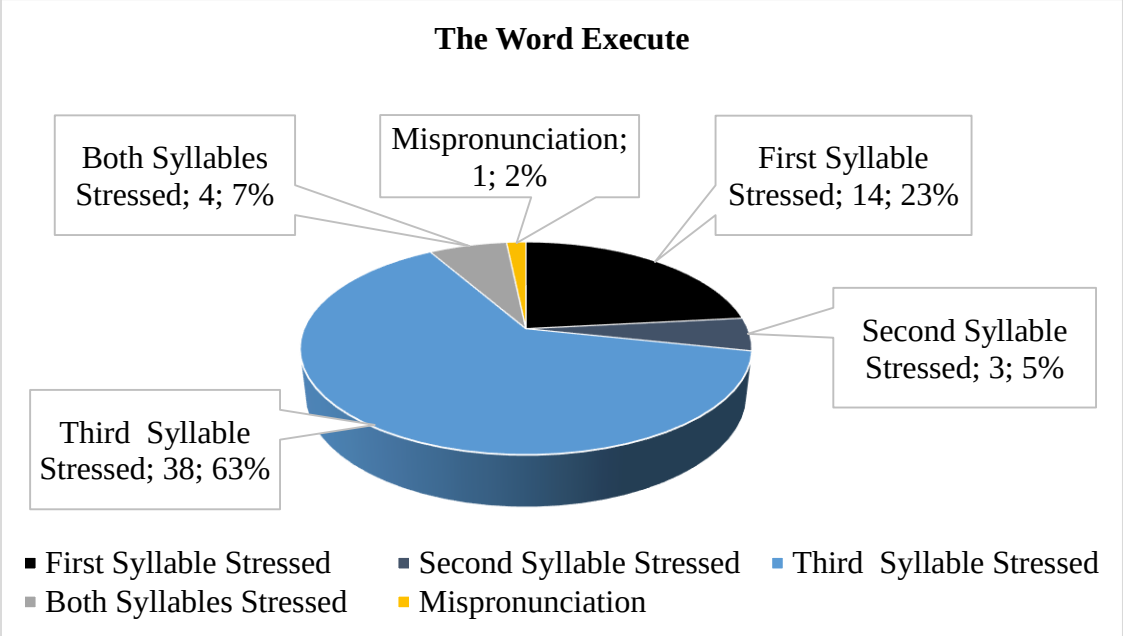


Figure 74

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.

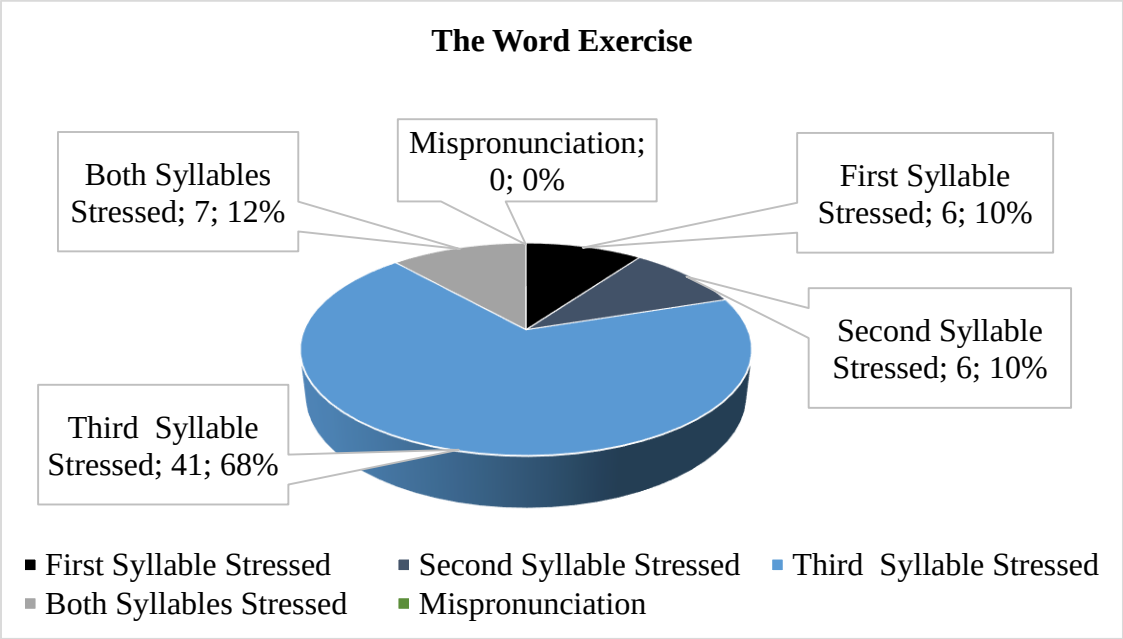


Figure 75

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, forty-five 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.

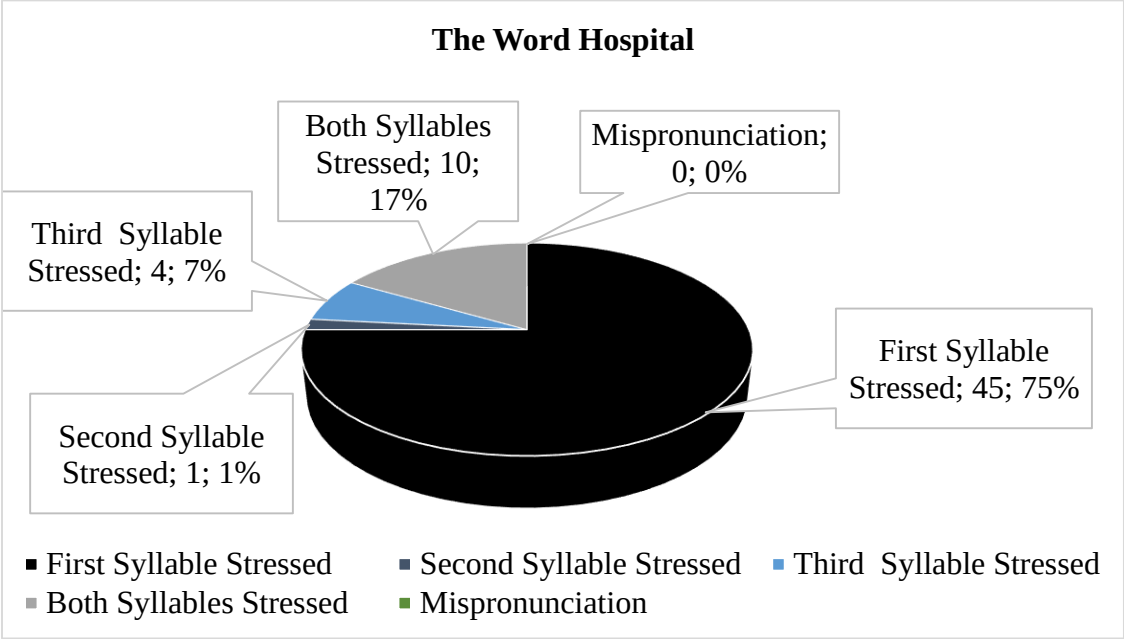


Figure 76

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.

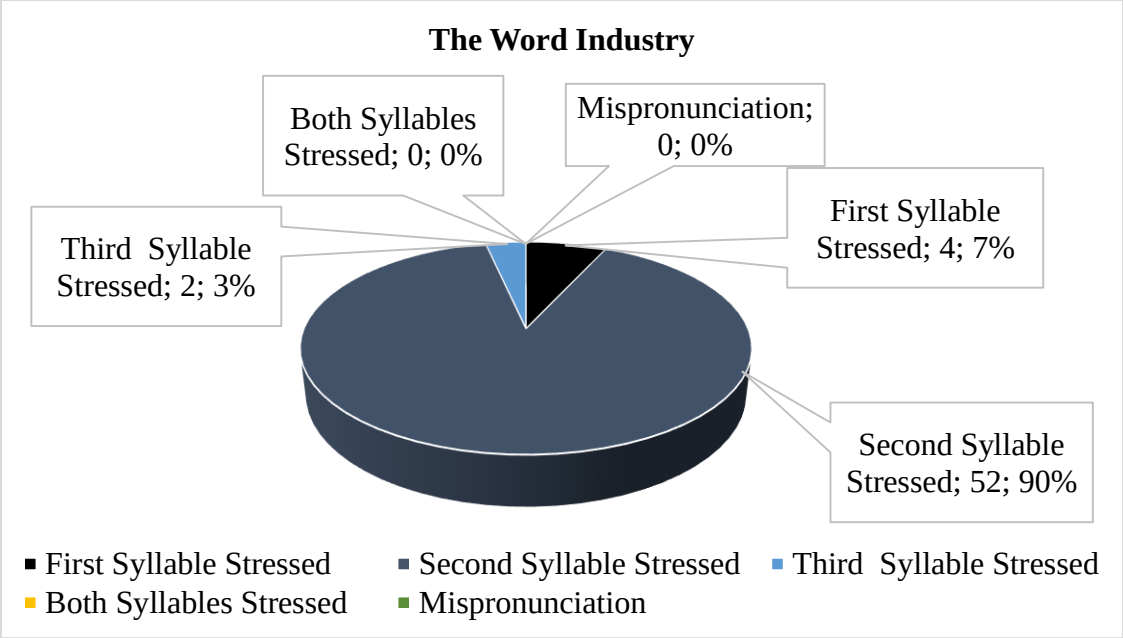


Figure 77

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.

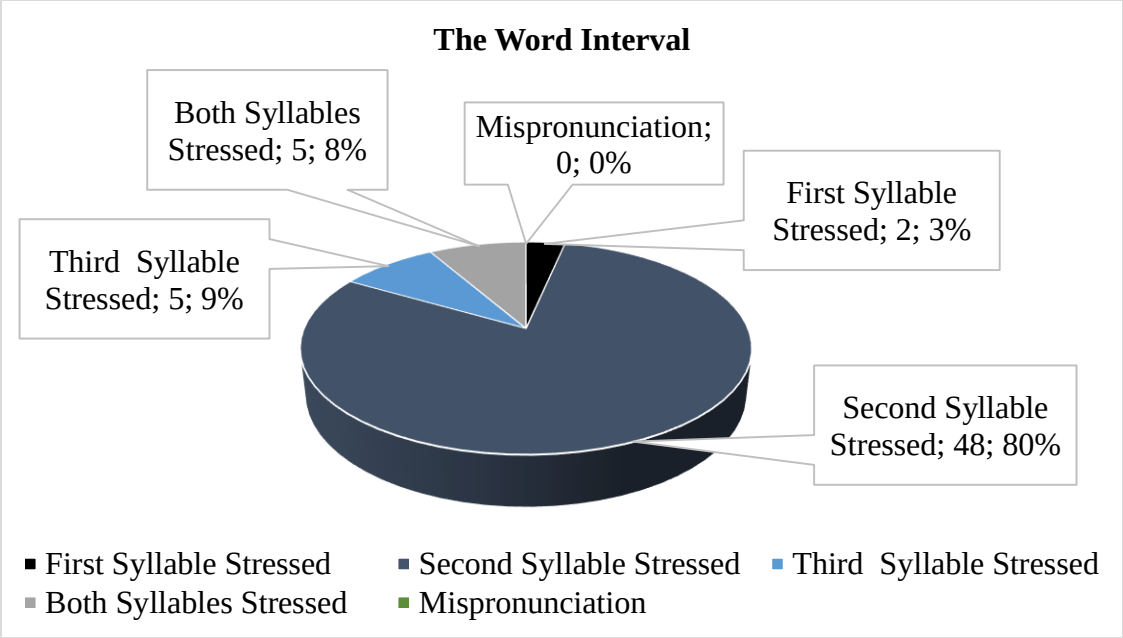


Figure 78

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.

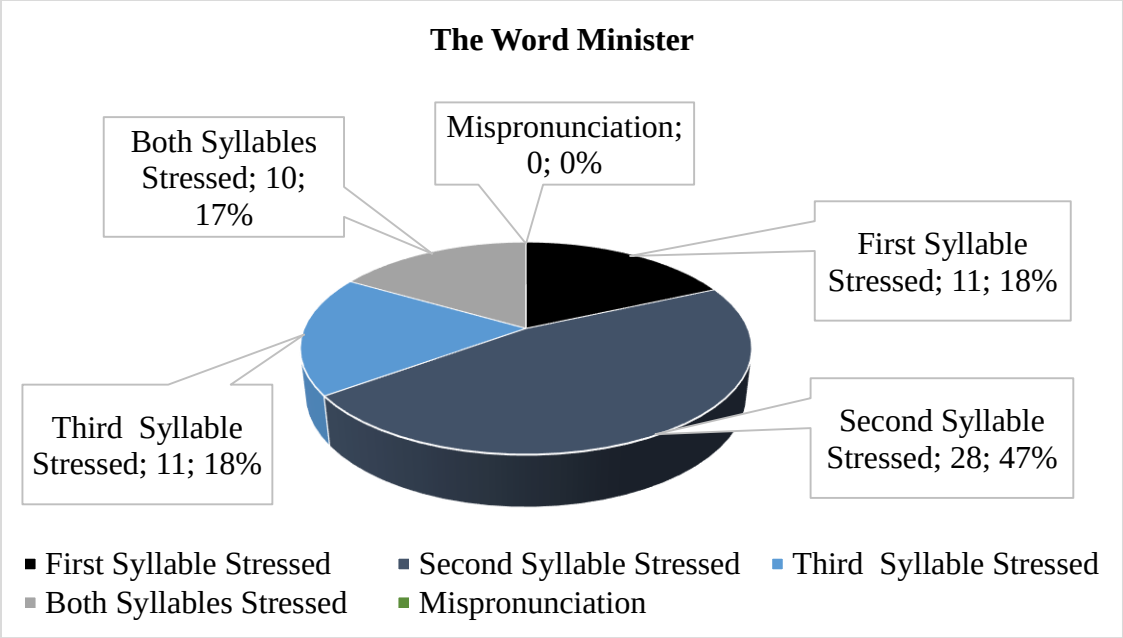


Figure 79

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.

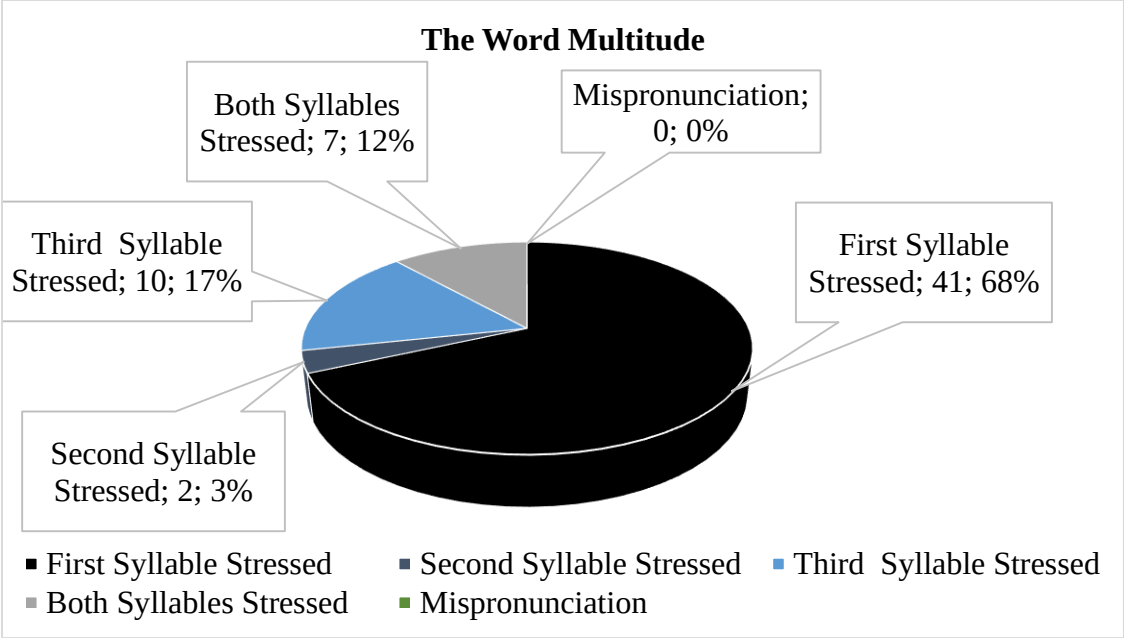


Figure 80

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.

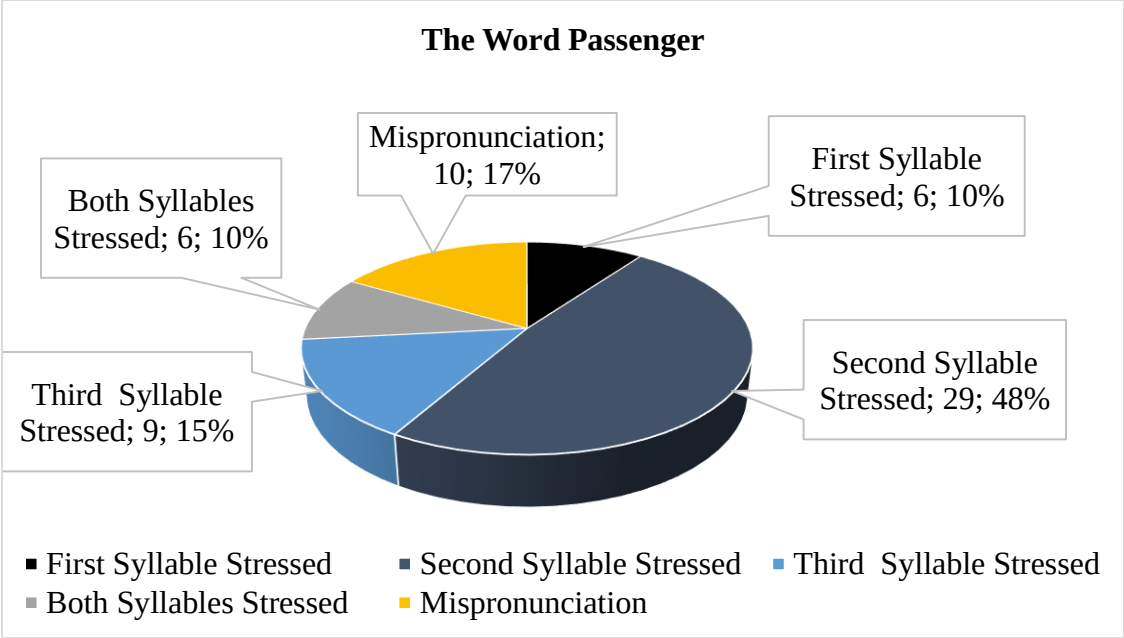


Figure 81

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.

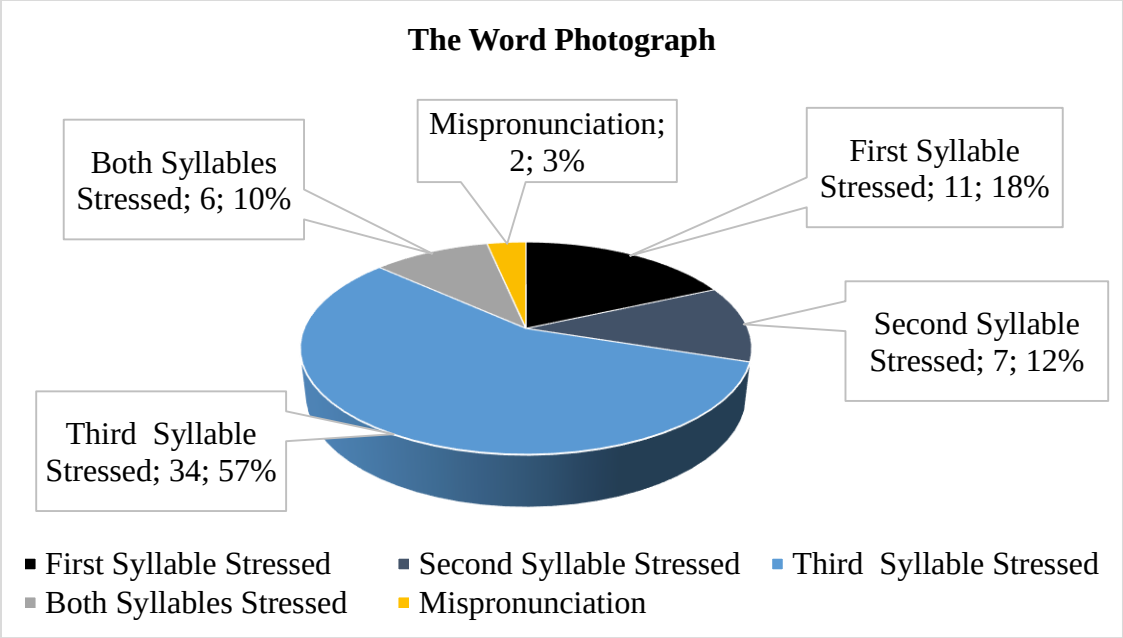


Figure 82

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.

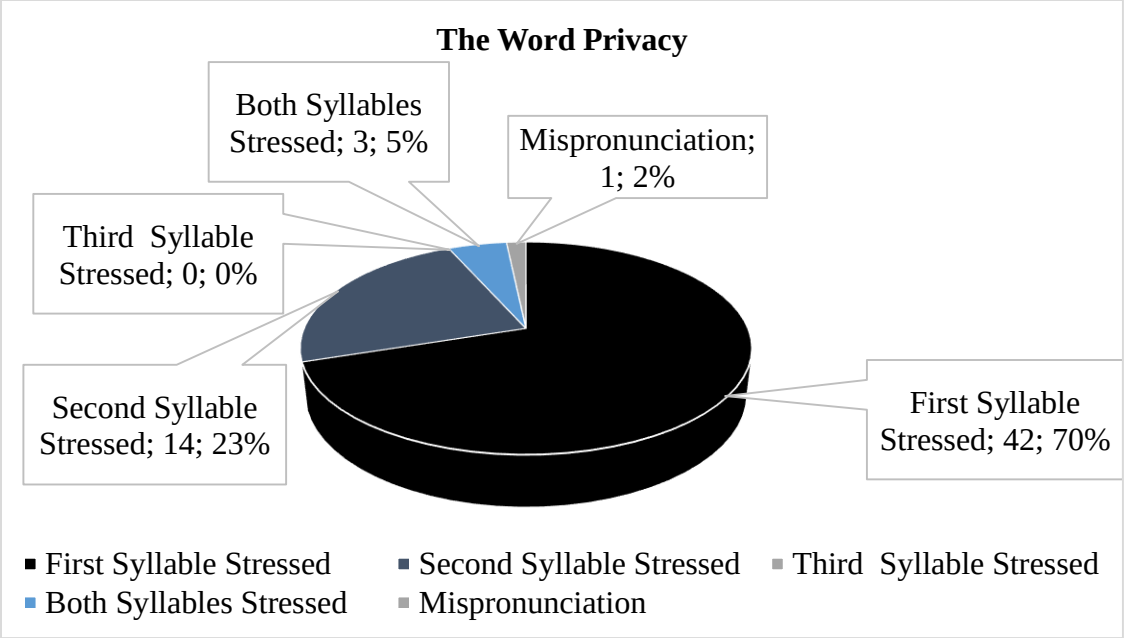


Figure 83

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 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 '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.

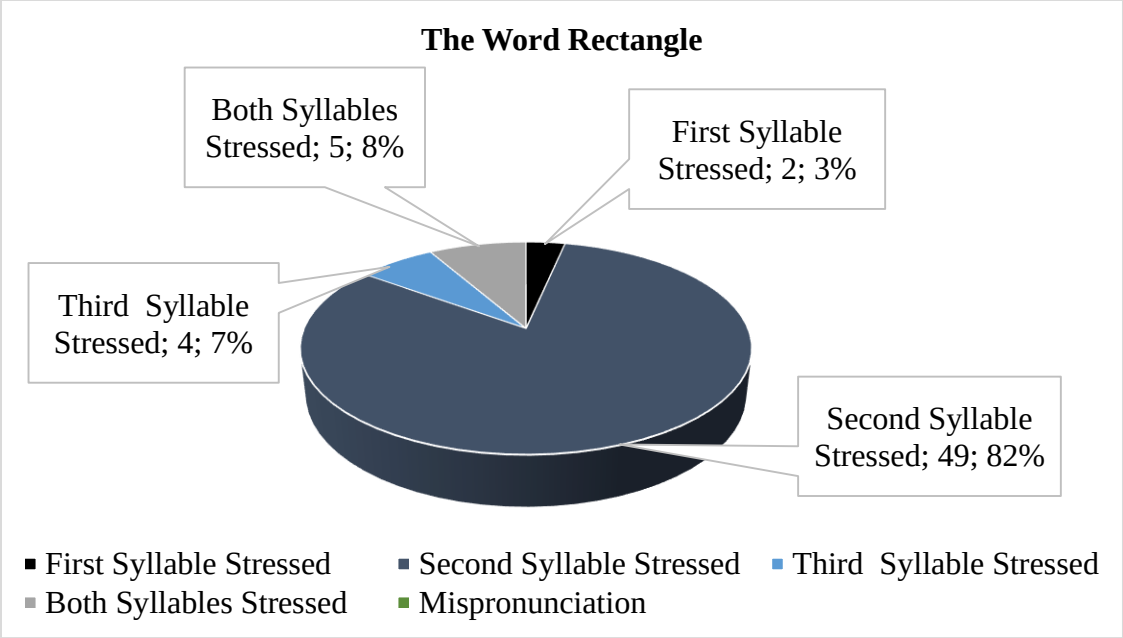


Figure 84

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.

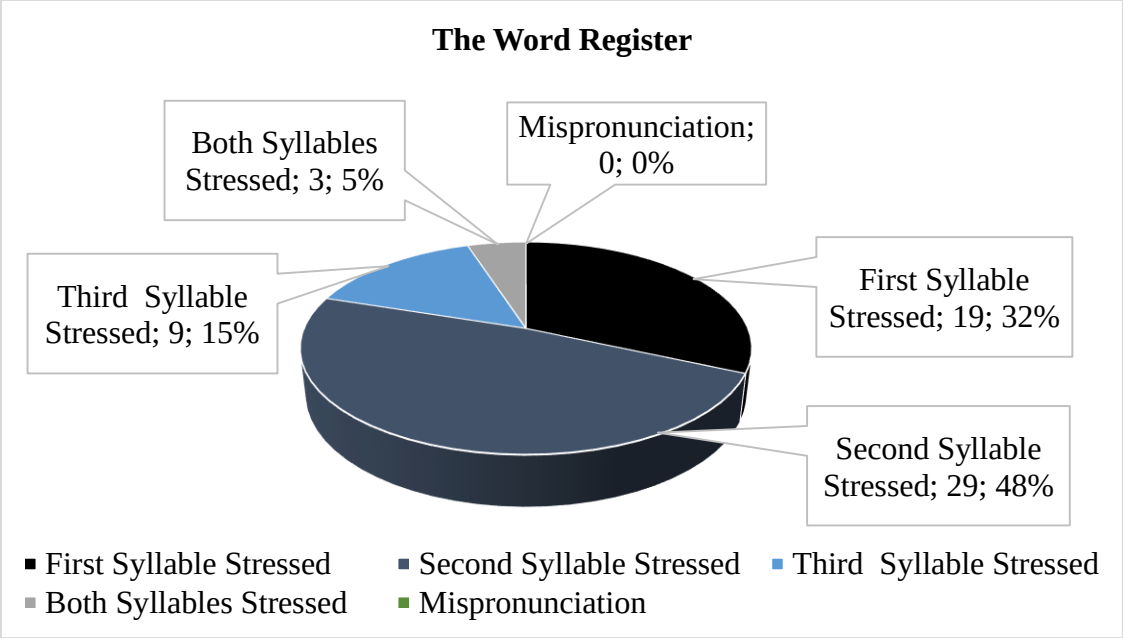


Figure 85

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.

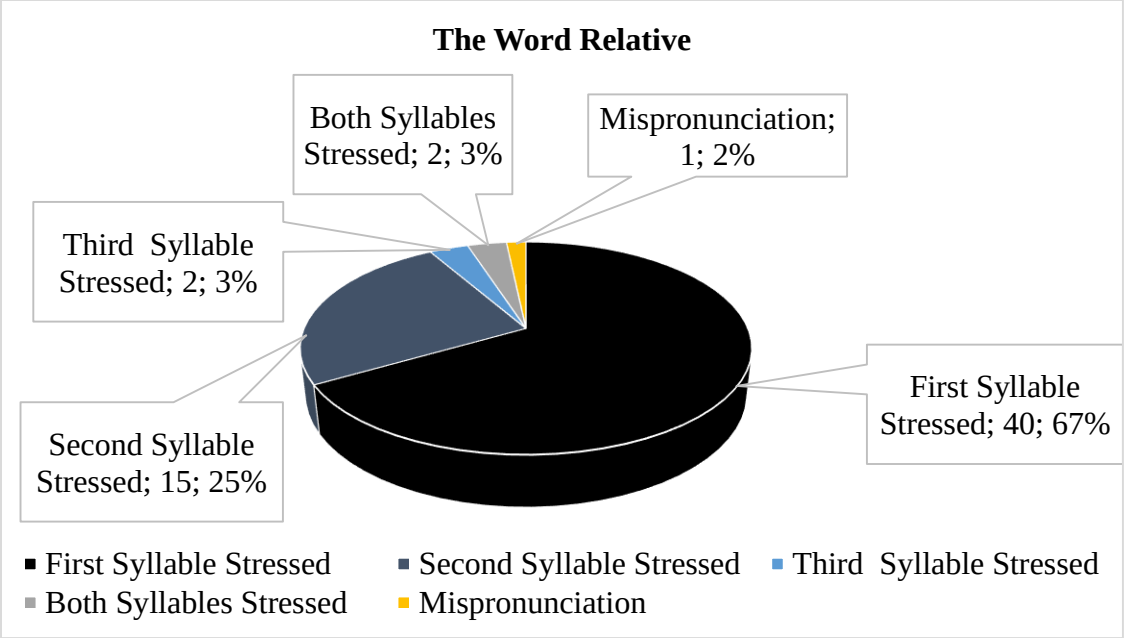


Figure 86

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.

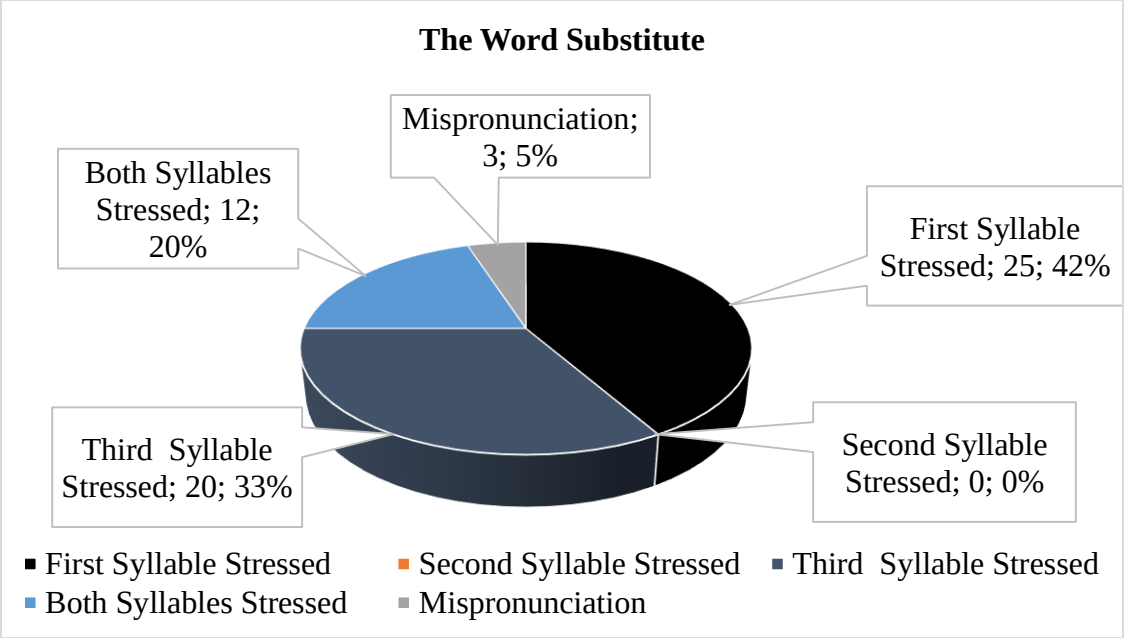


Figure 87

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 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 '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.

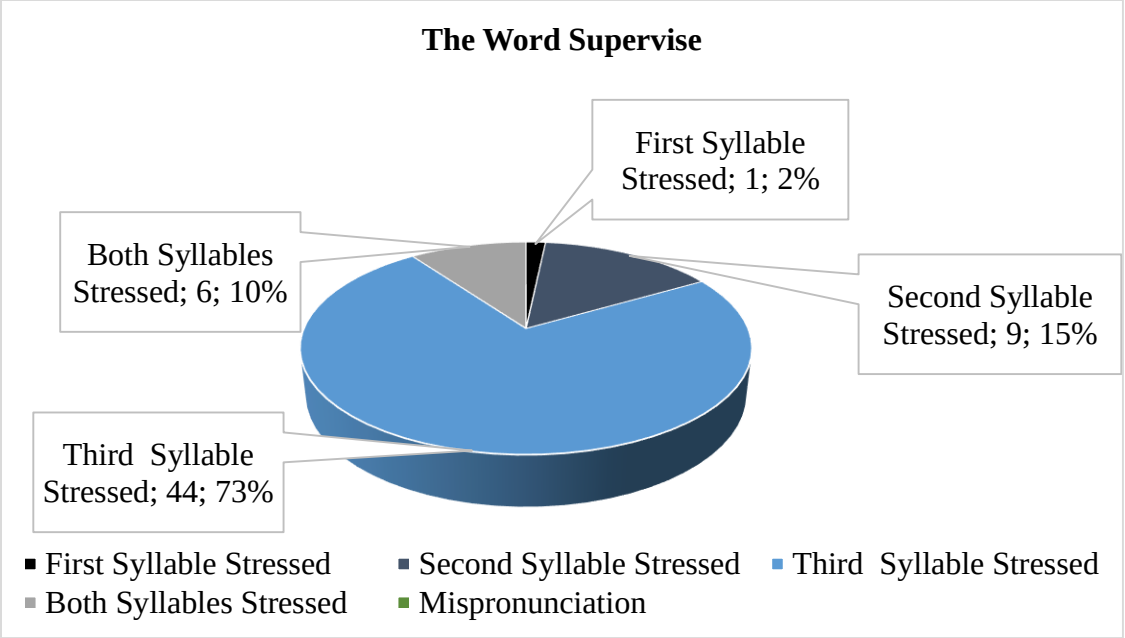


Figure 88

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.

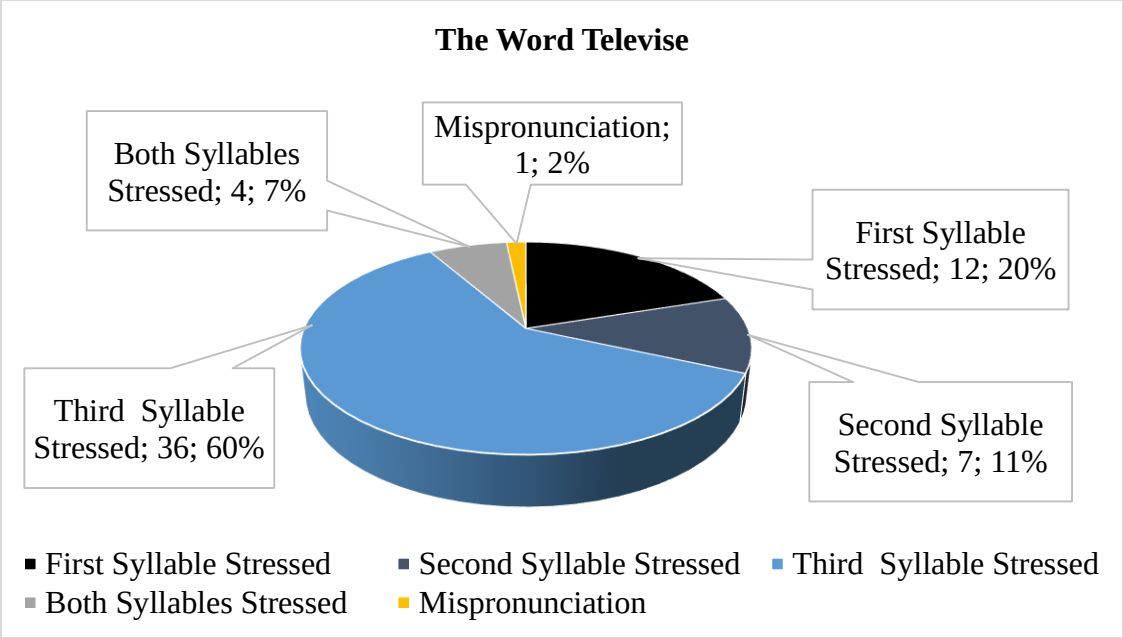


Figure 89

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.

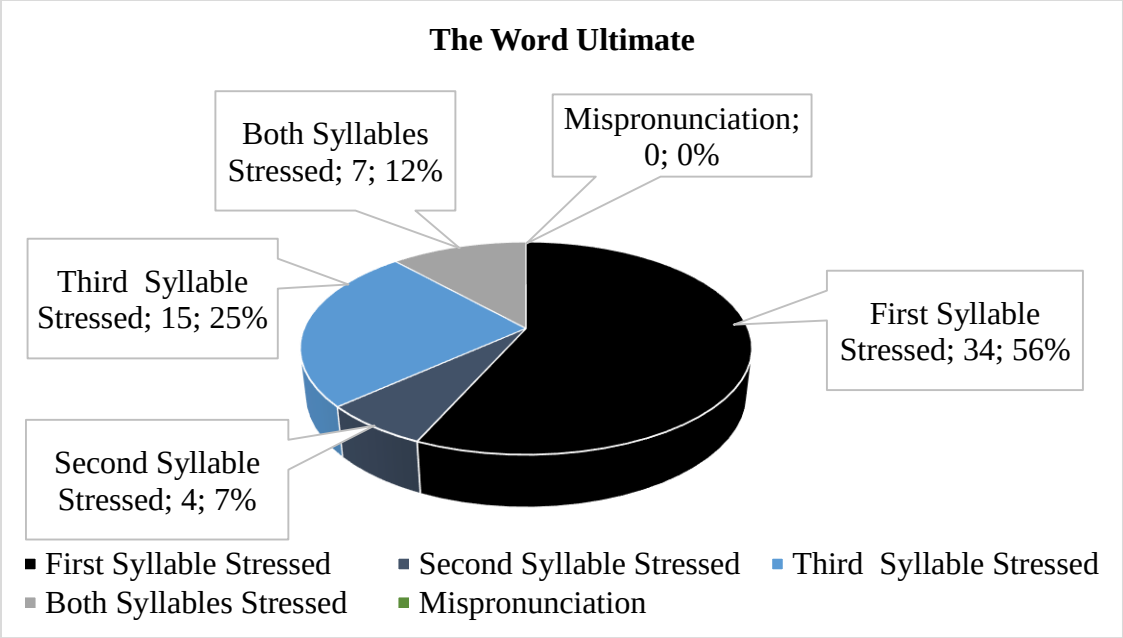


Figure 90

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.

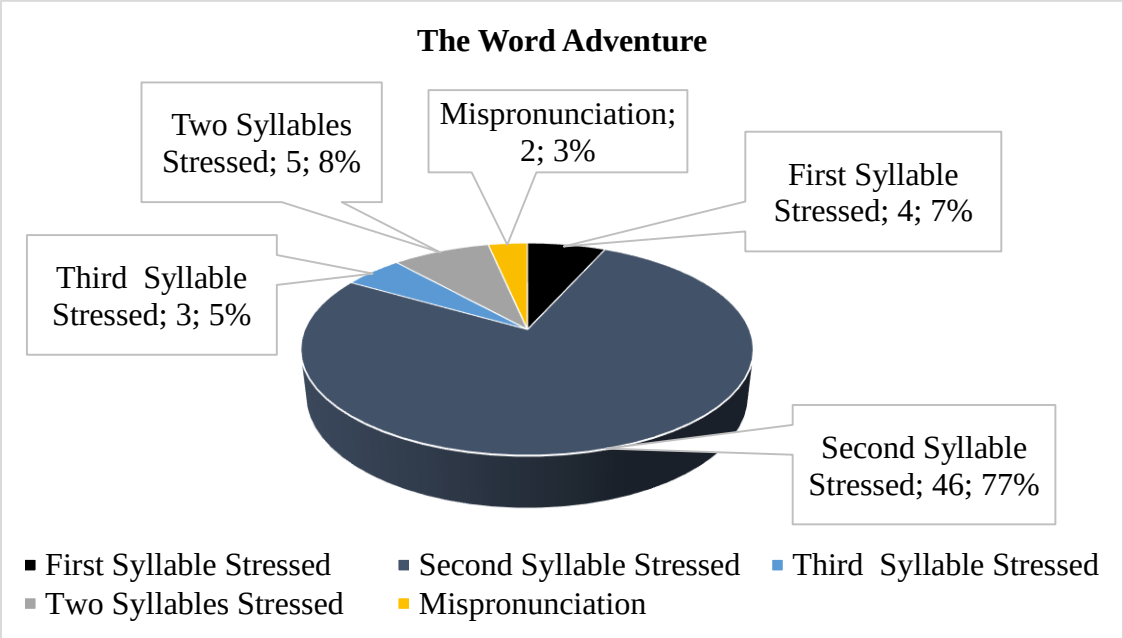


Figure 91

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.

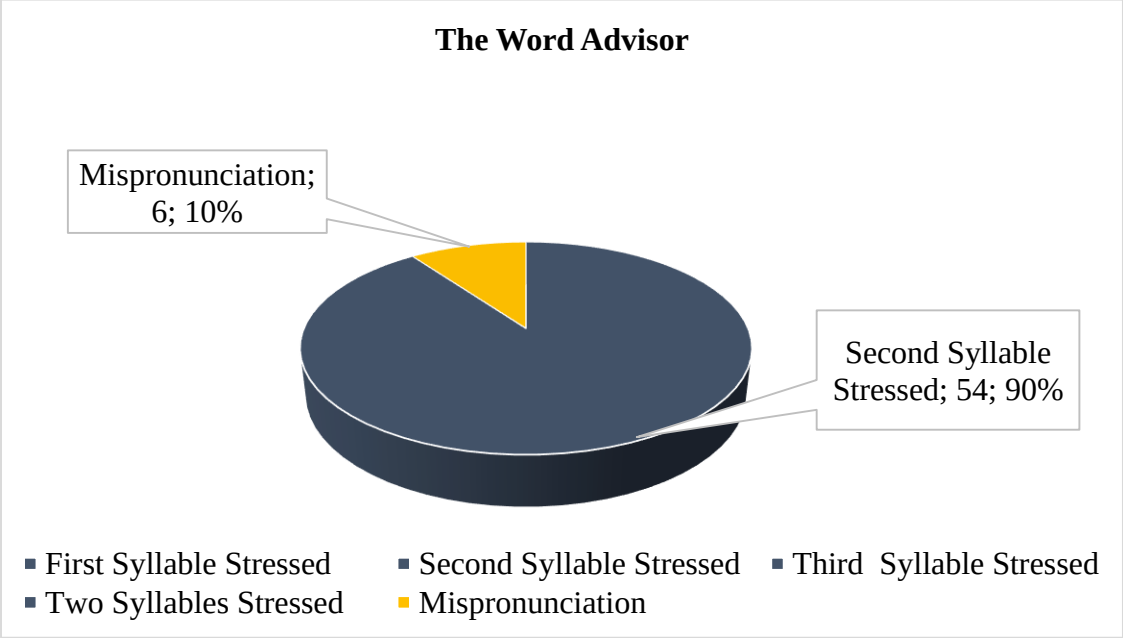


Figure 92

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.

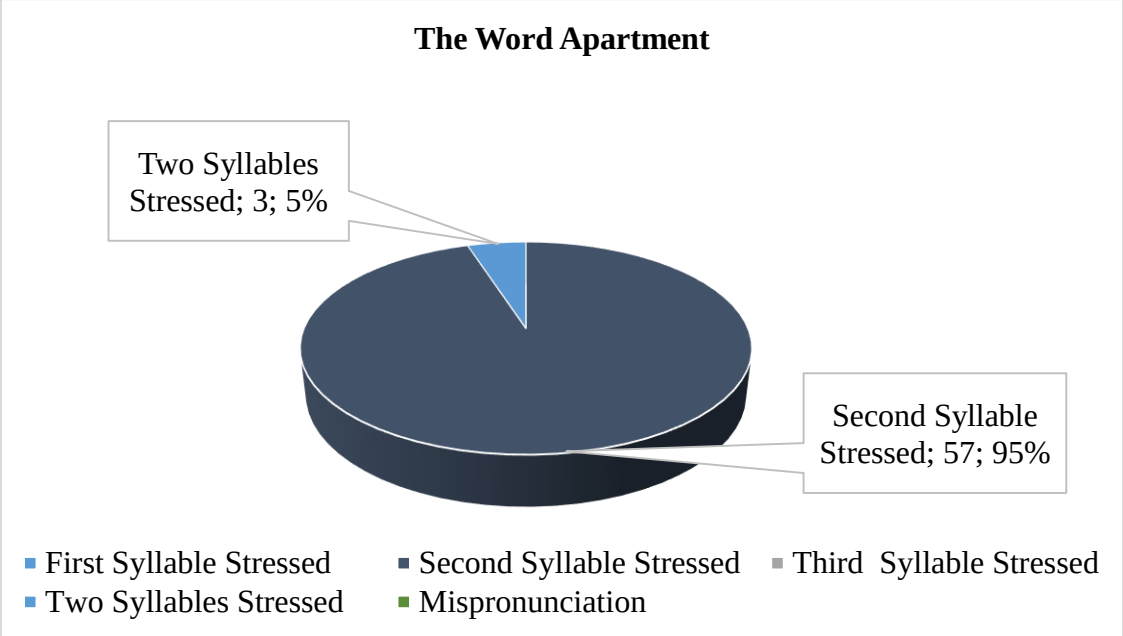


Figure 93

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.

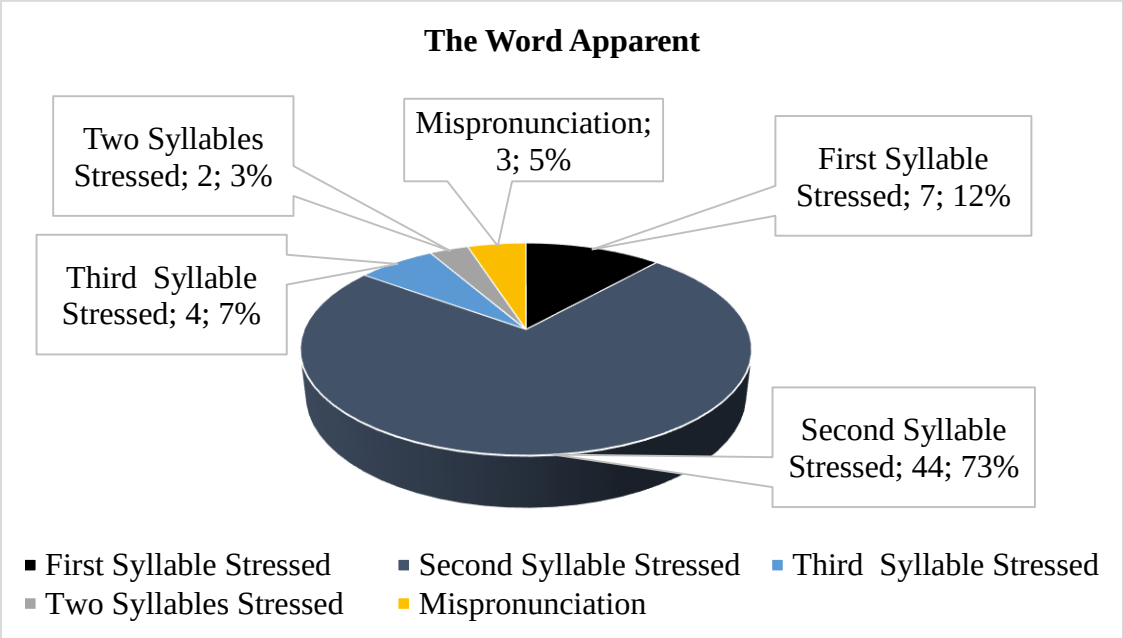


Figure 94

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.

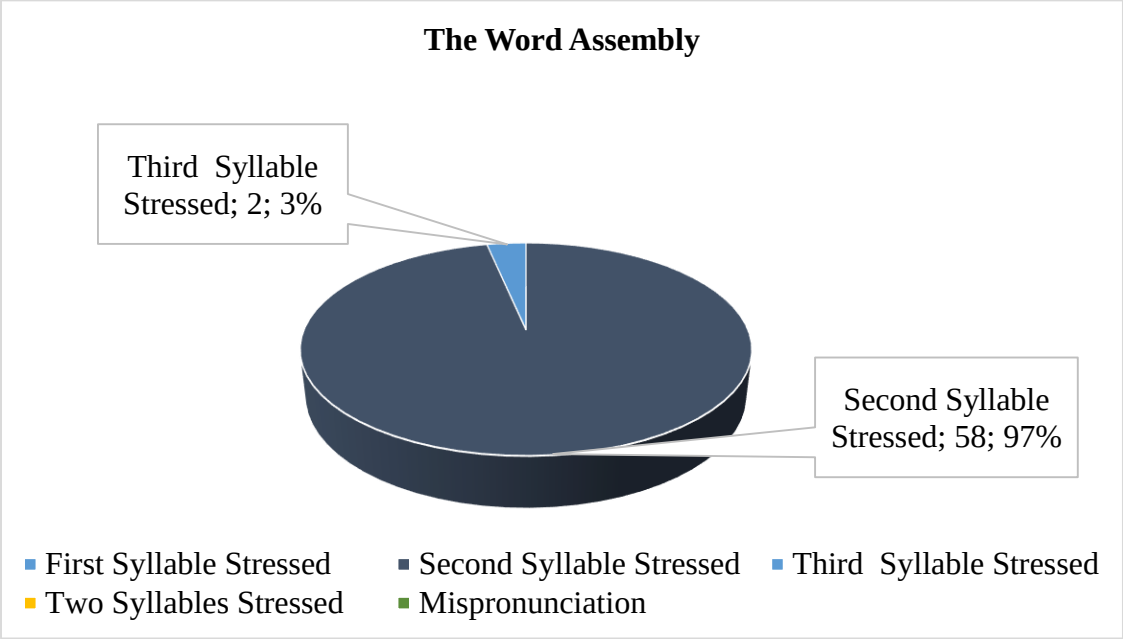


Figure 95

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.

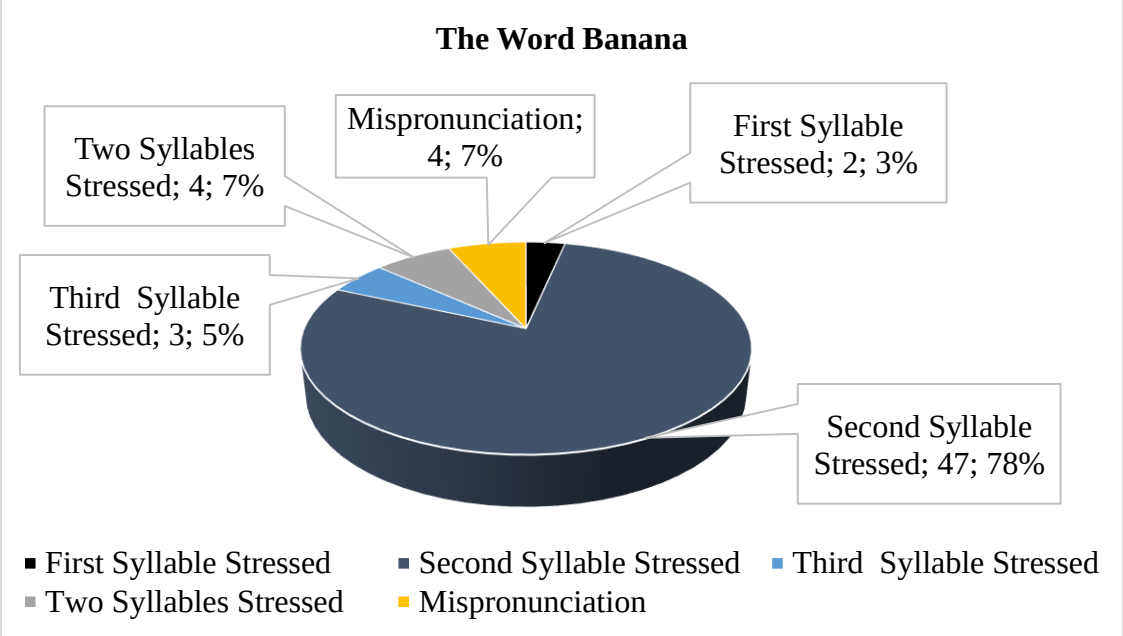


Figure 96

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.

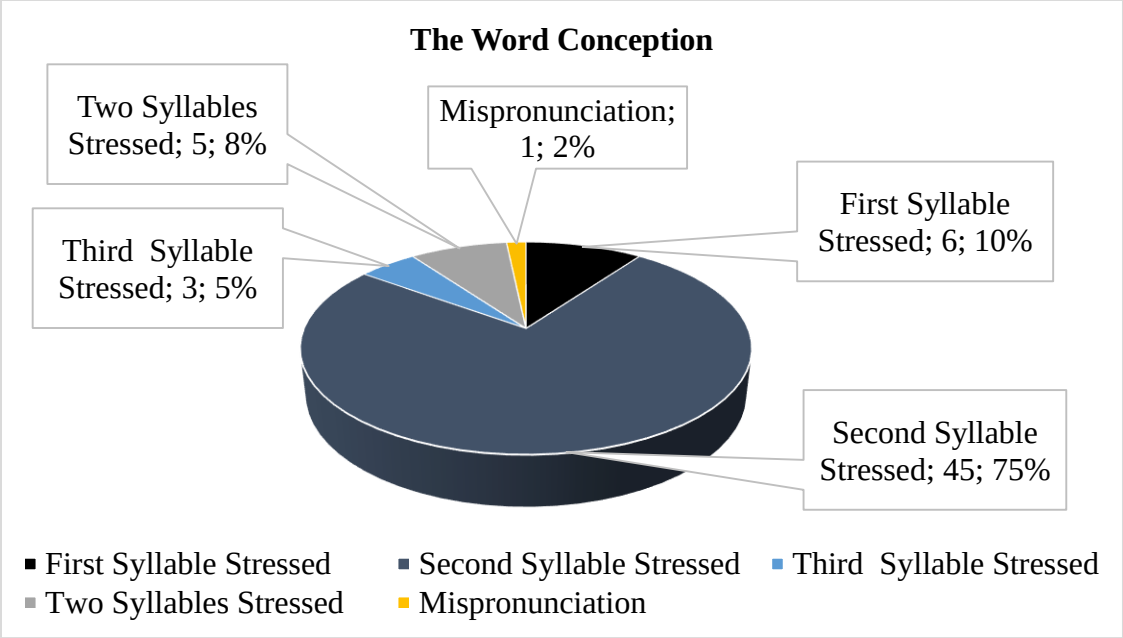


Figure 97

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.

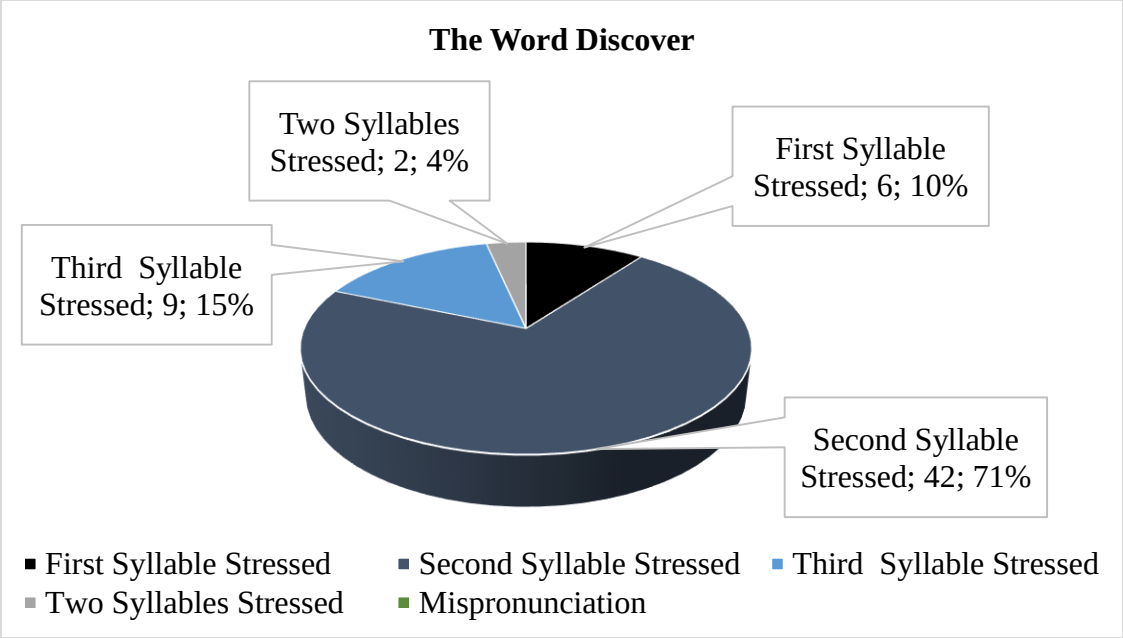


Figure 98

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.

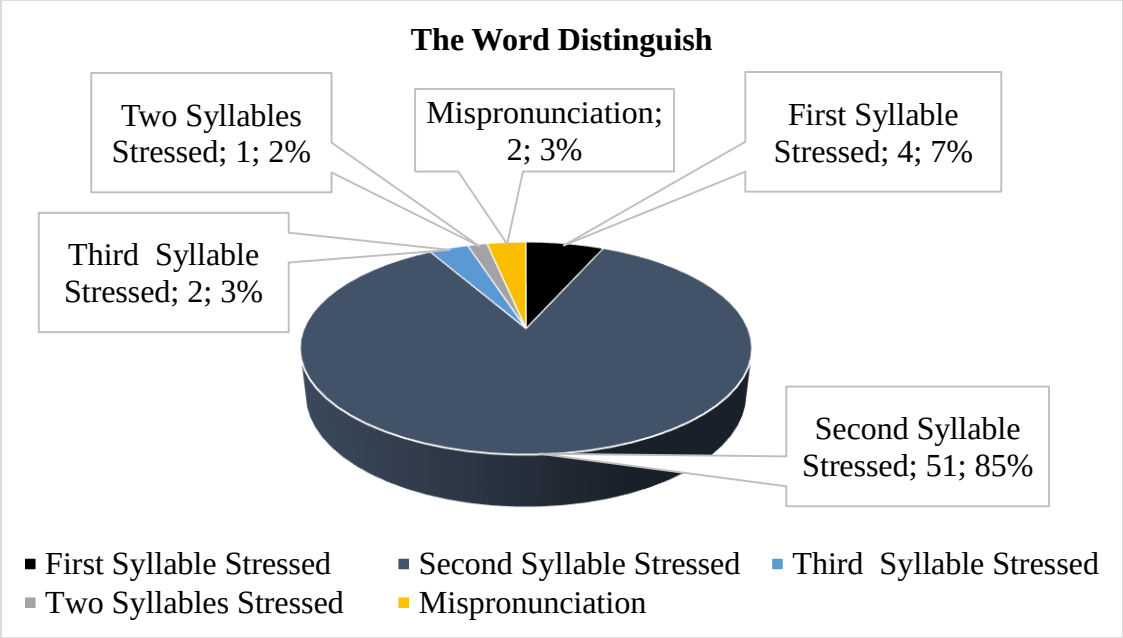


Figure 99

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, fifty-three 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.

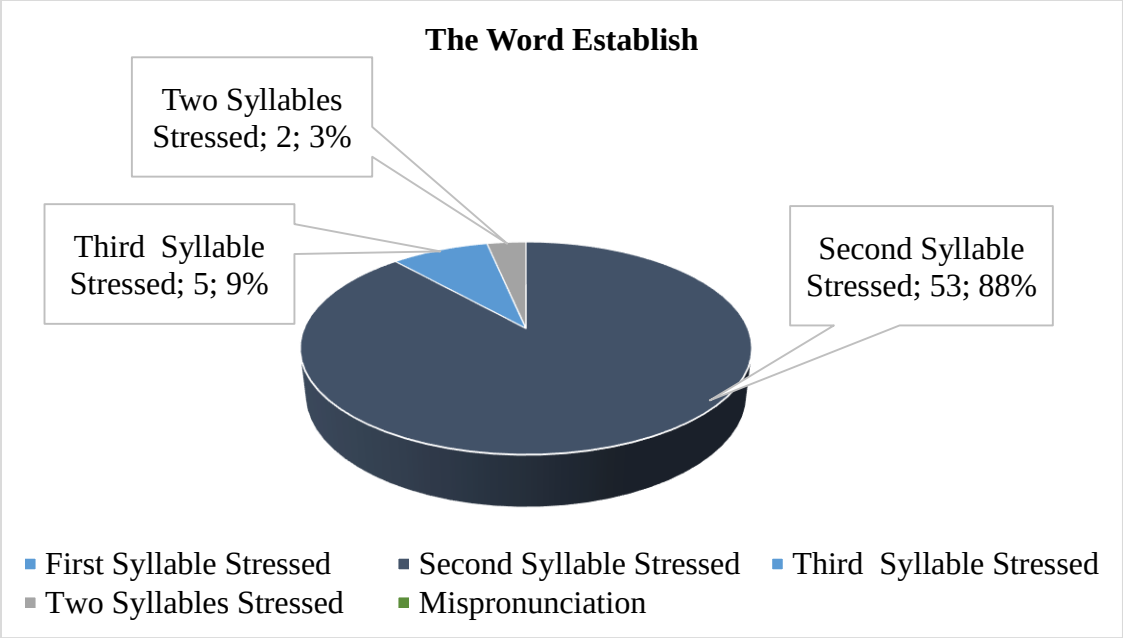


Figure 100

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.

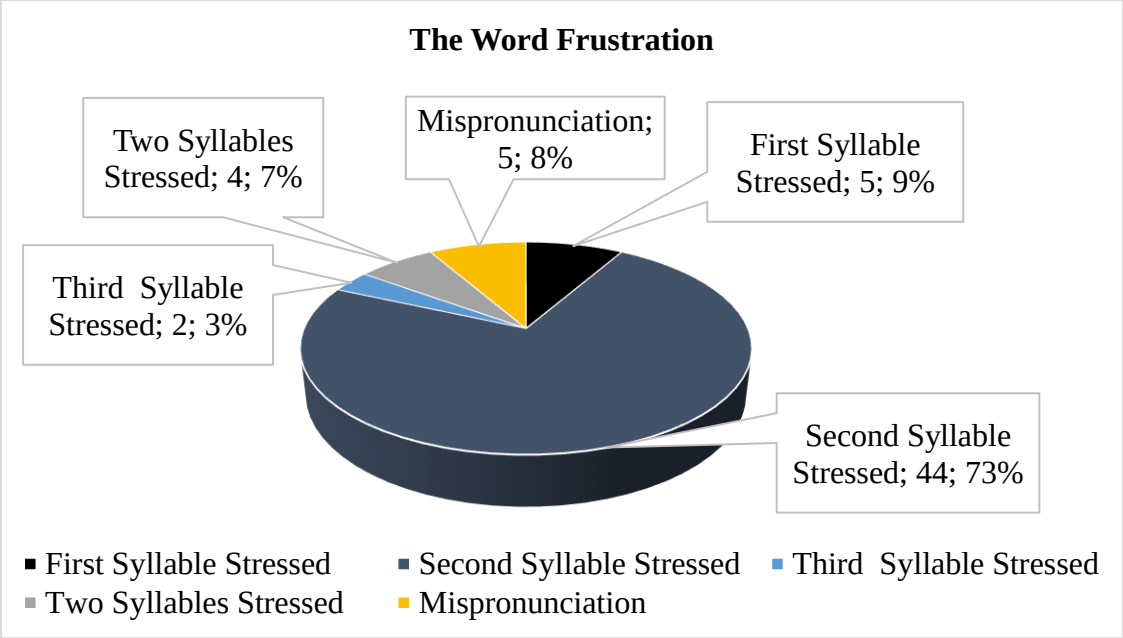


Figure 101

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.

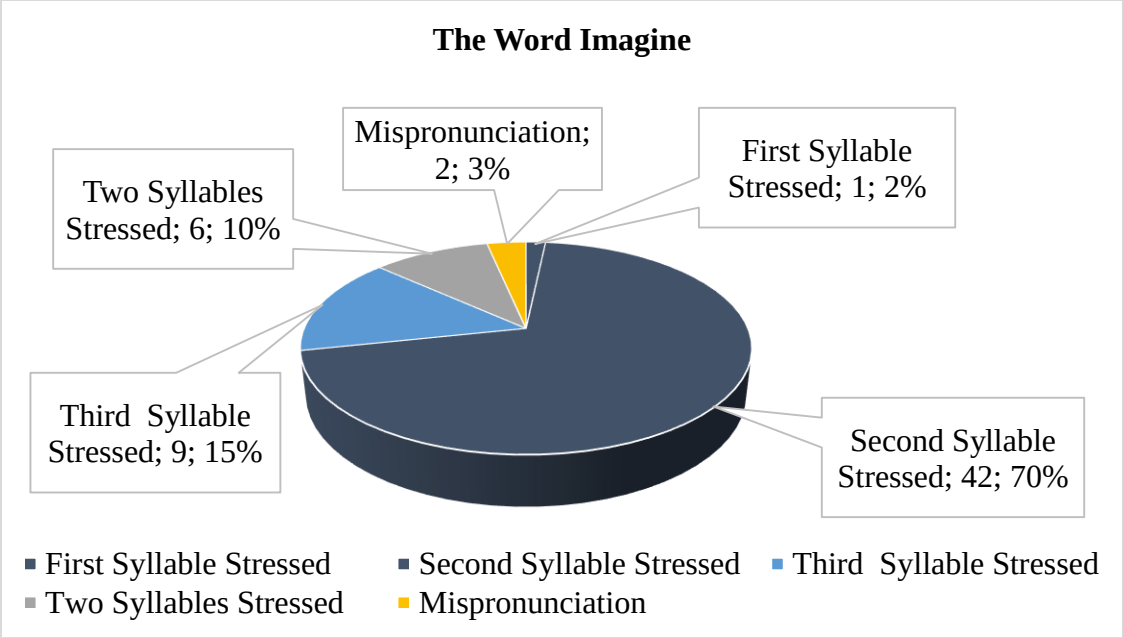


Figure 102

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.

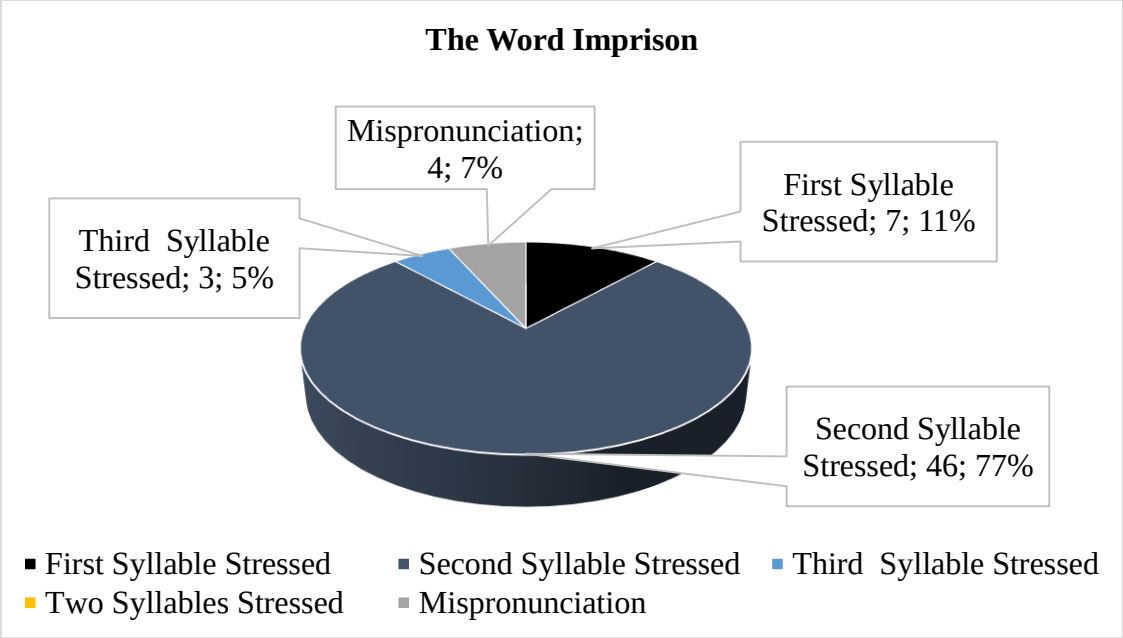


Figure 103

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.

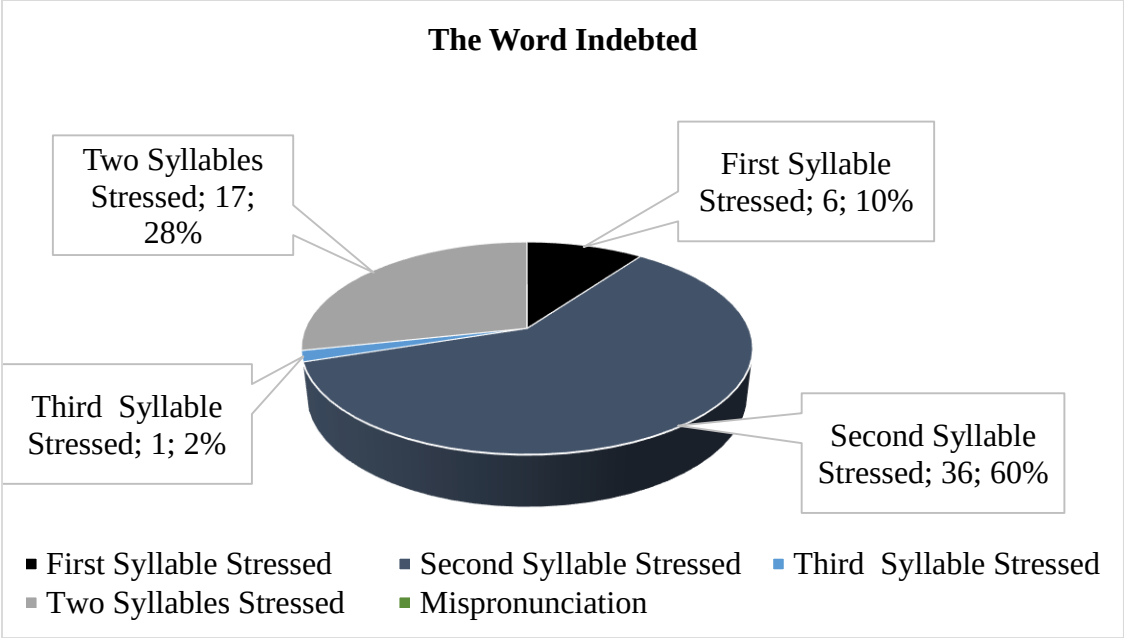


Figure 104

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.

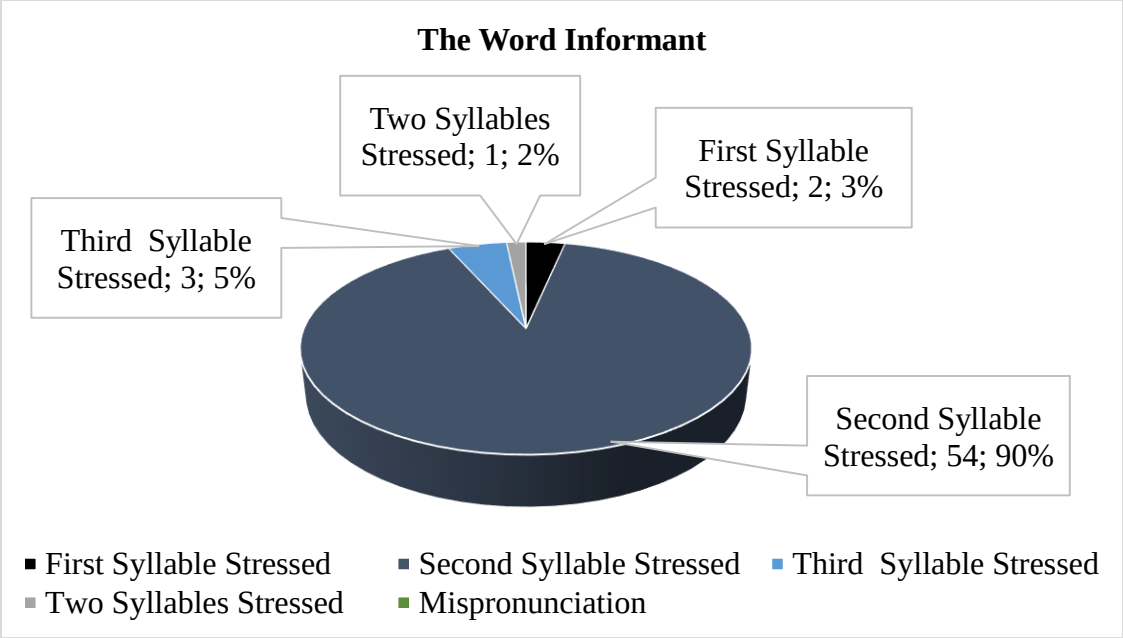


Figure 105

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.

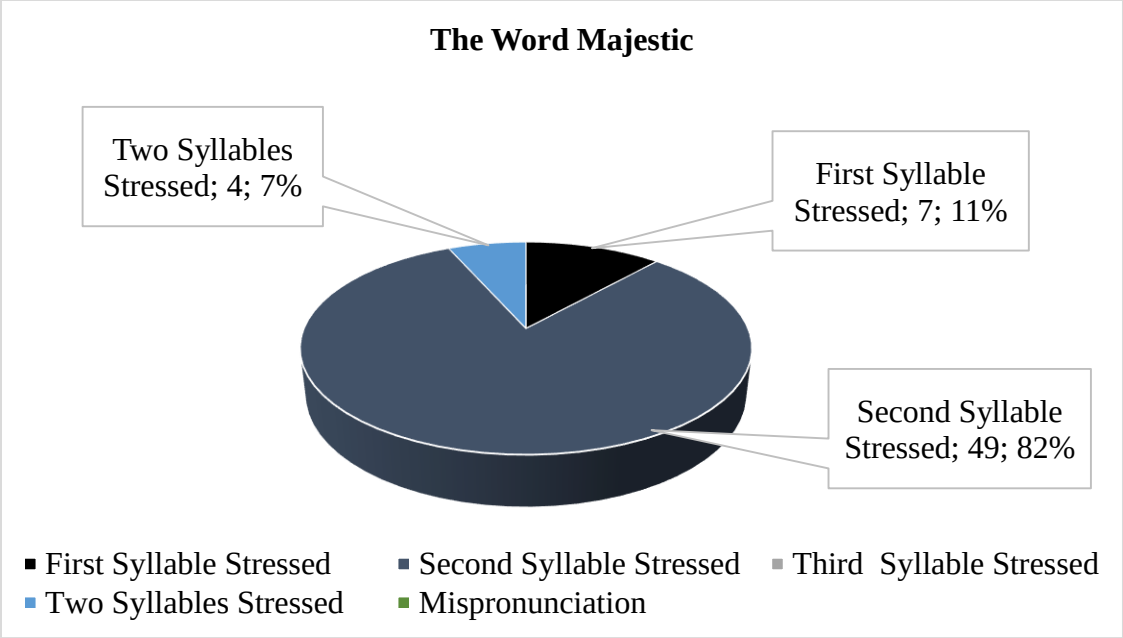


Figure 106

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.

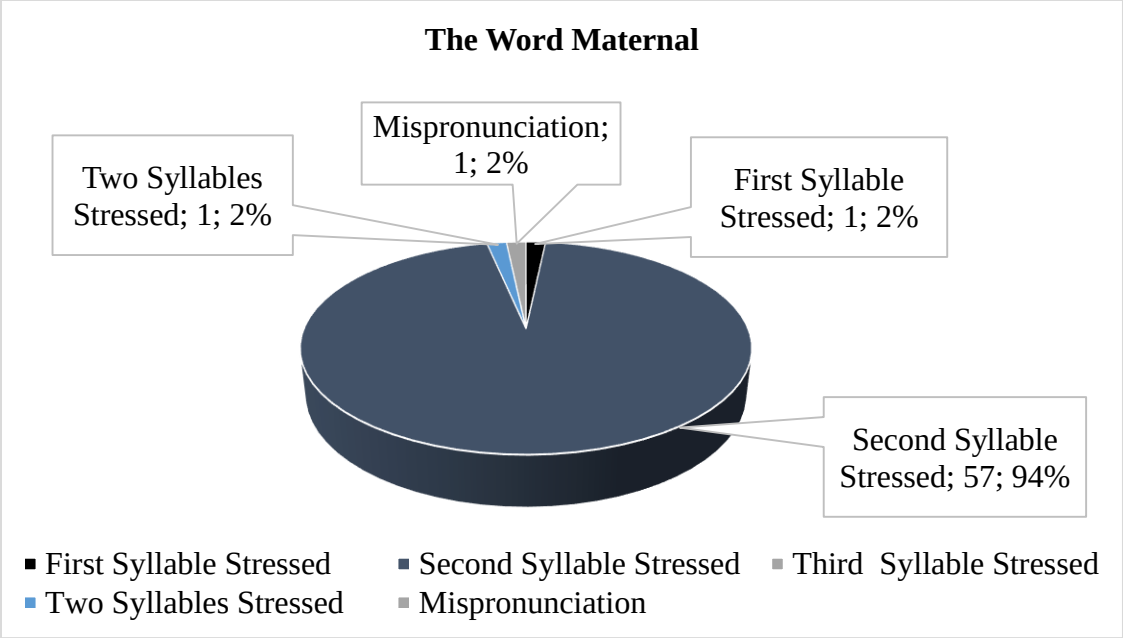


Figure 107

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.

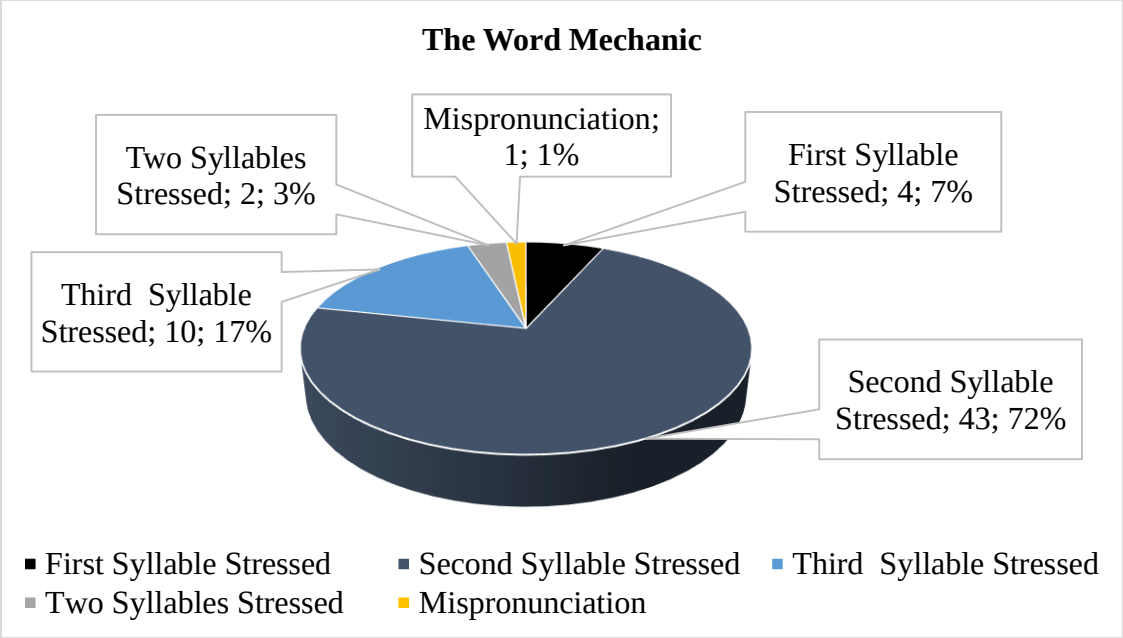


Figure 108

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.

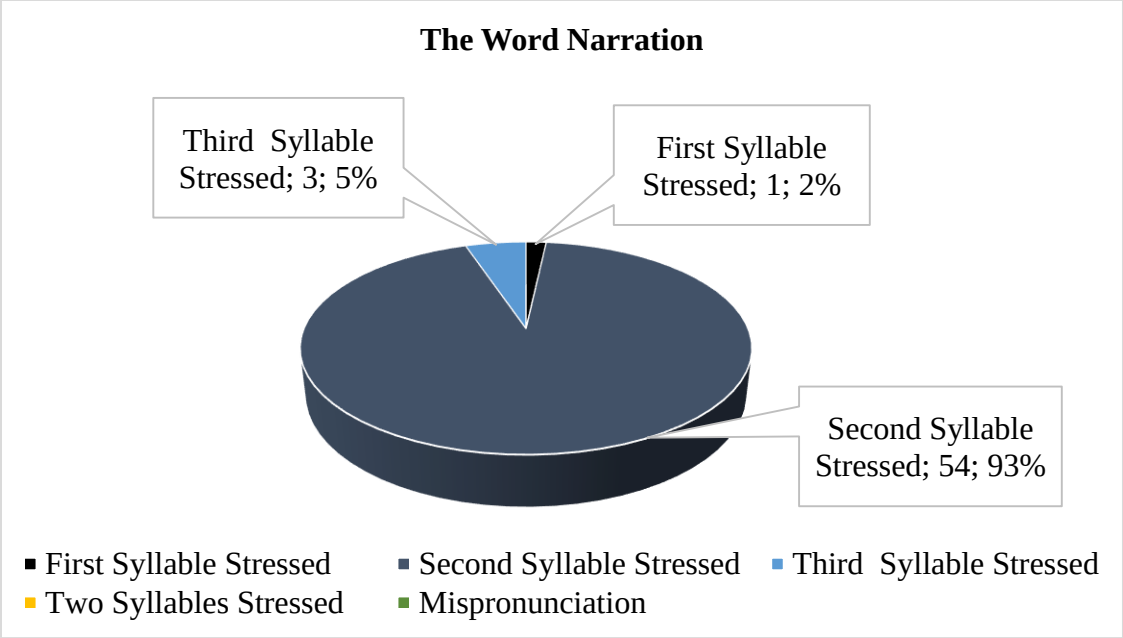


Figure 109

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.

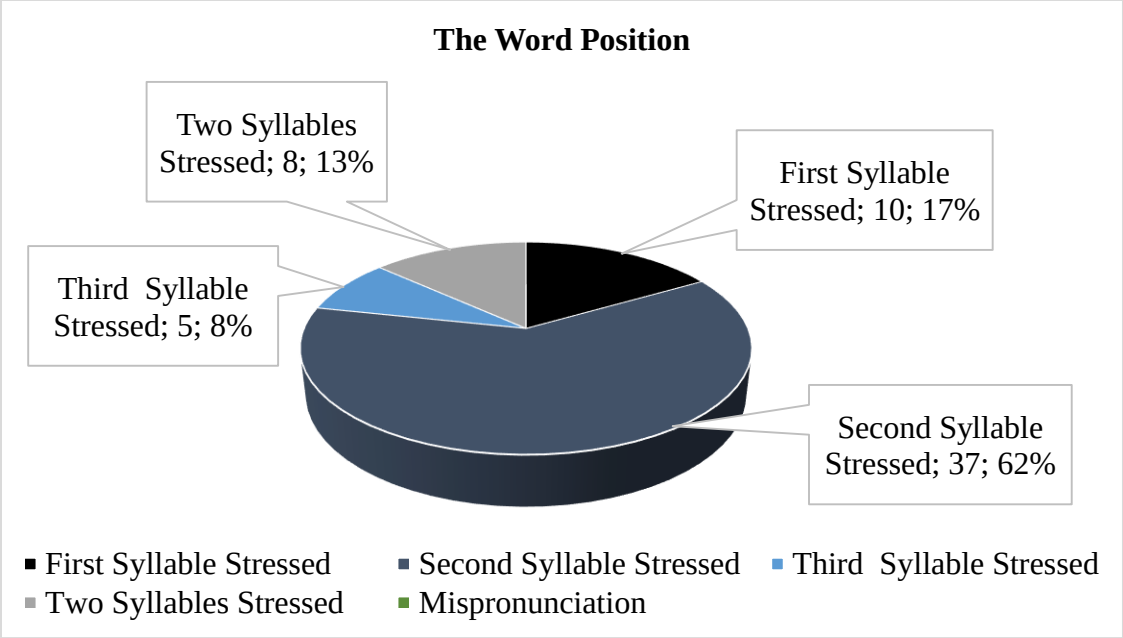


Figure 110

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.

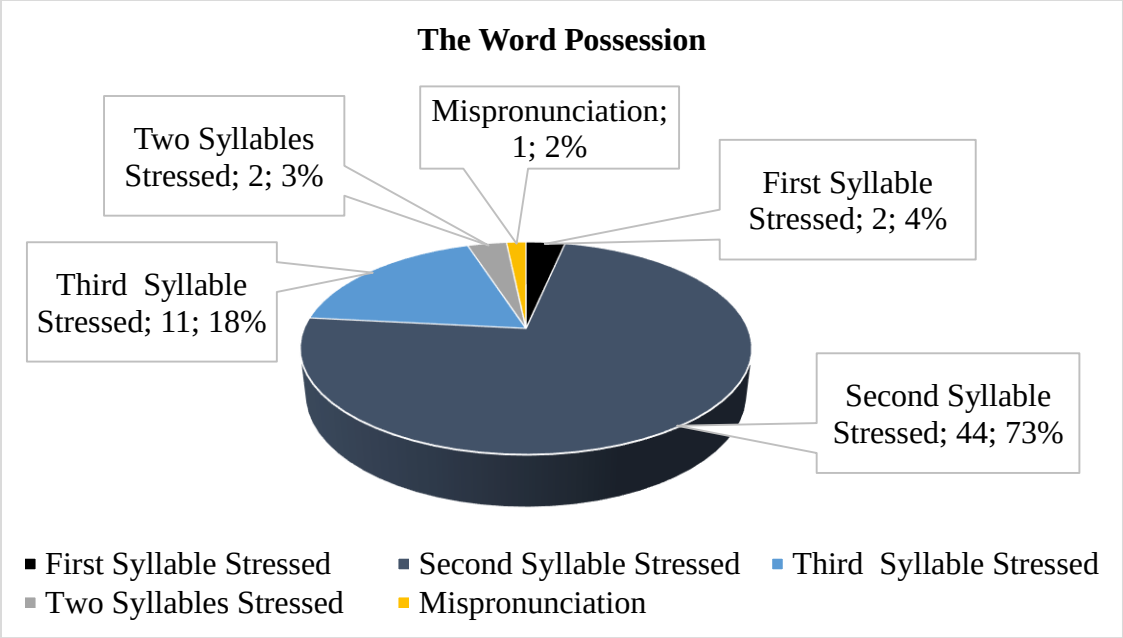


Figure 111

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.

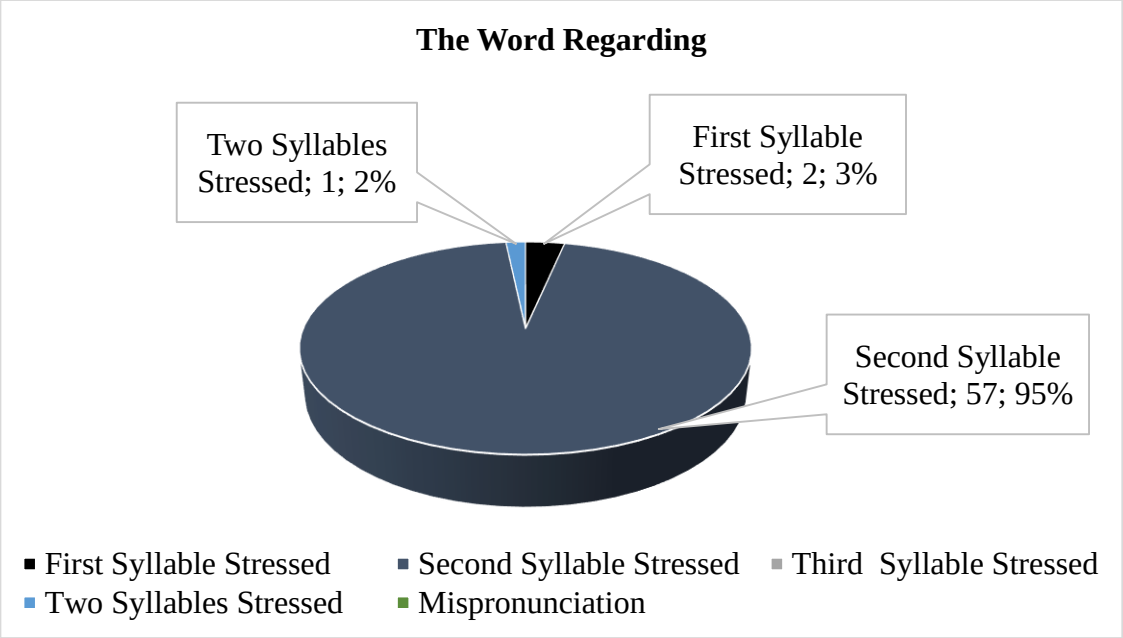


Figure 112

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.

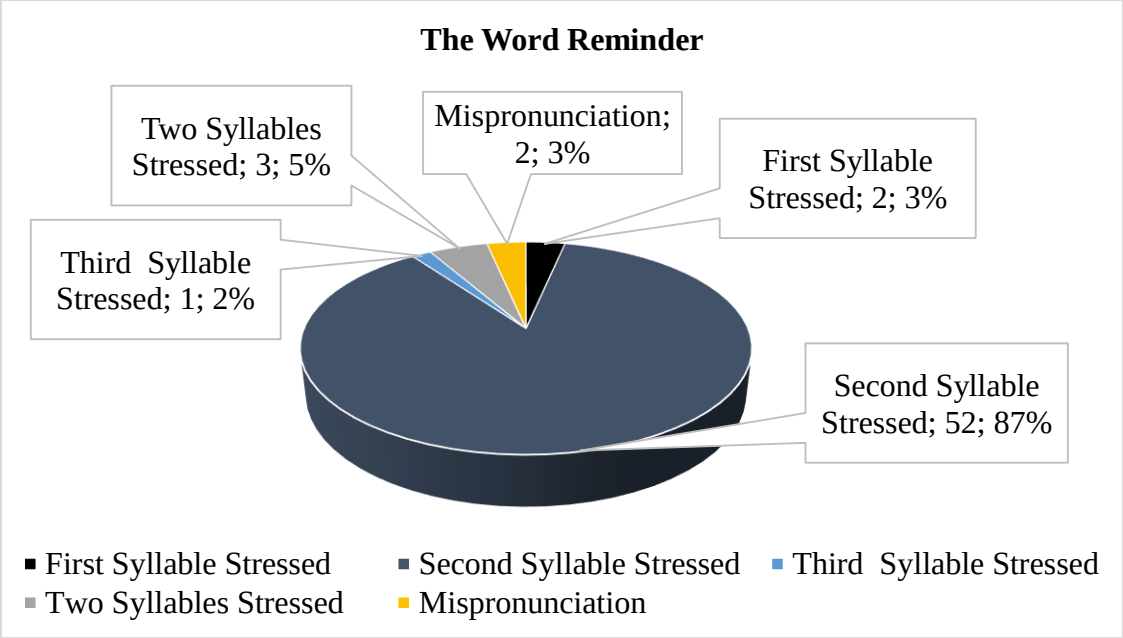


Figure 113

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.

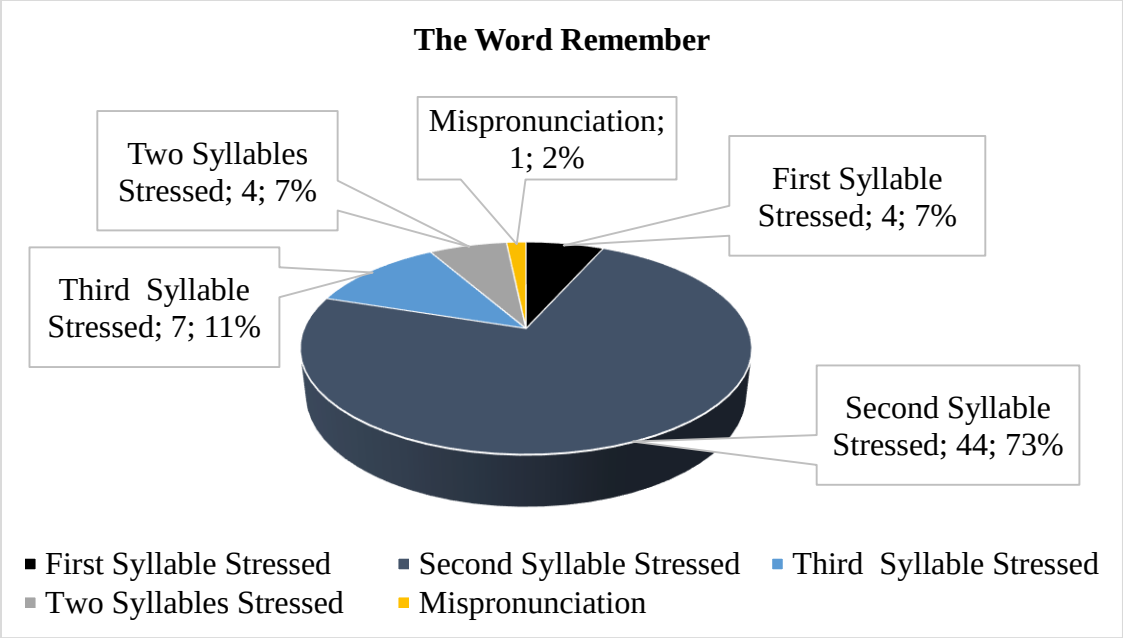


Figure 114

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.

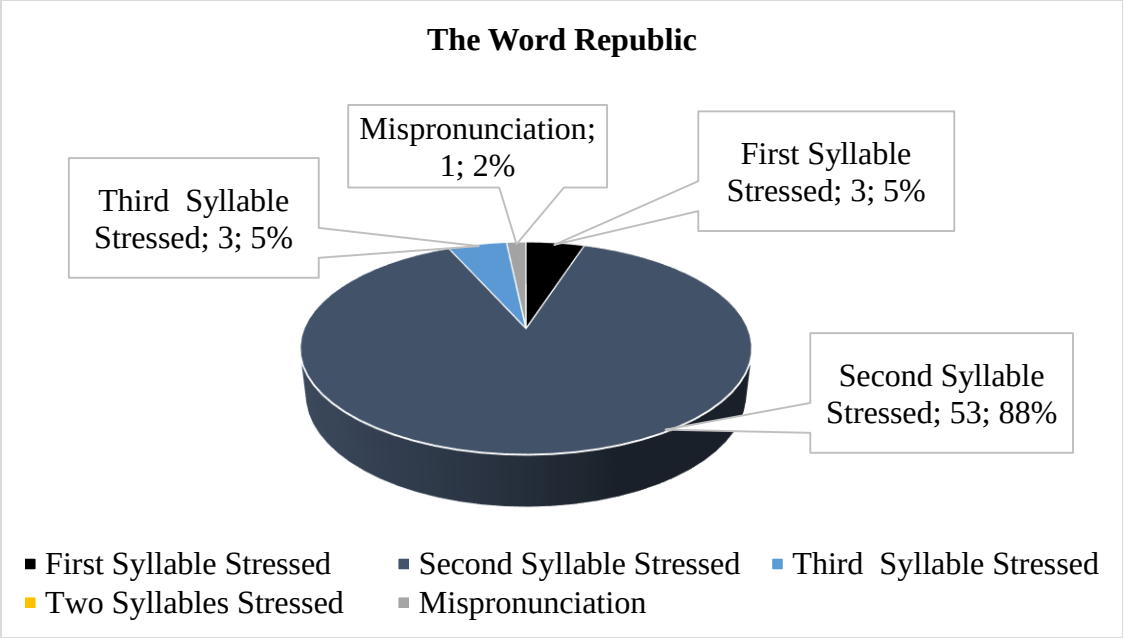


Figure 115

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.

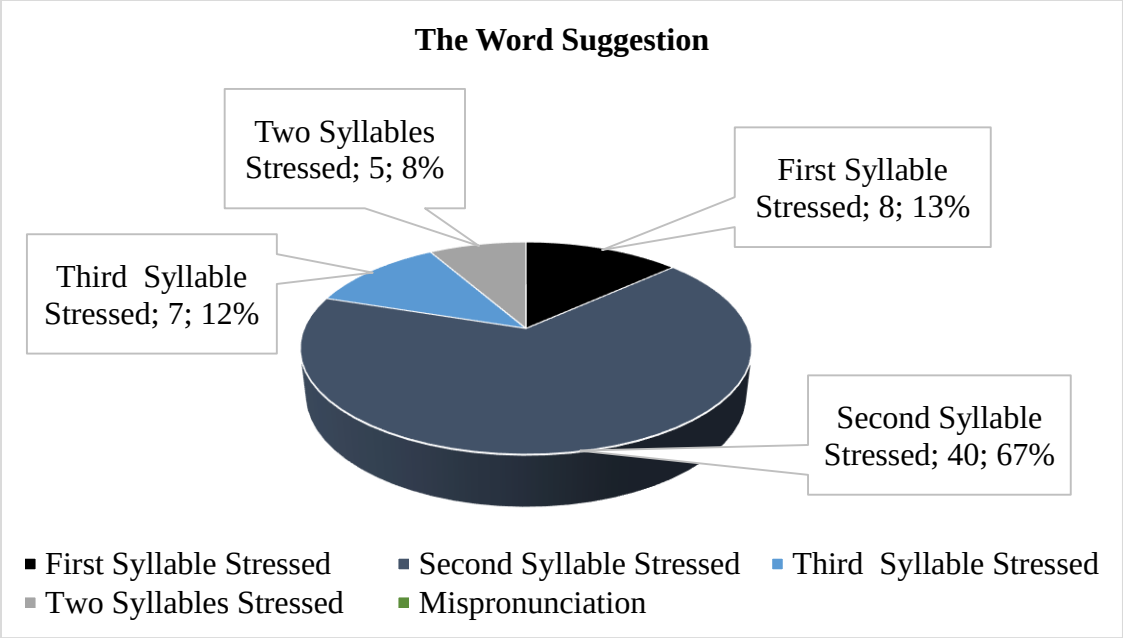


Figure 116

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.

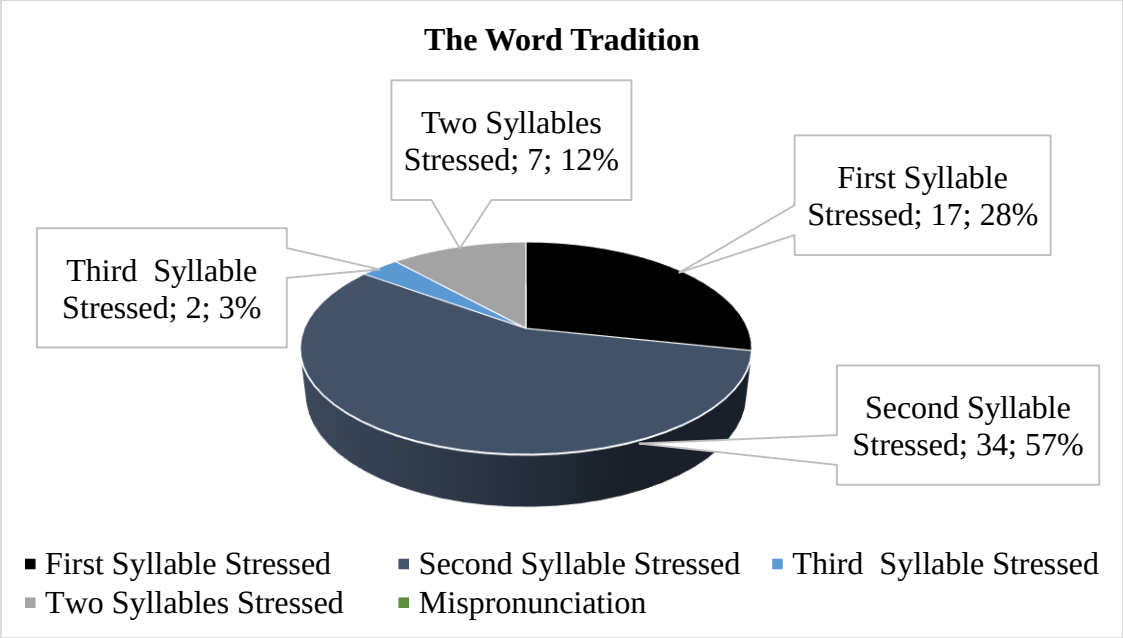


Figure 117

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, fifty-nine participants pronounced it with the second syllable stressed and one participant pronounced with the third syllable stressed.

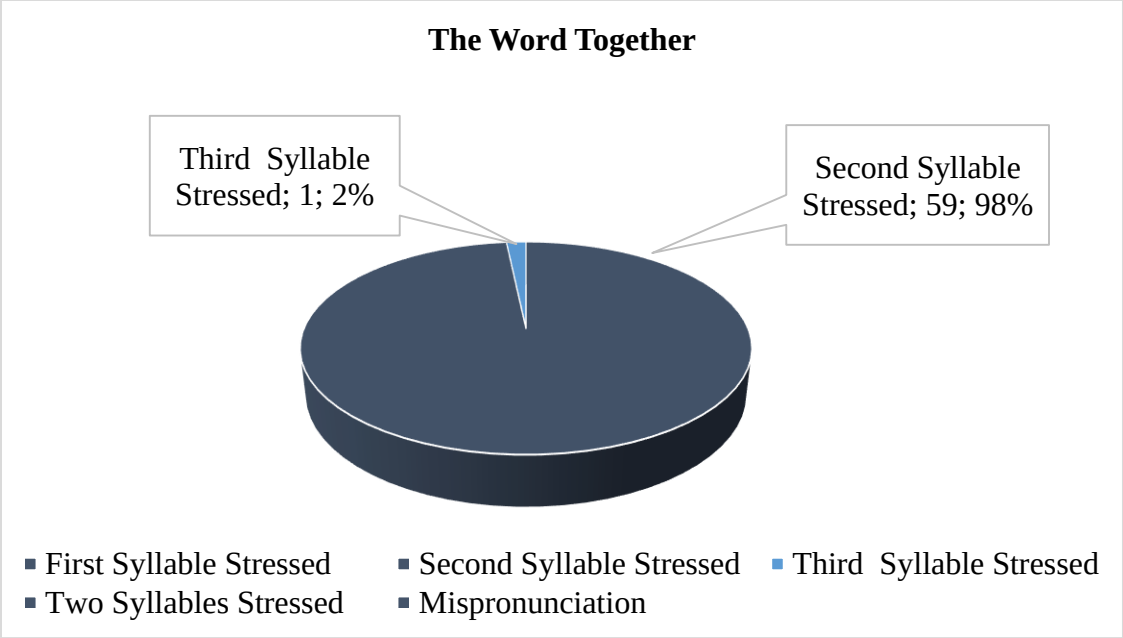


Figure 118

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.

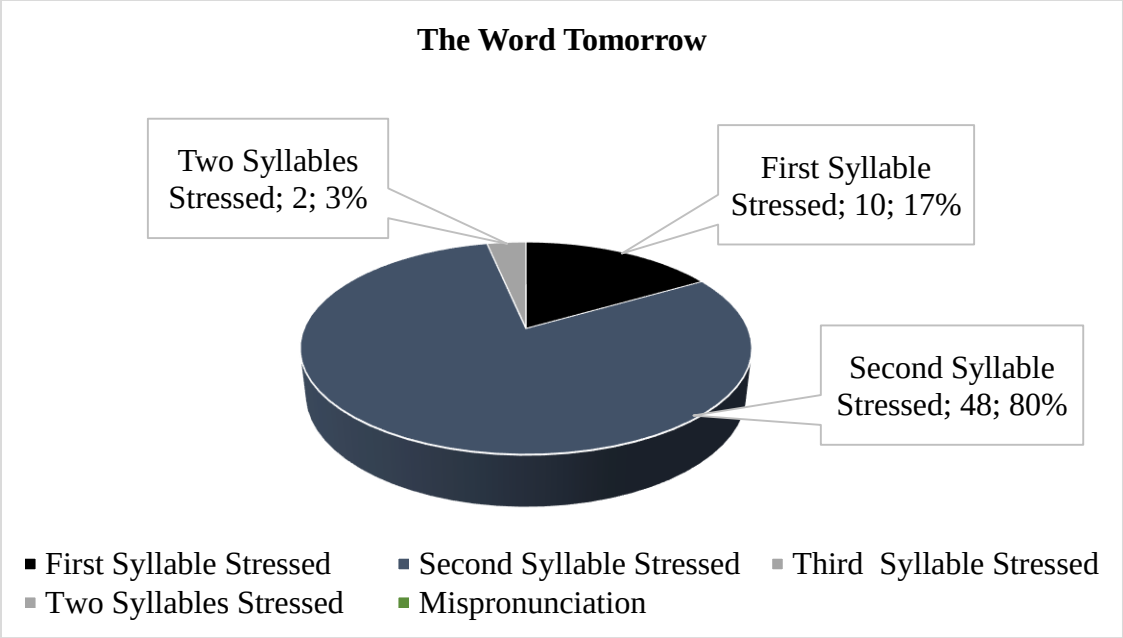


Figure 119

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.

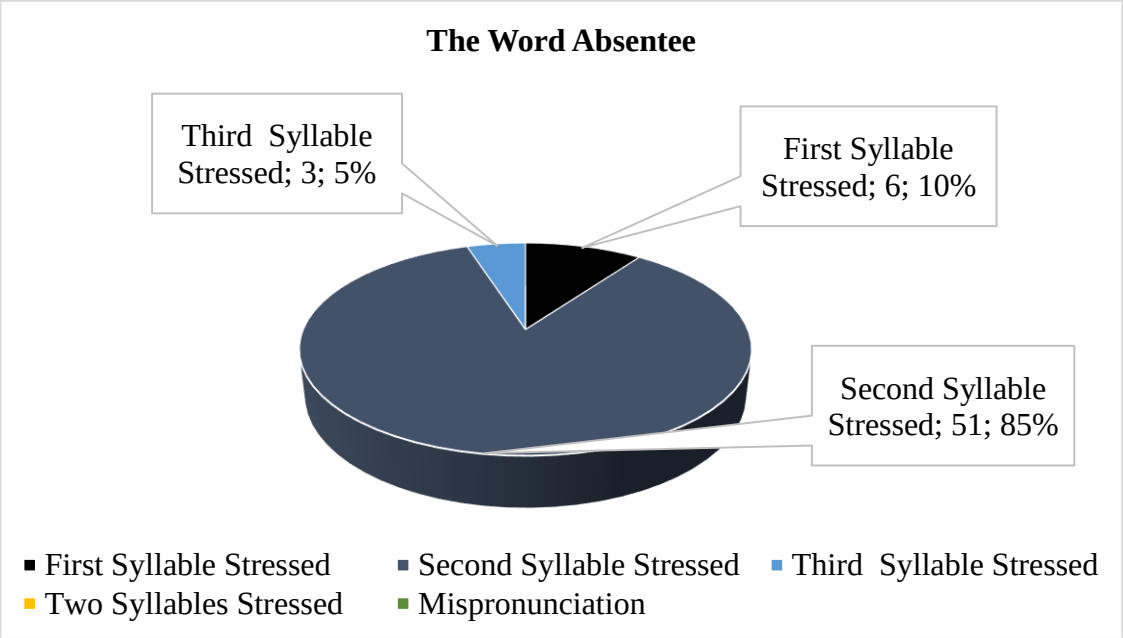


Figure 120

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.

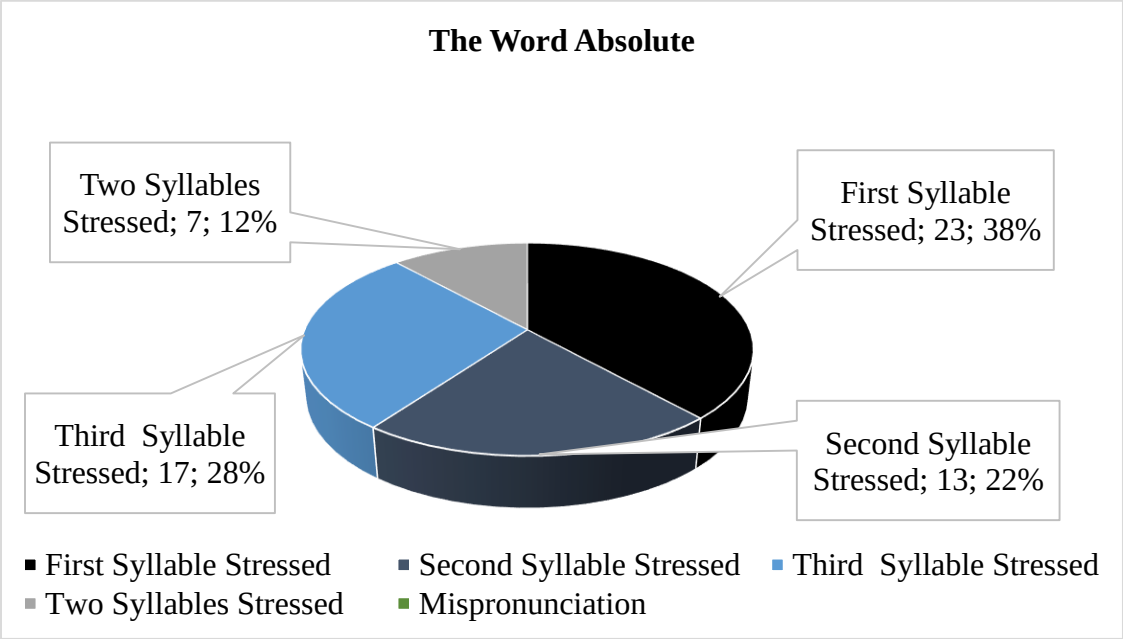


Figure 121

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 both the syllables stressed equally by three participants and with

unintelligible pronunciation by twelve participants.

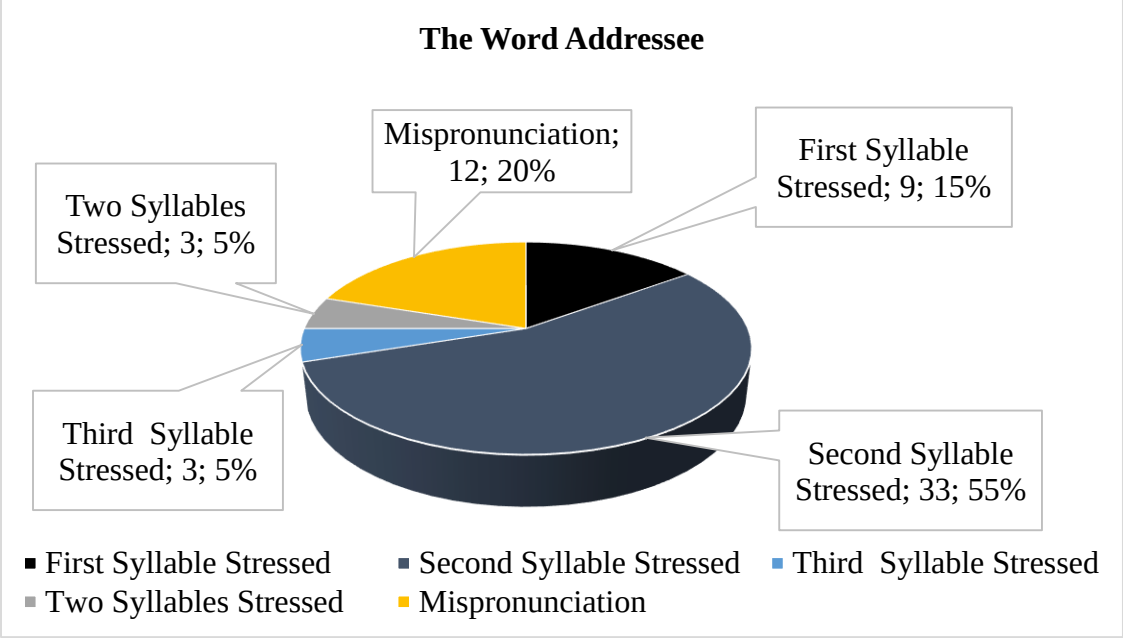


Figure 122

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, twenty-seven 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.

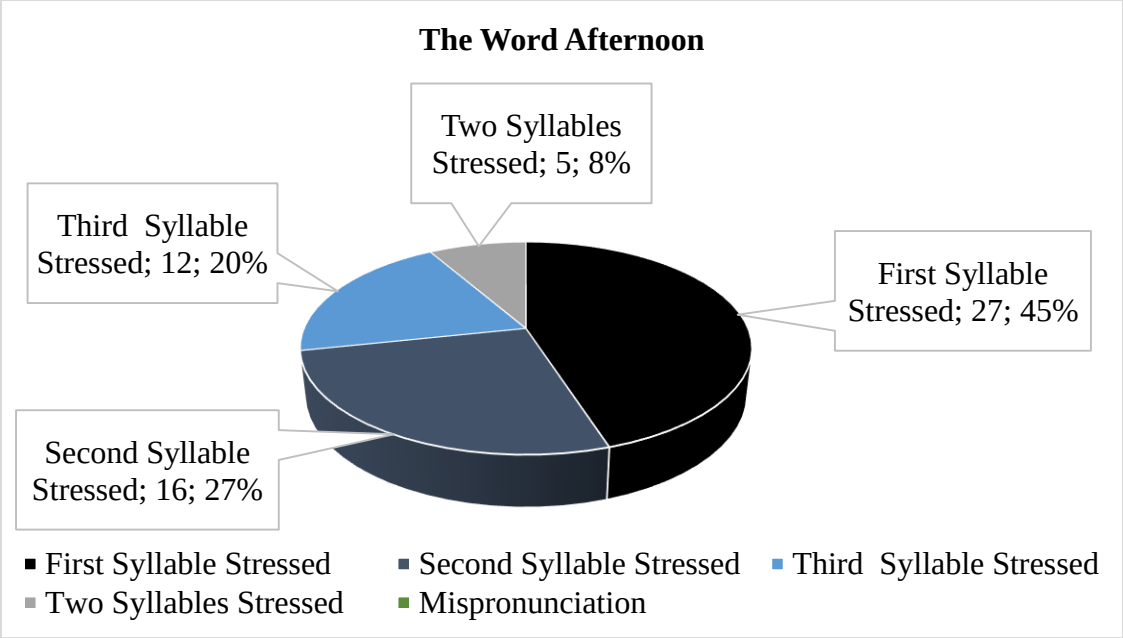


Figure 123

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.

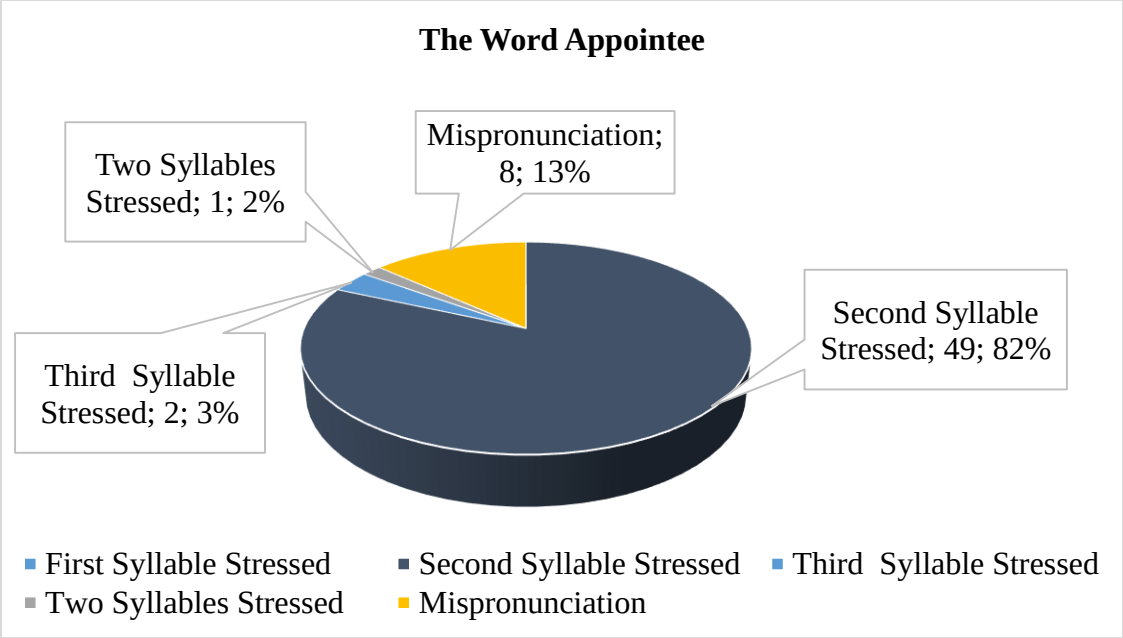


Figure 124

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.

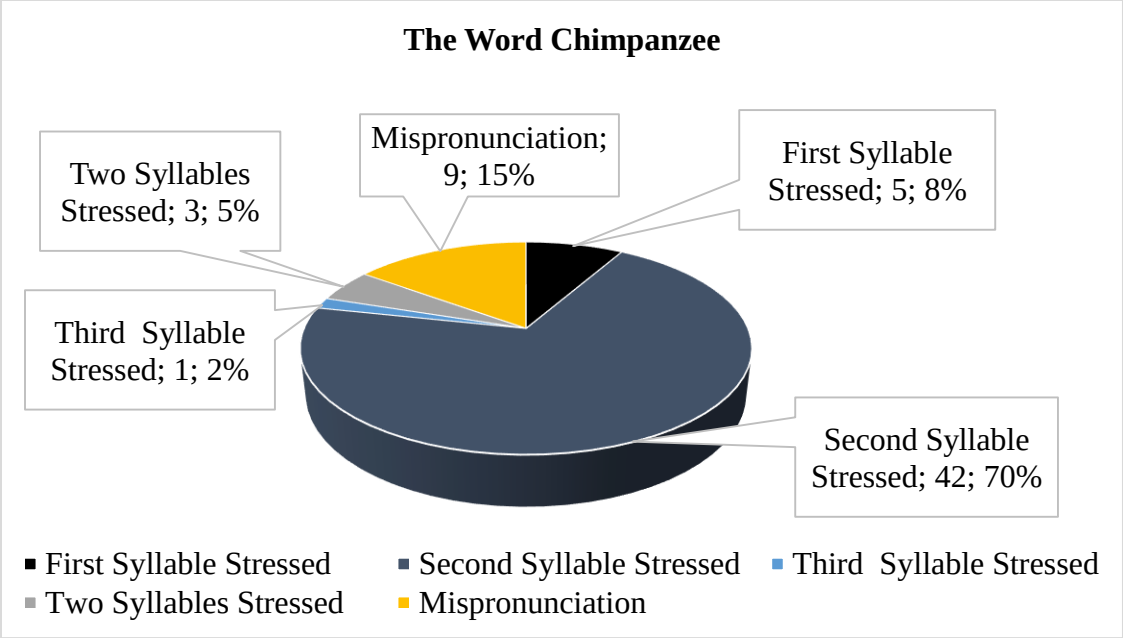


Figure 125

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.

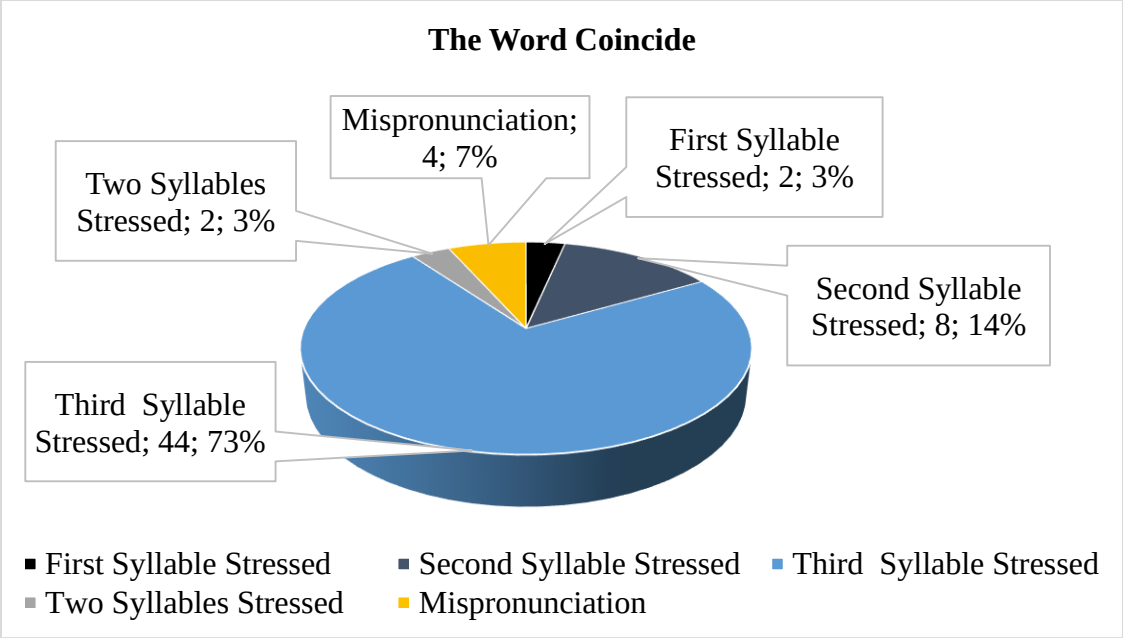


Figure 126

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.

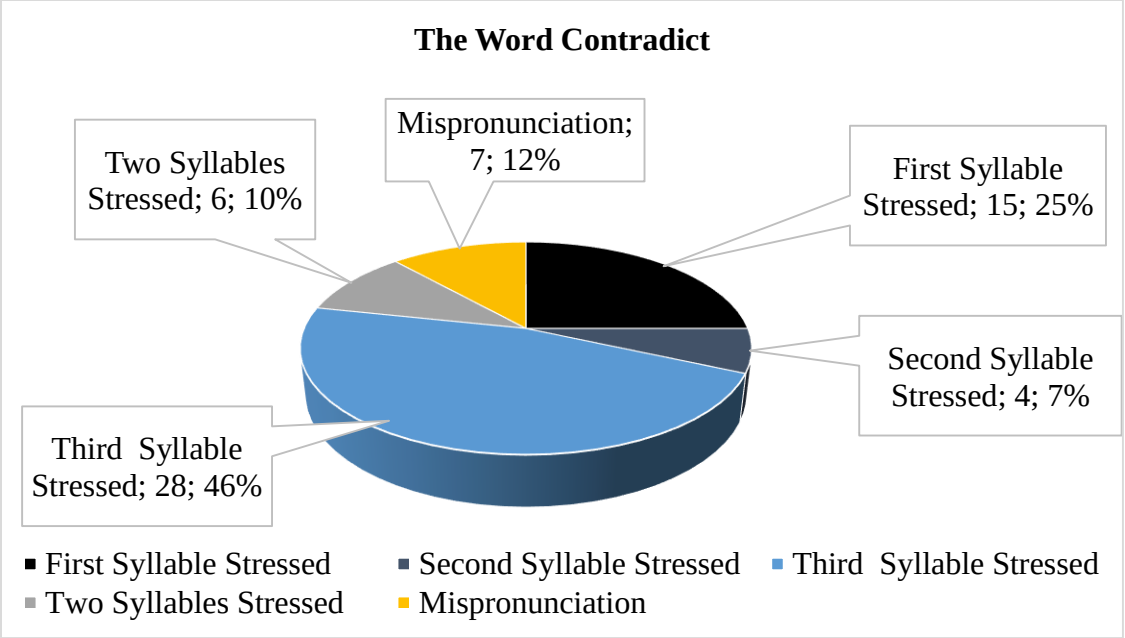


Figure 127

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.

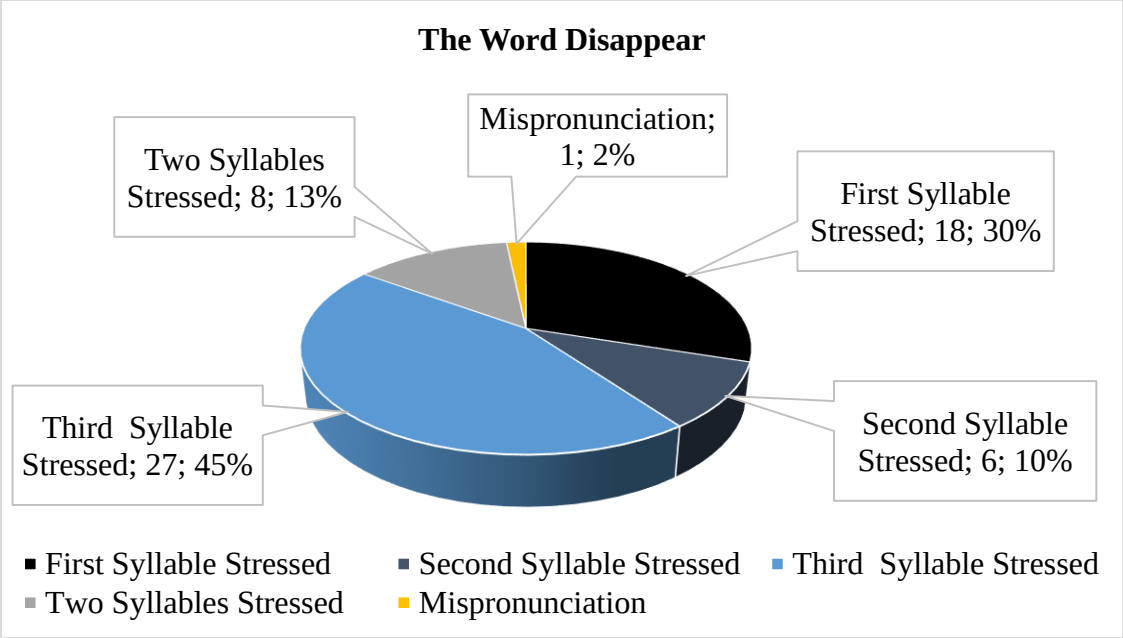


Figure 128

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, twenty-five 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.

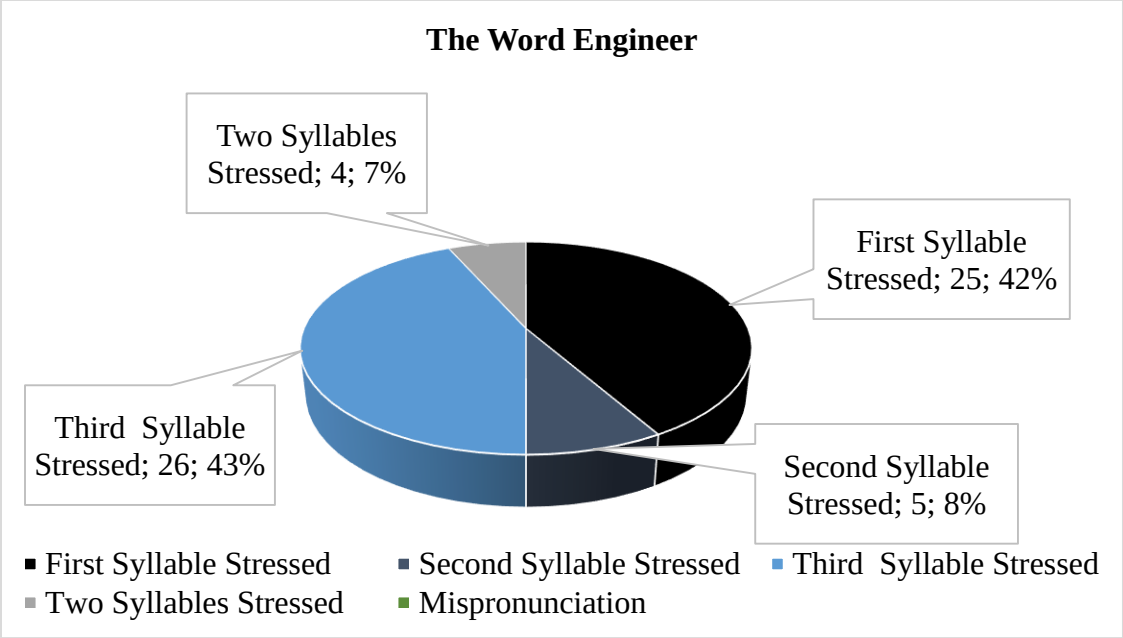


Figure 129

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.

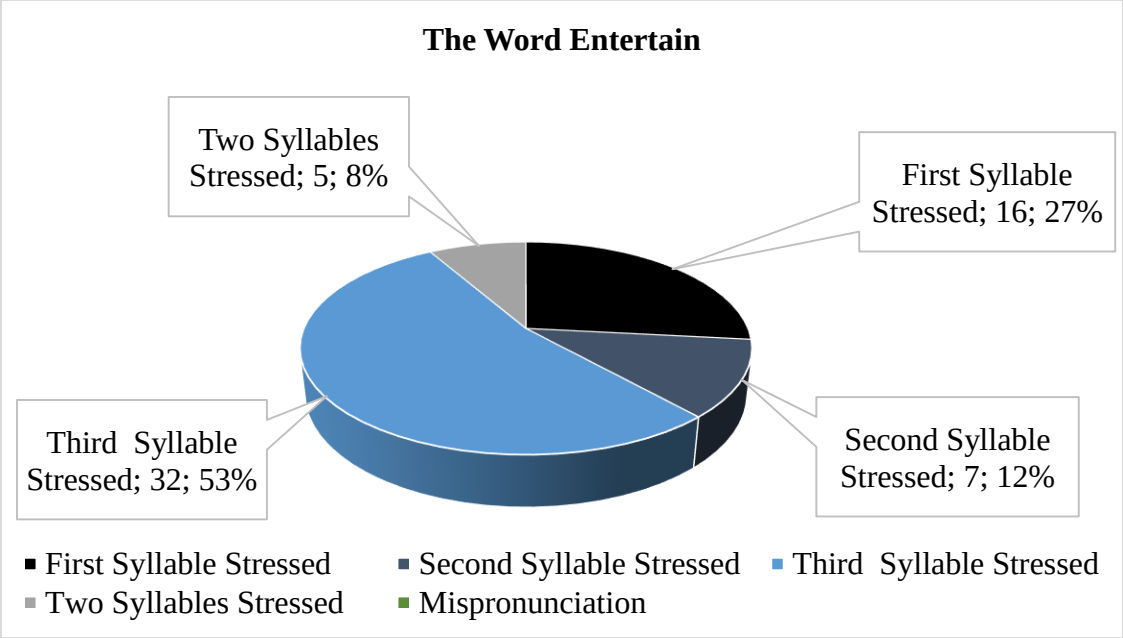


Figure 130

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.

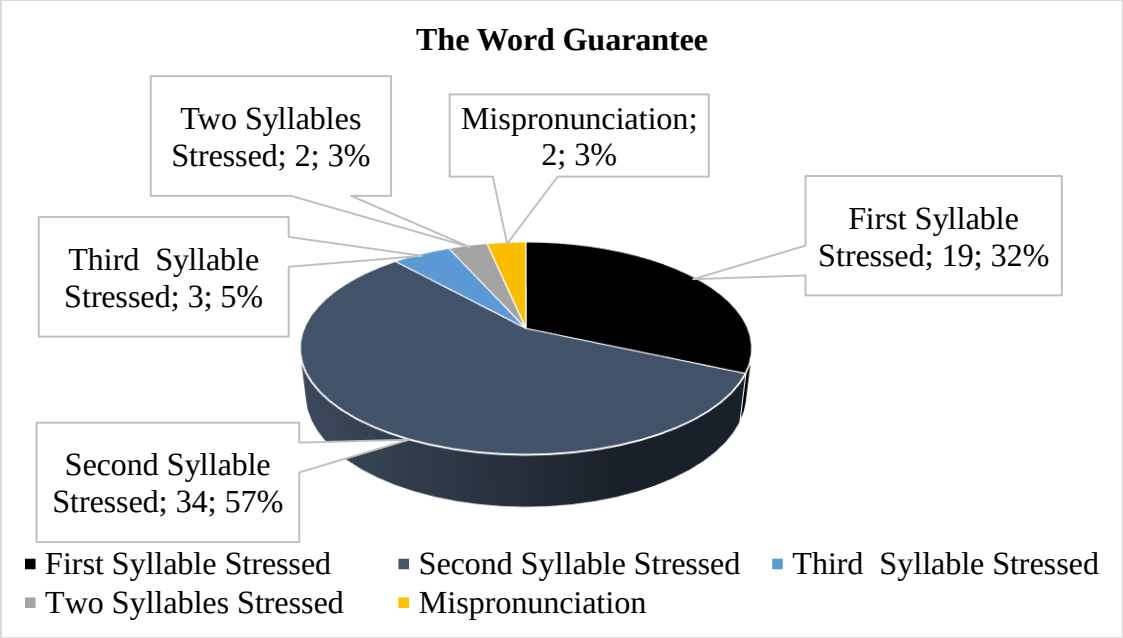


Figure 131

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, twenty-one 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.

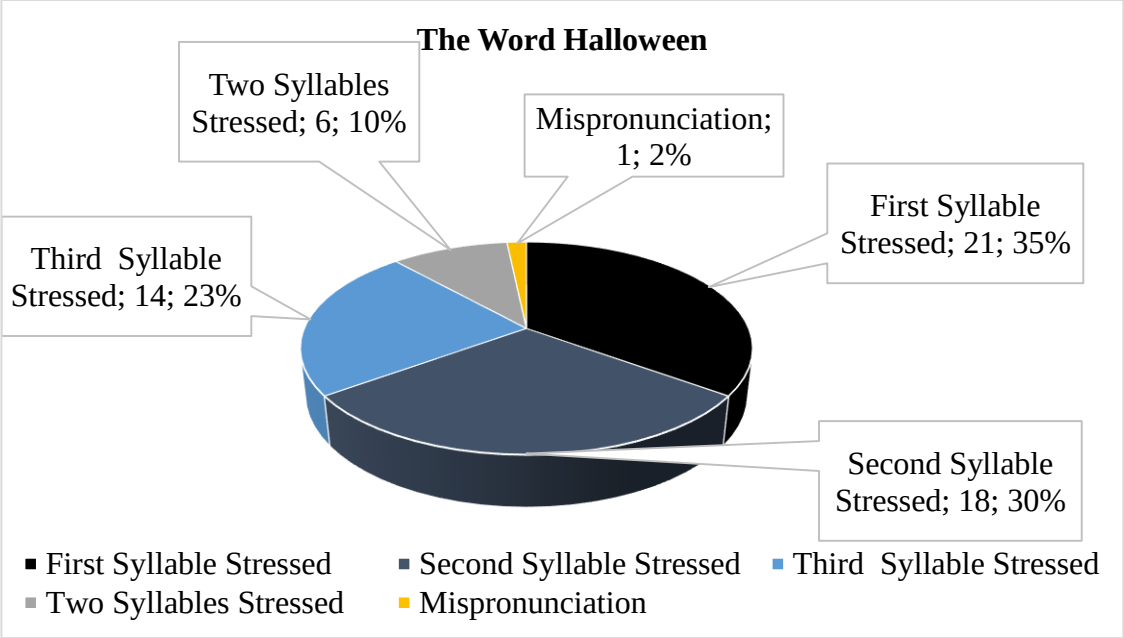


Figure 132

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.

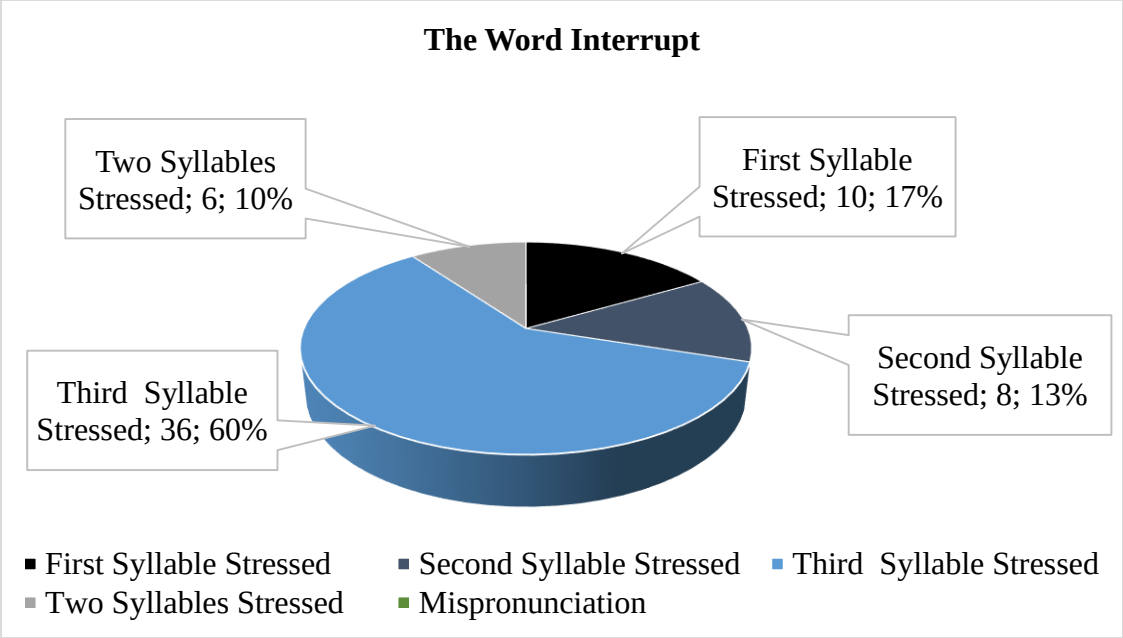


Figure 133

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.

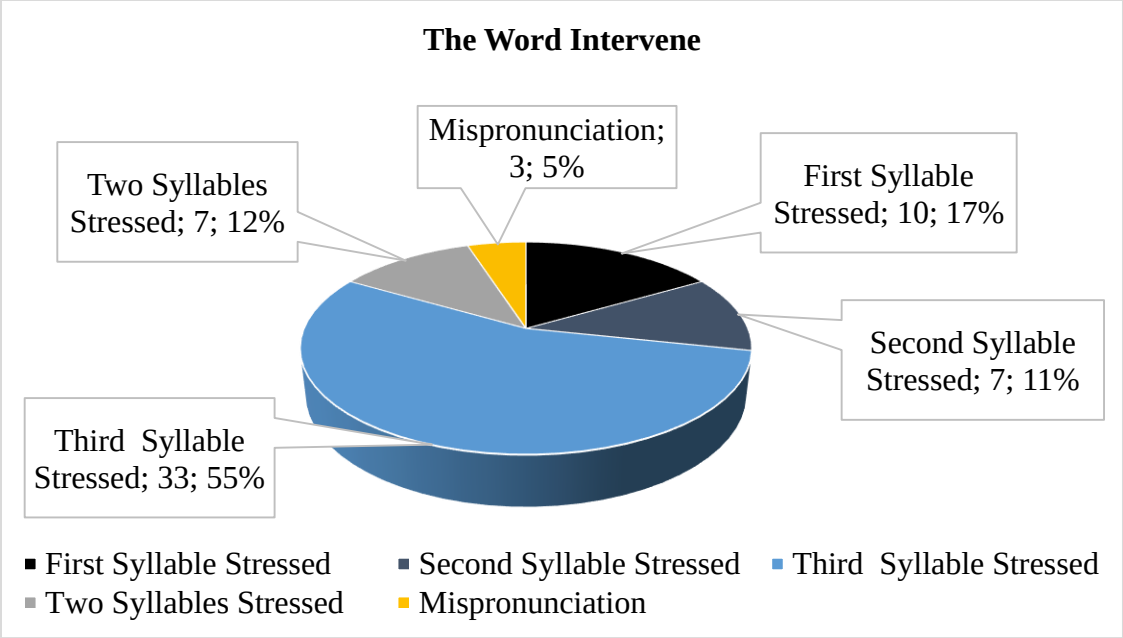


Figure 134

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, thirty-six 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.

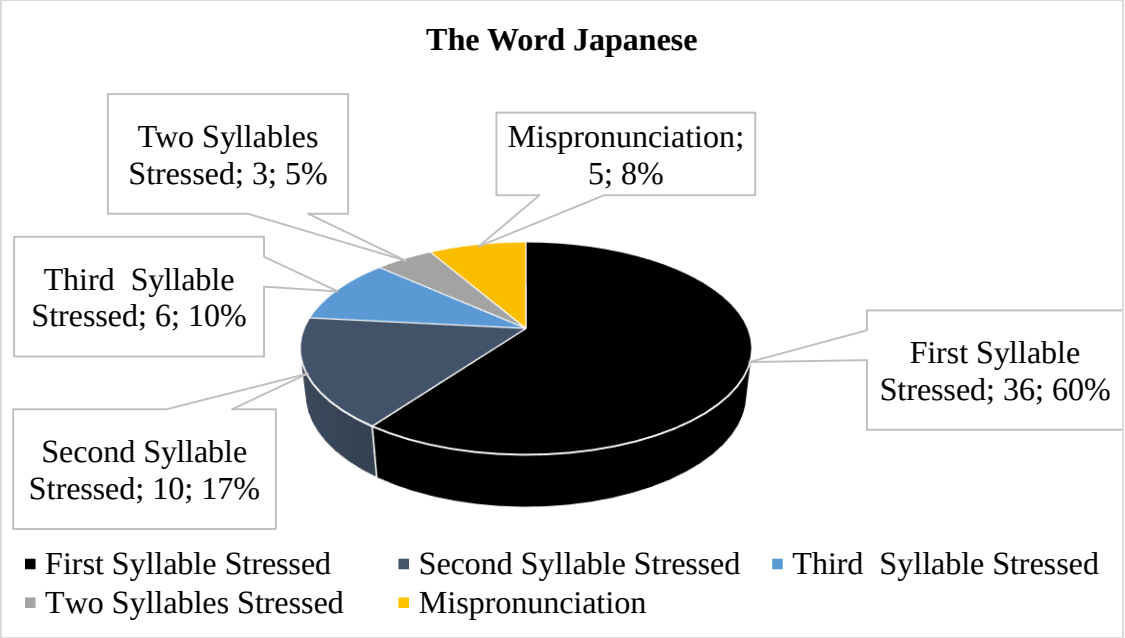


Figure 135

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.

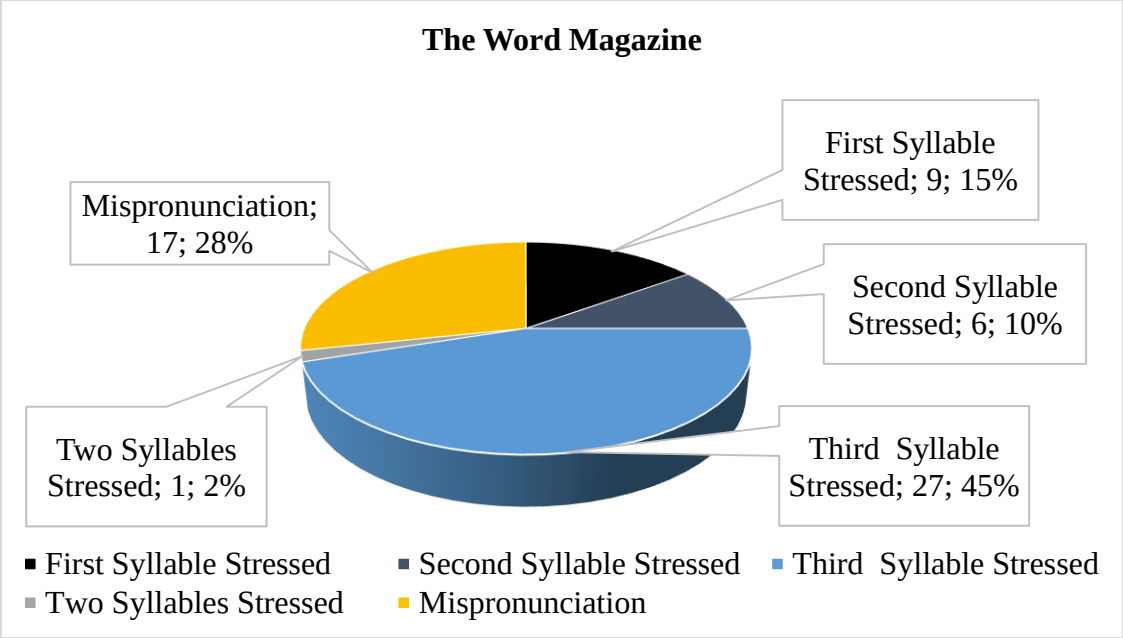


Figure 136

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.

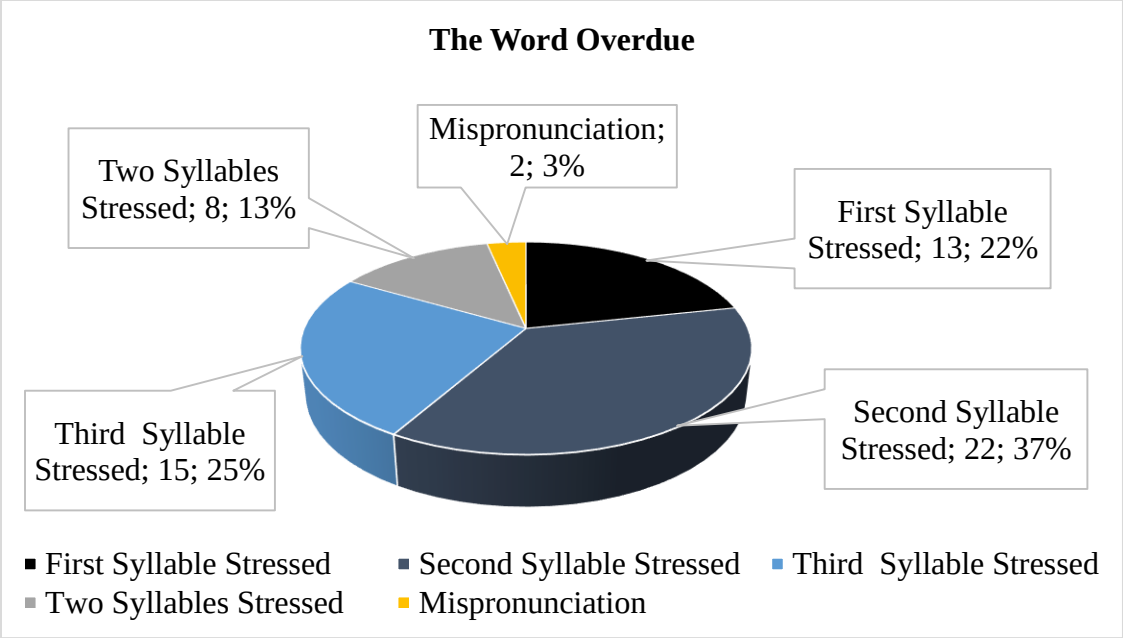


Figure 137

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, thirty-four 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.

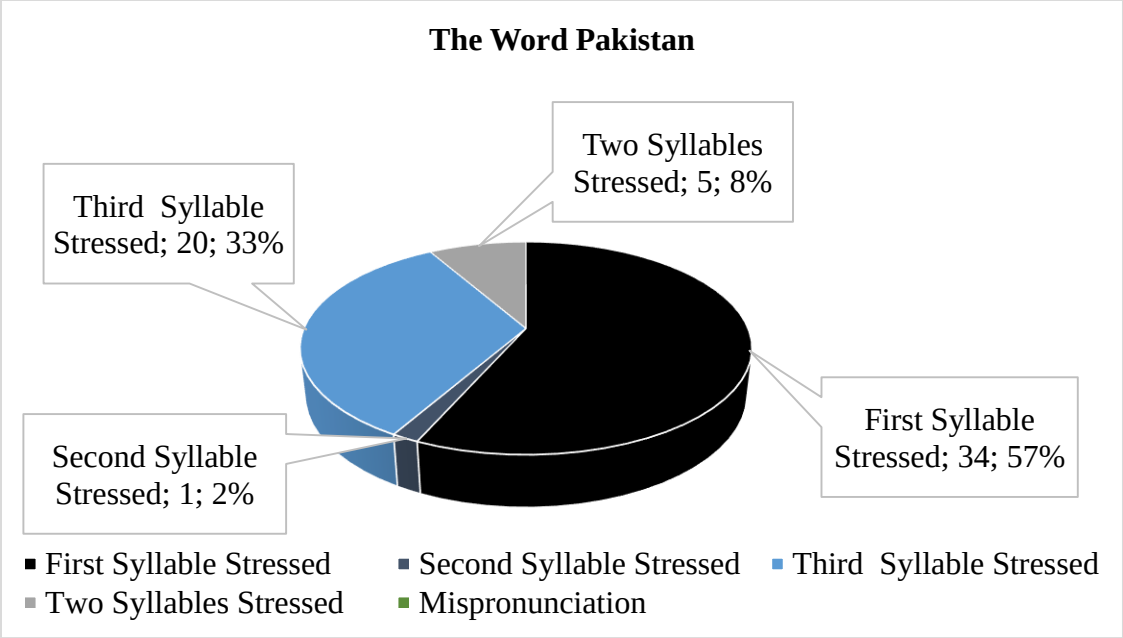


Figure 138

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 with stress on the third syllable, three participants pronounced it with equal stress on two syllables and thirty-five participants pronounced it with incorrectly.

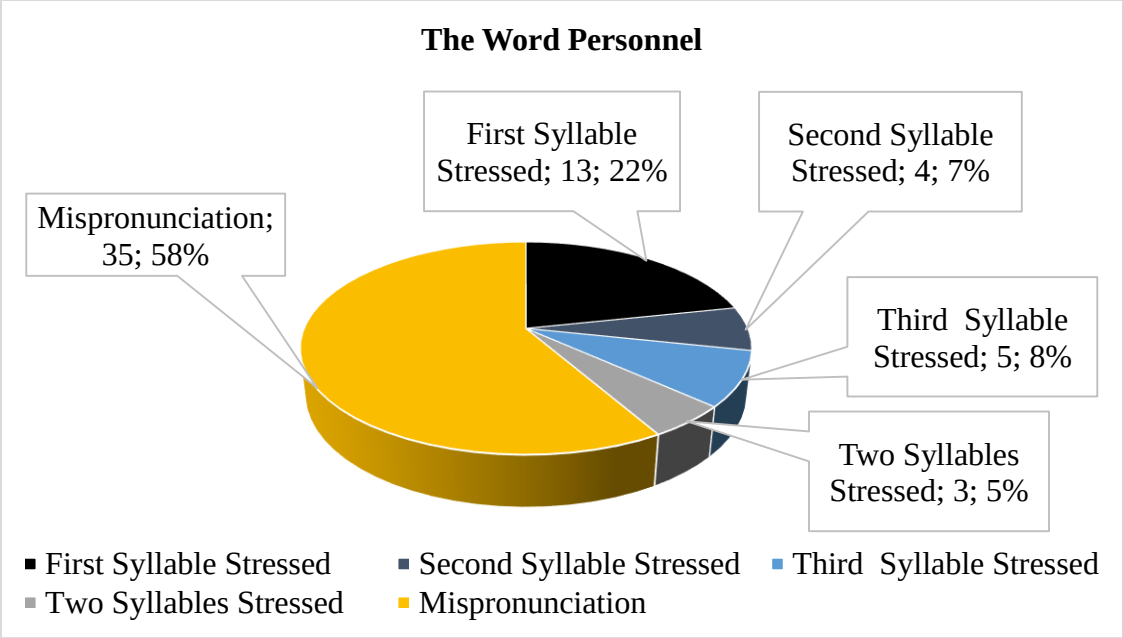


Figure 139

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.

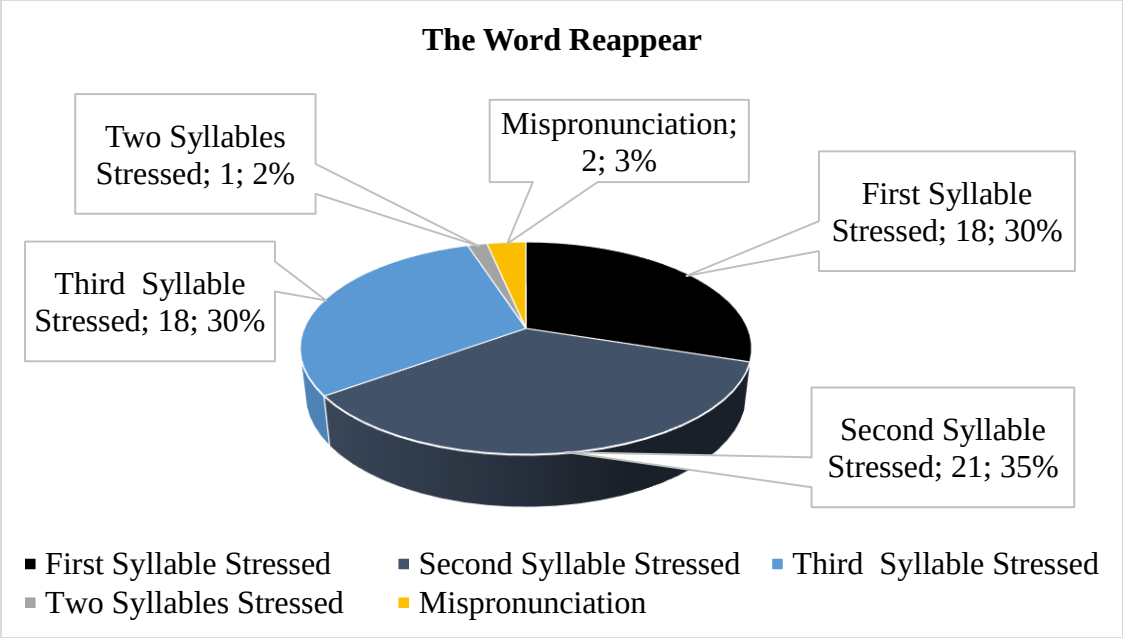


Figure 140

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.

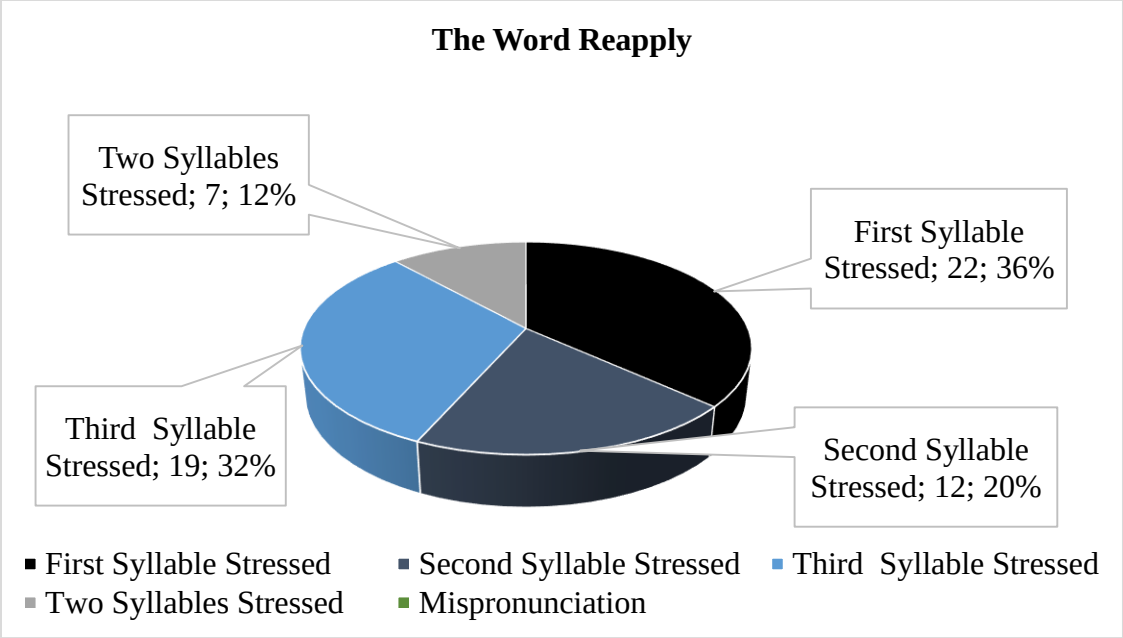


Figure 141

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.

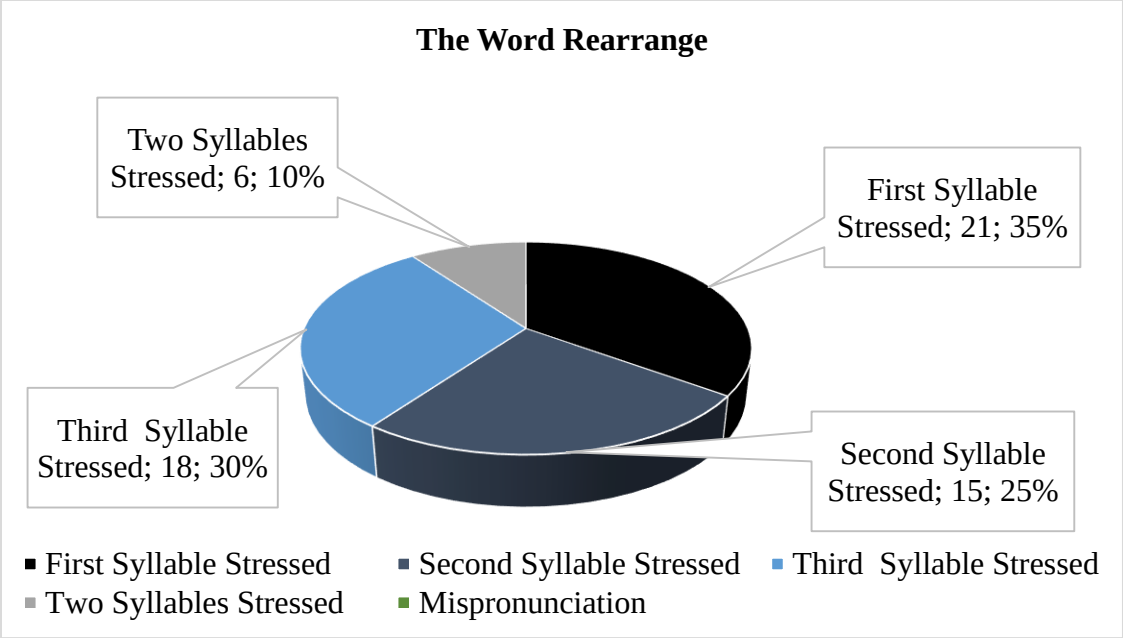


Figure 142

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.

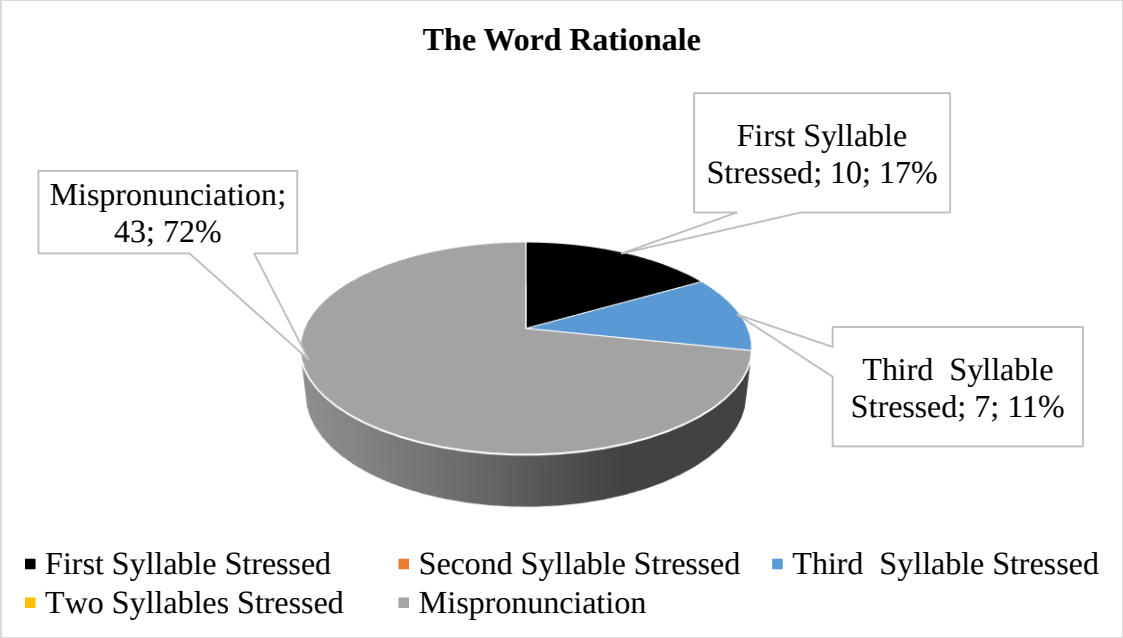


Figure 143

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.

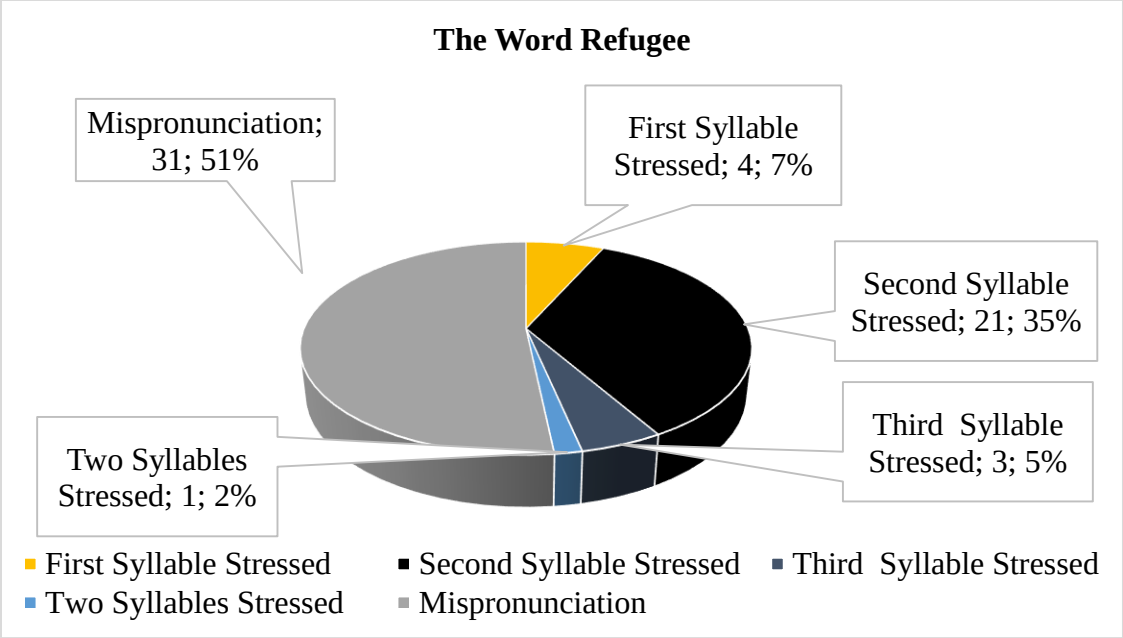


Figure 144

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.

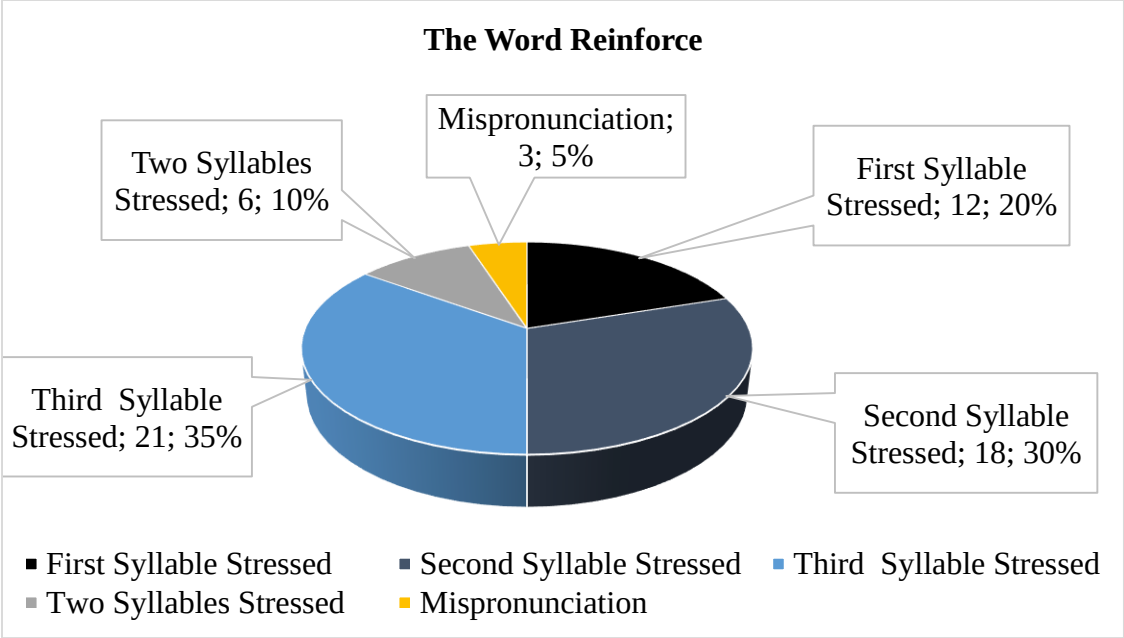


Figure 145

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.

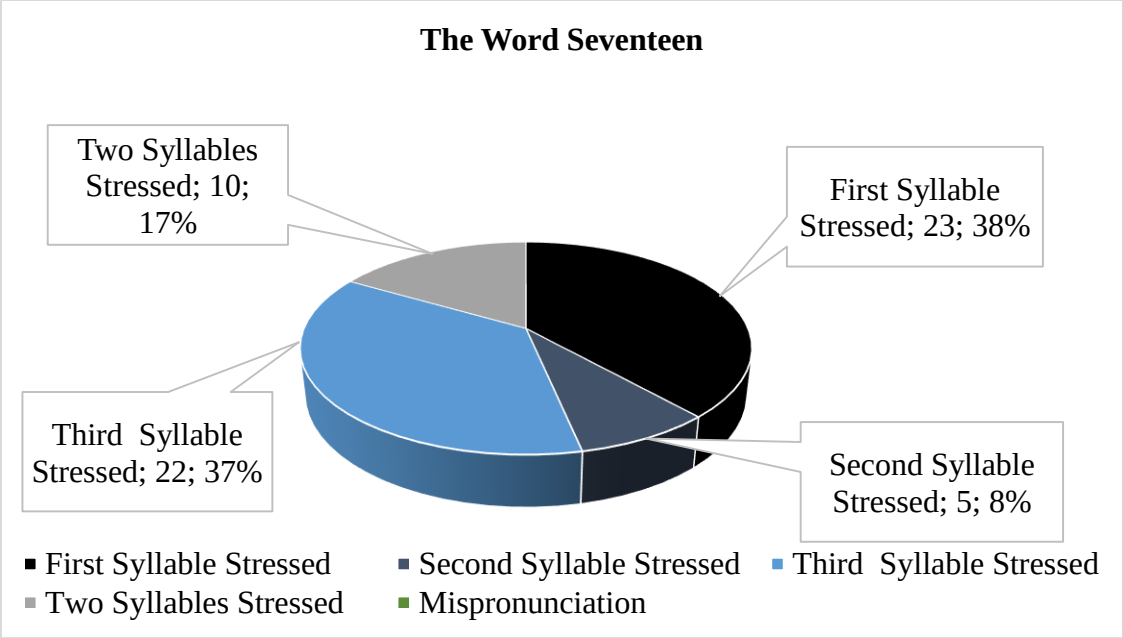


Figure 146

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 participants put stress erroneously on the first syllable. This deviation 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.

4.1.5.27 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.

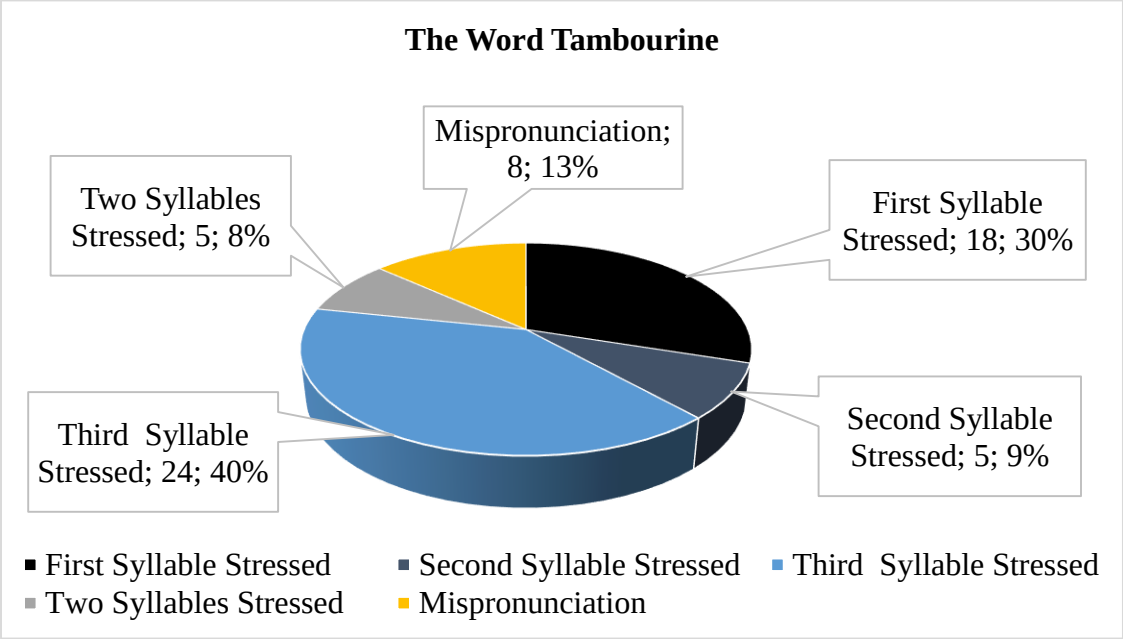


Figure 147

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.

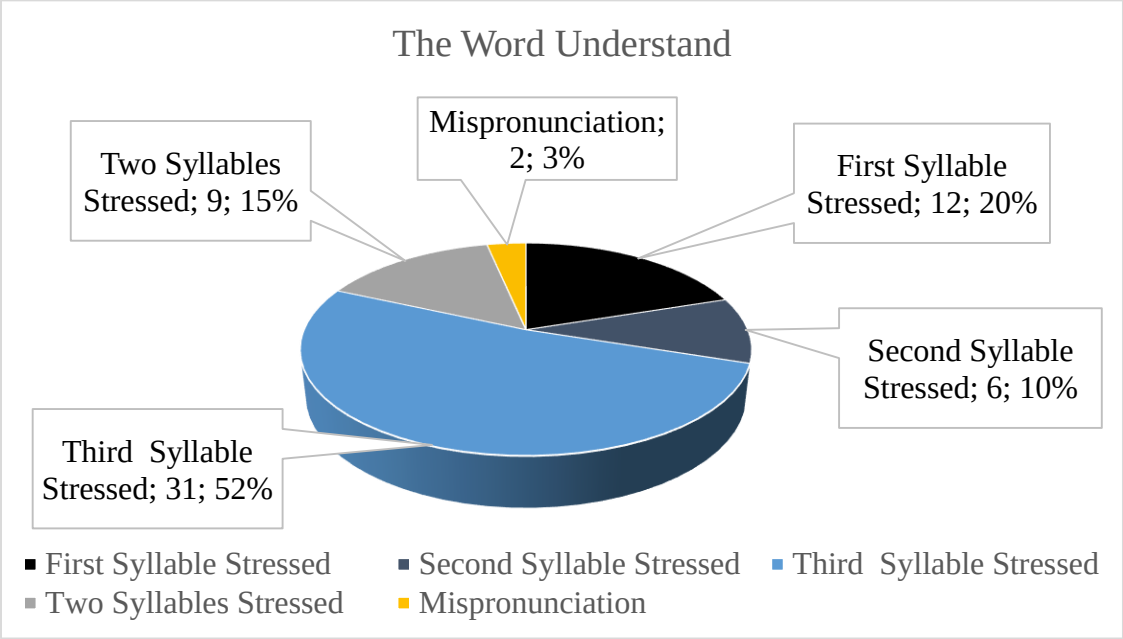


Figure 148

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 twenty-four participants, with two syllables stressed equally by three participants and with

unintelligible pronunciation by three participants.

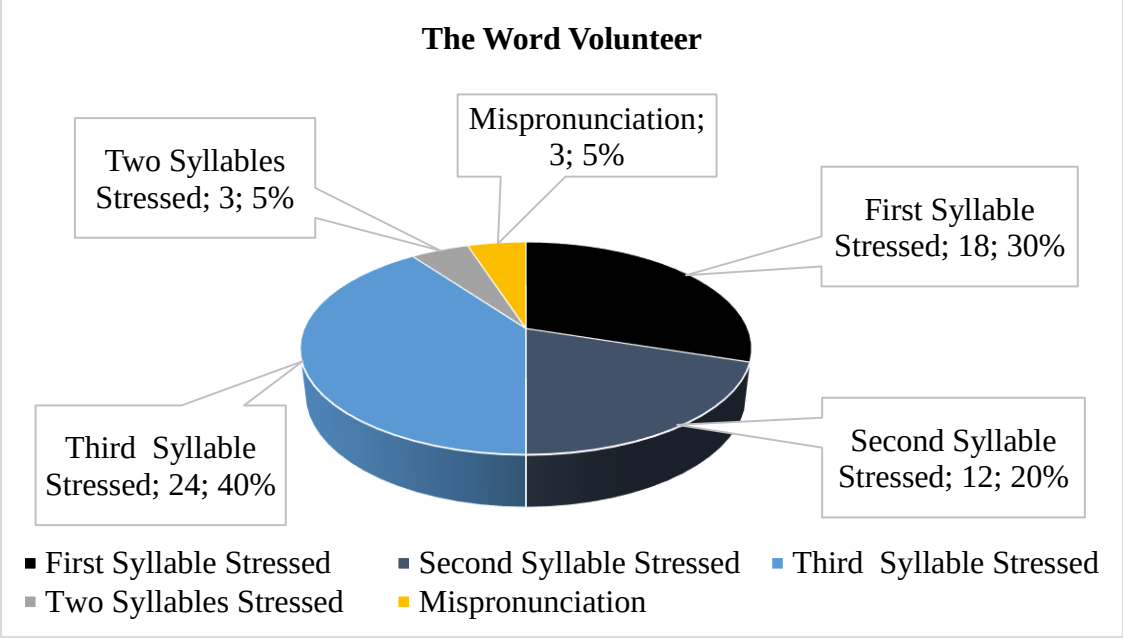


Figure 149

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).

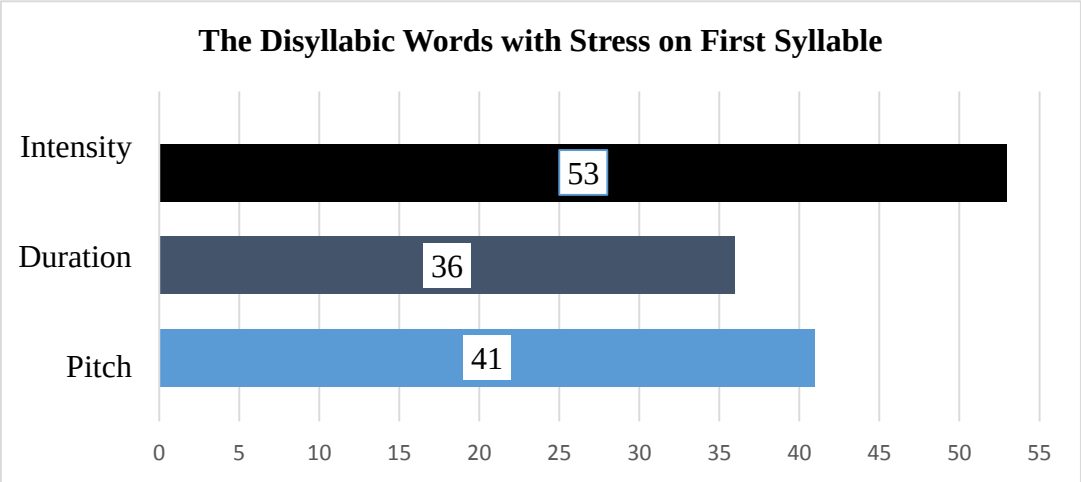


Figure 150

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).

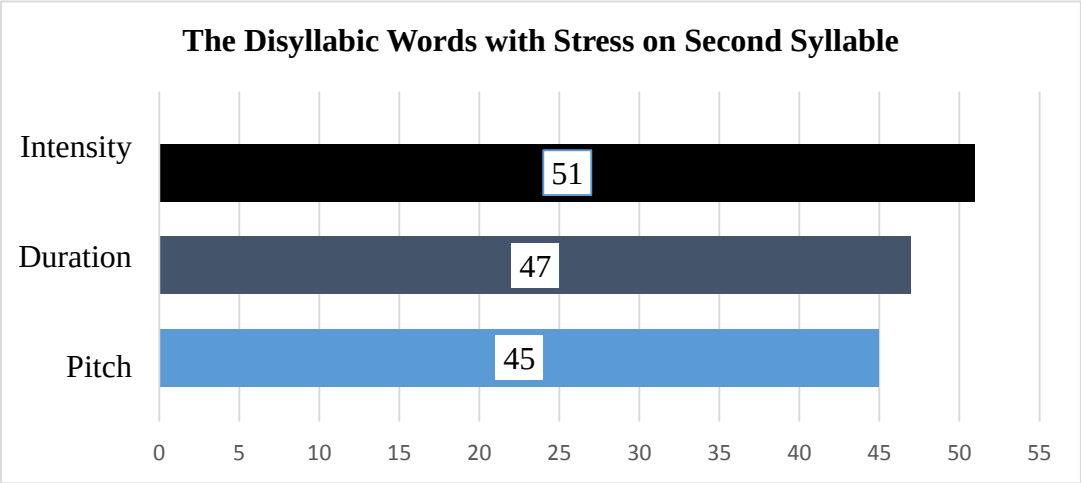


Figure 151

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).

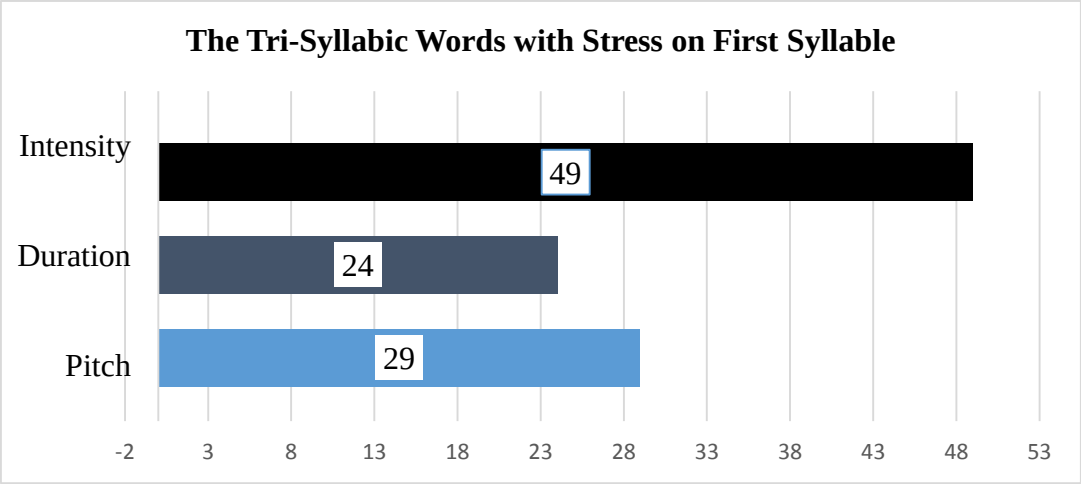


Figure 152

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).

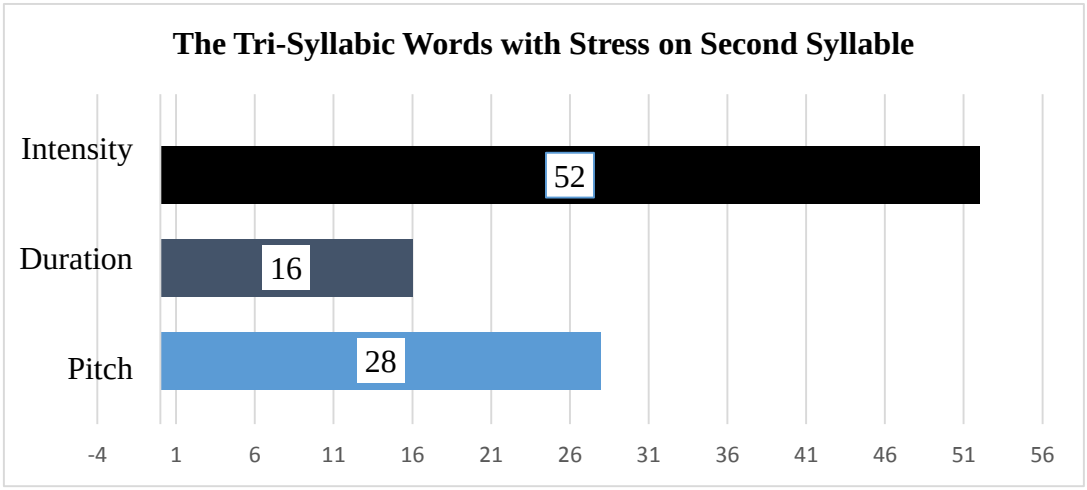


Figure 153

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).

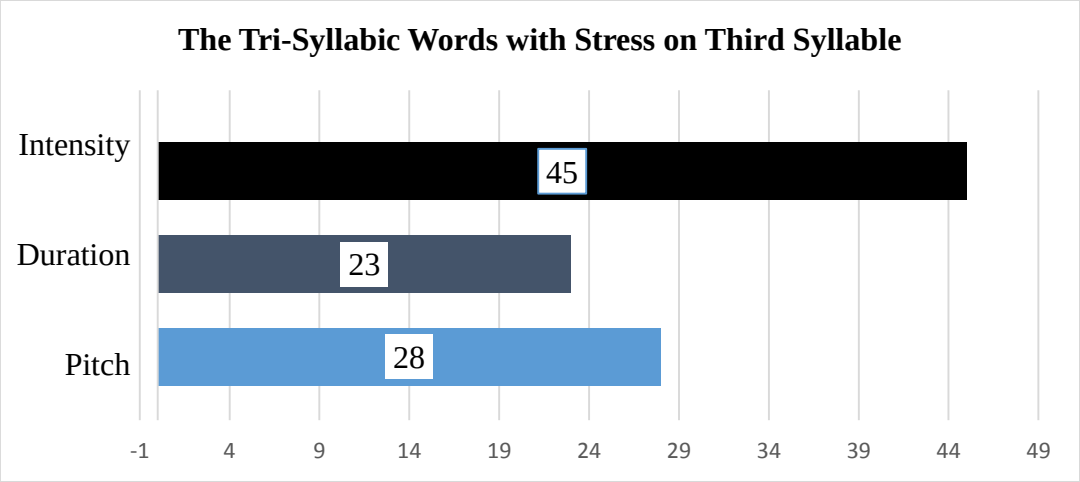


Figure 154

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 Syllable	Second Syllable	Both Syllables	Mispronunciation
Total Pronunciations	671/1800	989/1800	116/1800	24/1800
Average Result	22	33	4	1
Aggregate Result	37.%	55%	7%	1%

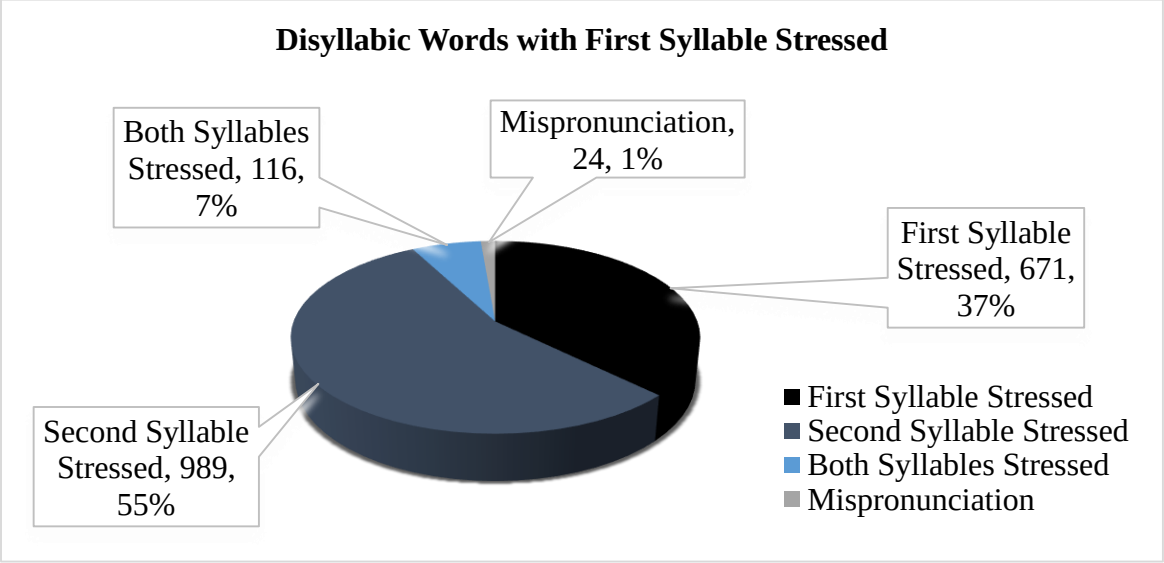


Figure 155

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 /'pɑ:tɪ/, parcel /'pɑ:səl/ , passport

/ˈpɑːspɔːt/, complex /ˈkɒmpleks/, channel /ˈtʃænəl/, coffee /ˈkɒfɪ/, college /ˈkɒlɪdʒ/, doctor /ˈdɒktə/, and Muslim /ˈmʊslɪm/ are pronounced in Pashtu as پارټي /pɑːrˈtɪ/, پارسل /pɑːrˈsəl/, پاسپورټ /pɑːsˈpɔːt/, کمپلکس /kəmpˈlɪks/, چینل /ʧenˈnəl/, کافي /kɑːˈfɪ/, کالج /kɑːˈləʤ/, ډاکټر /dɑːkˈtər/, and مسلم /mʊsˈlɪm/. 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 / ˈkɒn.vɜːt / as / kən.ˈvɜːt /, 92% participants pronounced the word decrease / ˈdiː.kriːs / as diˈkriːs / and 85% pronounced the word record / ˈre.kɔːd / as / rɪ.ˈkɔːd /, 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 with the Second Syllable Stressed

Formula	1st Syllable	2nd Syllable	Both Syllables	Mispronunciation
Total Pronunciations	289	1382	108	21
Average Result	9.63	46.06	3.6	0.7
Aggregate Result	16%	77%	6%	1.%

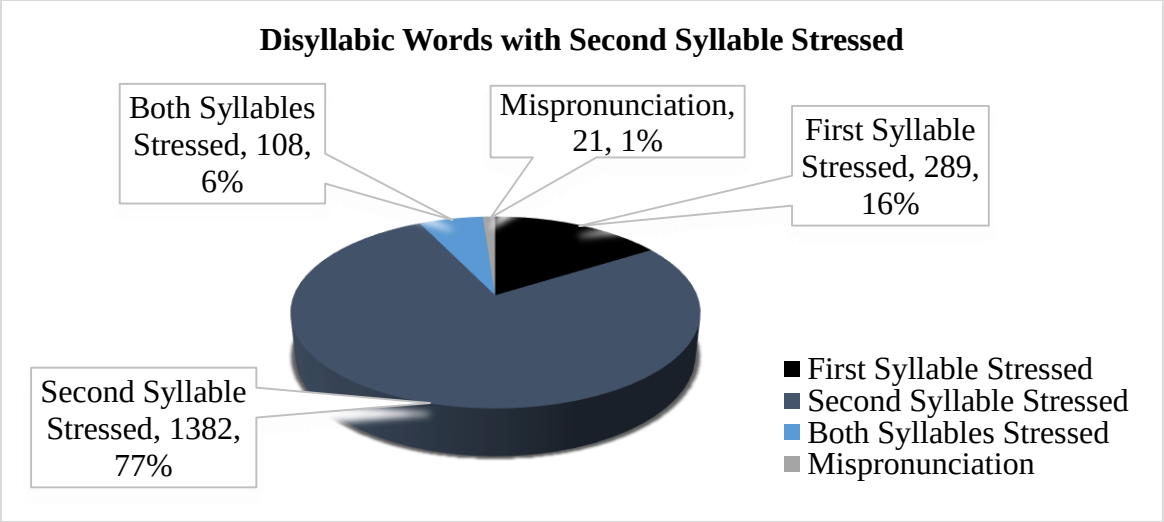


Figure 156

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	1st Syllable	2nd Syllable	3rd Syllable	Two Syllables	Mispronunciation
Total Pronunciations	465	593	538	164	40
Average Result	16	20	18	5	1
Aggregate Result	26%	33%	30%	9%	2%

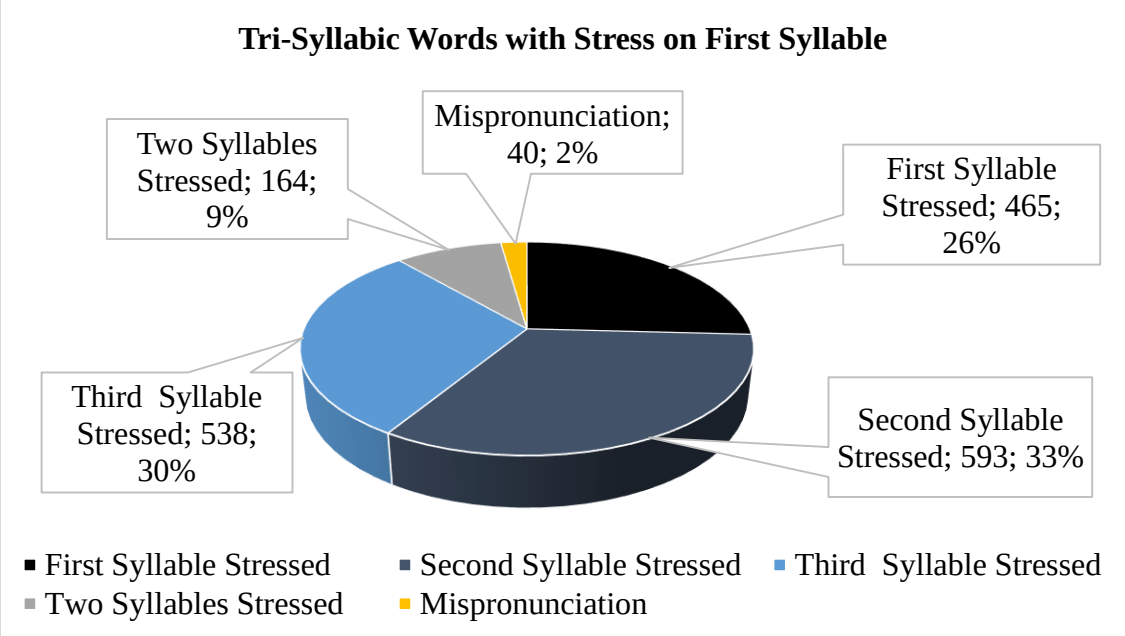


Figure 157

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	1st Syllable	2nd Syllable	3rd Syllable	Two Syllables	Mispronunciation
Total Pronunciations	122	1409	137	76	53
Average Result	4	47	5	2	2
Aggregate Result	7%	78%	8%	4%	3%

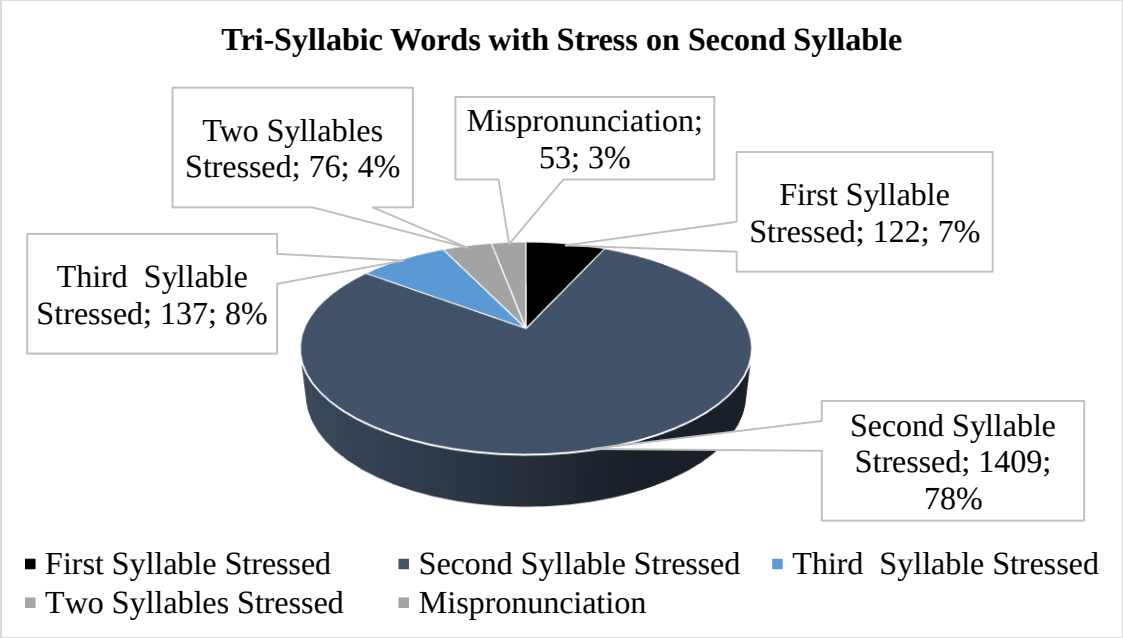


Figure 158

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 Words with the Third Syllable Stressed

Formula	1st Syllable	2nd Syllable	3rd Syllable	Two Syllables	Mispronunciation
Total Pronunciations	469	459	541	133	198
Average Result	16	15	18	4	7
Aggregate Result	26%	26%	30%	7%	11%

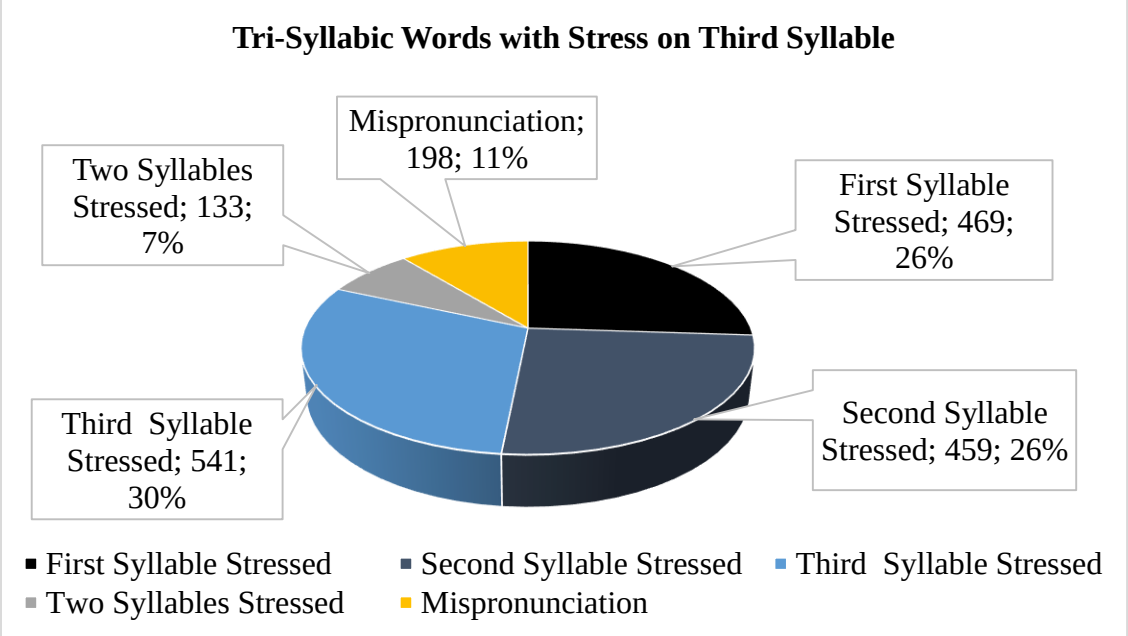


Figure 159

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 Pronunciations	7348/8064	4377/8064	5133/8064
Average Result	49/54	29/54	34/54

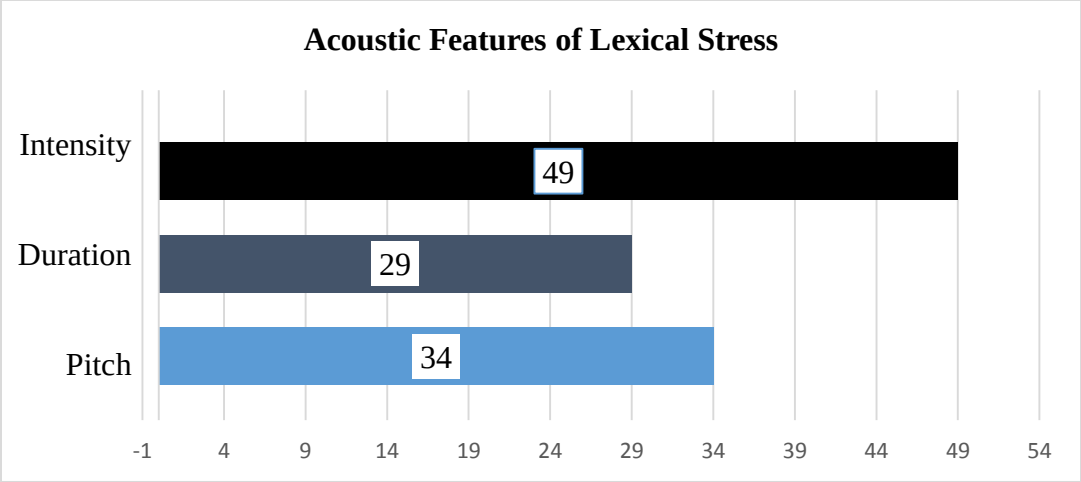


Figure 160

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 vowel-reduction 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, protes*t and *record* (used as nouns) were

pronounced incorrectly with stress on the second syllable as /kən'dʌkt/, /kən.'vɜ:t/, / prə'test / and /rɪ'kɔ: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 tri-syllabic 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 major findings of this study were discussed in detail in this chapter. In the coming chapter, 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 tri-syllabic 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 tri-syllabic words. So it is suggested that the other polysyllabic words, i.e. four-syllable, five-syllable 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

LIST NO. 01

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.

LIST NO. 02

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.

LIST NO. 03

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

LIST NO. 04

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.

LIST NO. 05

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

LIST OF DI-SYLLABIC WORDS WITH STRESS ON 1ST SYLLABLE:

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																				
2.	Combat																				
3.	Conduct																				
4.	Conflict																				
5.	Content																				
6.	Contest																				
7.	Contract																				
8.	Convert																				
9.	Decrease																				
10.	Digest																				
11.	Discharge																				
12.	Export																				
13.	Impact																				
14.	Import																				
15.	Incline																				
16.	Increase																				
17.	Insult																				
18.	Object																				
19.	Perfect																				
20.	Pervert																				
21.	Present																				
22.	Produce																				
23.	Progress																				
24.	Project																				
25.	Protest																				
26.	Rebel																				
27.	Record																				
28.	Refund																				
29.	Subject																				
30.	Suspect																				

LIST NO.01

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

S.NO	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41 1ST	42 2ND	43 B	44
1. Aug																								
2. Comb																								
3. Cond																								
4. Conf																								
5. Content																								
6. Contest																								
7. Contract																								
8. Conv																								
9. Decr																								
10. Dig																								
11. Discha																								
12. Expo																								
13. Impact																								
14. Import																								
15. Incline																								
16. Increase																								
17. Insult																								
18. Object																								
19. Perf																								
20. Perv																								
21. Present																								
22. Produce																								
23. Progress																								
24. Project																								
25. Protest																								
26. Rebel																								
27. Record																								
28. Refuse																								
29. Subject																								
30. Suspect																								

LIST NO.01

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

	WORDS	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	1ST	2ND	B	I	D	P	ID	IP	DP	IDP
1	August	1	2	1/2	2	1	1	2	1	1	1	2	2	2	2	2	1	21	35	5	53	34	35				
2	Combat	1	2	2	2	1	2	2	1/2	2	2	2	2	2	1	1	1	26	29	2	55	34	43				3
3	Conduct	2	2	2	2	1/2	2	2	2	2	2	1	2	2	1/2	2	1/2	17	36	7	48	41	36				
4	Conflict	1	2	1	1	2	1/2	2	2	2	1	2	2	1	1	1	1	32	24	3	56	31	42				1
5	Content	1	2	1	1	2	2	1	2	1	1	1	1	1	1/2	1	1	42	14	4	51	36	25				
6	Contest /	1	2	2	2	2	1/2	1/2	1	1	X	2	2	1	1	1	1	29	27	3	54	29	46				1
7	Contract	1	1/2	2	2	2	2	2	2	2	1	2	2	2	2	1	2	14	35	7	47	41	40				4
8	Convert	1	1/2	1	2	2	2	2	2	2	2	2	2	2	1	2	2	14	43	3	55	44	40				
9	Decrease	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	56	2	49	55	54				
10	Digest	2	1	2	2	1/2	2	2	1	2	1	1	2	2	1/2	1	X	27	26	6	47	32	31				1
11	Discharge	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	57	-	59	48	48				
12	Export	1/2	2	2	2	2	2	2	2	2	2	2	1	1/2	2	2	2	9	49	2	56	47	53				
13	Impact	2	2	2	2	2	2	2	2	2	1/2	2	2	2	2	1/2	1	5	49	6	51	50	43				
14	Import	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	X	4	50	4	52	50	49				2
15	Incline	2	2	2	2	2	2	2	2	2	2	2	2	2	2	X	X	1	55	1	58	55	53				3
16	Increase	2	2	2	2	2	2	1/2	2	2	2	2	2	2	2	2	2	6	50	4	45	50	48				
17	Insult	2	2	2	2	2	1/2	2	2	2	1	2	1	1	2	2	2	21	37	2	55	38	50				
18	Object	1/2	2	1	1/2	1/2	1	1	1	1/2	1	1	1	1	1	1	1	47	6	5	53	16	18				2
19	Perfect	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	55	4	1	59	7	42				
20	Pervert	1	1/2	2	1	1	0	2	1	1	1	1	1	1	1/2	1	1/2	34	17	5	48	21	38				4
21	Present	1/2	1	1	2	1	1	2	1	1	1	1	1	1	1	1	1	43	13	4	56	13	29				
22	Produce	1	0	1	1	0	1/2	2	2	2	1	1	1/2	X	2	2	2	19	29	10	46	29	30				2
23	Progress	1	2	2	2	2	1	1	1/2	1	1	1	1	1	1	1	1	42	16	2	57	28	38				
24	Project	2	2	2	1	0	1	2	2	2	2	2	1	1	1	2	1	33	25	2	54	36	45				
25	Protest	2	2	1	2	2	2	2	2	1/2	1/2	1	1	2	2	1	1	16	43	1	55	43	37				
26	Rebel	2	2	2	1/2	1/2	1	1/2	1	1	2	1	1	1	2	2	2	25	25	10	49	25	32				
27	Record	1/2	2	2	2	2	2	1	1	1	2	1/2	2	2	2	2	2	5	51	4	54	54	48				
28	Refund	1	2	2	2	2	2	2	1	1	1/2	2	2	2	1/2	2	2	16	39	5	53	38	48				
29	Subject	1	1	1	1	0	1	2	1	1	2	2	1	2	1	1	1	49	8	3	57	16	44				
30	Suspect	2	2	2	2	2	1	2	2	2	2	1/2	2	2	2	2	1	15	41	3	56	39	43				1

LIST NO.01

LIST OF DI-SYLLABIC WORDS WITH STRESS ON 2ND SYLLABLE:

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																				
2.	Combat																				
3.	Conduct																				
4.	Conflict																				
5.	Content																				
6.	Contest																				
7.	Contract																				
8.	Convert																				
9.	Decrease																				
10.	Digest																				
11.	Discharge																				
12.	Export																				
13.	Impact																				
14.	Import																				
15.	Incline																				
16.	Increase																				
17.	Insult																				
18.	Object																				
19.	Perfect																				
20.	Pervert																				
21.	Present																				
22.	Produce																				
23.	Progress																				
24.	Project																				
25.	Protest																				
26.	Rebel																				
27.	Record																				
28.	Refund																				
29.	Subject																				
30.	Suspect																				

LIST NO.02

LIST OF DI-SYLLABIC WORDS WITH STRESS ON 2ND SYLLABLE

S.NO	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41 1ST	42 2ND	43 B	44
1.																								
2.																								
3.																								
4.																								
5.																								
6.																								
7.																								
8.																								
9.																								
10.																								
11.																								
12.																								
13.																								
14.																								
15.																								
16.																								
17.																								
18.																								
19.																								
20.																								
21.																								
22.																								
23.																								
24.																								
25.																								
26.																								
27.																								
28.																								
29.																								
30.																								

Aug
Comb
Conduct
Conflict
Content
Contest
Contract
Convert
Decrease
Digest
Discharge
Expo
Impact
Imprint
Incline
Increase
Insult
Object
Perfect
Pervert
Present
Produce
Progress
Project
Protest
Rebel
Record
Refund
Subject
Suspect

LIST NO.02

LIST OF DI-SYLLABIC WORDS WITH STRESS ON 2ND SYLLABLE

	WORDS	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	1ST	2ND	B	I	D	P	ID	IP	DP	IDP
1	August	1	1	2	2	2	1	2	1	2	1	2	2	2	2	1	1	20	37	2	57	37	41				1
2	Combat	1	1	2	2	2	2	2	1	2	2	1/2	2	2	2	1	1	15	43	4	55	45	44				2
3	Conduct	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	6	49	5	55	43	48				—
4	Conflict	2	2	2	2	2	1/2	2	1	2	2	2	2	2	2	1	2	7	47	6	54	50	43				—
5	Content	1/2	2	2	1	2	1/2	2	2	1/2	1	2	2	1	2	2	2	19	35	5	50	39	47				1
6	Contest	2	2	2	2	2	2	2	2	2	1	2	2	2	2	1/2	2	5	47	8	49	47	48				—
7	Contract	2	2	2	2	2	1/2	2	2	2	2	2	2	2	1/2	2	2	2	45	10	45	42	42				3
8	Convert	2	2	1	2	2	2	2	1	2	2	2	2	2	2	2	2	5	55	—	60	53	44				
9	Decrease	2	2	2	2	2	1/2	2	2	2	2	2	2	2	1/2	2	2	—	58	9	47	57	57				—
10	Digest	2	1	2	2	2	2	2	1	2	1	2	2	1	2	1/2	2	12	37	10	37	34	34				1
11	Discharge	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1/2	2	—	58	2	57	58	57				—
12	Export	2	2	2	2	2	2	2	2	2	2	2	1/2	2	1/2	2	2	7	53	—	54	55	51				—
13	Impact	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	—	56	2	53	53	51				2
14	Import	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	—	56	3	53	55	54				1
15	Incline	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	—	59	1	58	59	57				—
16	Increase	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	6	52	2	50	52	51				—
17	Insult	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	58	—	53	60	51				—
18	Object	1	2	2	1	2	1/2	2	2	2	1/2	1	2	2	2	1/2	2	19	28	6	51	37	37				—
19	Perfect	2	1/2	2	1	1	1	2	2	1/2	1	1/2	2	1	2	1	1	30	29	1	51	33	40				—
20	Pervert	2	2	2	2	2	2	2	2	1	1/2	2	2	2	2	2	2	6	47	1	51	49	43				6
21	Present	2	1/2	1/2	2	2	1	2	2	1/2	2	1	2	1	2	2	2	10	40	6	48	45	44				—
22	Produce	2	1/2	1/2	1/2	2	2	2	2	2	1/2	2	1/2	2	1/2	2	2	13	37	10	46	38	38				—
23	Progress	1/2	2	2	2	2	1	2	2	2	1	2	1	1	1	2	2	28	30	5	52	39	43				—
24	Project	1/2	2	2	2	2	1/2	2	2	1/2	1	1	1	2	1	1	2	26	28	6	49	32	32				—
25	Protest	2	2	2	2	2	2	2	2	1/2	2	1/2	2	2	2	2	2	3	50	5	49	48	48				2
26	Rebel	2	2	2	2	2	2	2	2	1	2	1	1	2	2	2	2	21	38	1	58	45	44				—
27	Record	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	5	43	2	58	54	46				—
28	Refund	2	2	2	2	2	2	2	1	2	2	2	2	2	1/2	2	2	5	51	4	53	51	47				—
29	Subject	2	2	2	1/2	2	2	2	2	2	1	1	2	2	2	1	2	19	38	2	54	44	38				1
30	Suspect	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	57	1	57	48	50				1

LIST NO.02

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

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.	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																				

LIST NO.03

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

S.NO	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
1. Abdomen																					1ST	2ND	3RD	1/2/3
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																								

LIST NO.03

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

	WORDS	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	1ST	2ND	3RD	B	I	P	D	ID	IP	DP	IDP
1	Abdomen	2p	2p	2p	2pp	2p	2pp	2p	1p	2pp	1p/2p	2p	2p	2pp	2pp	3pp	2p	5	46	6	3	57	41	13				—
2	Ancestor	2p	2pp	2/3	2pp	2pp	2pp	2pp	2pp	3pp	2p	3pp	3pp	3pp	2pp	3pp	2p	2	38	13	7	47	32	40				—
3	Atmosphere	2p/3p	1p	3pp	3pp	3pp	1p/3	2pp	3pp	3pp	2p	3pp	3pp	3p	3pp	2p	3pp	6	11	38	5	51	39	39				—
4	Attitude	3pp	1p	1p	1p	3pp	1p/3	3pp	3pp	1p	1p	1p	3pp	1p	3pp	3pp	1p	27	2	28	3	54	35	31				—
5	Bicycle	1p/2	2p	2p	2pp	3pp	1p/2	1p/2p	1p	1p	1p	1pp	3p	2p	1p/2pp	2p	2pp	25	23	5	7	48	15	21				—
6	Category	1pp/3p	1p	2p	1/2	1p/2	2p	1p	2pp	2p	2p	1p	3pp	2p	2p/3	3pp	2p	13	33	9	5	48	28	12				—
7	Celebrate	1p/2p	3pp	2p	2p	3pp	3pp	3pp	3pp	1p	1/3	3pp	3pp	3pp	3pp	1p	1p/3p	9	9	36	6	50	36	38				—
8	Character	1pp	2p	2p	1pp	2p	2p	1/2p	1p/2p	2p	1p	2p	3pp	2p	1/2	2p	1pp	15	34	4	7	52	21	11				—
9	Chemistry	1p	2p	2pp	1p/2	2pp	2p	1p	2pp	1p/2p	2p	2p	2pp	2pp	2p	2p	1p/2/3	9	46	3	8	53	25	5				—
10	Diagram		3pp	1/3p		3pp	3pp	3pp	1pp	3pp		3pp	1pp	1pp/3p	1p	1p		18	—	25	3	37	32	25				20
11	Dramatize	1p	3pp	3pp	1p/3p	3p	3p	1p	1/3	1/3	1p/3p	3pp	3pp	3pp	3pp	1p	3pp	10	2	41	6	44	33	43				1
12	Educate	1/3pp	3pp	3pp	1p	3pp	3p	1p	3pp	3pp	3pp	3pp	3pp	3pp	3pp	1p	3p	8	1	45	6	53	39	46				—
13	Energy	4pp	2p	2p	2pp	1p	1p/2p	1p	2pp	2p	1p	2p	2p	2pp	2pp	2p	1p	9	43	1	7	48	21	9				—
14	Execute	3pp	2p	3pp	3pp	3pp	3pp	1p	3pp	3pp	3pp	1p	3pp	1p/3pp	3pp	1p	3pp	14	3	38	4	53	39	37				1
15	Exercise	1p/3	3pp	3pp	3pp	3pp	3pp	1/3	3pp	3pp	1pp	2pp	3pp	1/2p	3p	1p	3pp	6	6	41	7	47	40	39				—
16	Hospital	1p/3p	1p	3pp	1pp	1pp	1pp	1p	1/3	3pp	1p	1pp	2p/3pp	1pp	1/3pp	1p	1p	45	1	4	10	49	15	29				—
17	Industry	2p	2p	2pp	2pp	2pp	2p	2pp	2pp	2pp	2pp	2pp	2pp	2pp	2pp	1p	2p	4	54	2	—	59	30	18				—
18	Interval	1p	2p	2pp	2pp	2pp	2p	2p	2p/3p	3pp	2p	2p/3p	2pp	2pp	2p	3pp	2p	2	48	5	5	56	33	18				—
19	Minister	1p	2p	3pp	2pp	2pp	1p	1p	2p	2p	1/3	3pp	2p/3pp	2pp	1p	3pp	3pp	11	28	11	10	47	26	11				—
20	Multitude	1p/3	1p	1p	1/3	3pp	1p	1p	3pp	1p	1p	1p	1p/2pp	1pp	1p/2pp	1p	1p	41	2	10	7	58	18	14				—
21	Passenger		2p	2p/3p				1p	2p	1p	3pp/1	2p/3p	2pp	2p/3p	3p	3p	2p	6	29	9	6	35	24	11				10
22	Photograph	1pp	2p	3pp	3pp	3pp	3pp	3pp	1pp	3pp	1p	3pp	3pp	1pp	3pp	2pp	1/3	11	7	34	6	50	30	36				2
23	Privacy	1pp	1p	1p	1pp	1pp	1p	1pp	1pp/2p	1p/2p	3pp	1pp	2pp	1pp	1/2/3	1p	2p	42	14	4	3	52	20	12				1
24	Rectangle	2pp	2p	1p/2p	1p/2p	2pp	2pp	2pp	2pp	3pp	2p	2p/3p	2pp	2pp	2pp	2pp	2p	2	49	4	5	46	39	17				—
25	Register	1pp	2p	1p	2pp	2pp	1pp	1pp	2pp	3pp	1p	1p	2p	2pp	2pp	1p	2p	19	29	9	3	53	32	12				—
26	Relative	1p/2p	3pp	1pp	1p	1p	1pp	1p	1p	1p	1pp	1pp	2pp	1pp	1p/2pp	1p	1p/3p	40	15	2	2	50	19	11				1
27	Substitute	1p	1/3	1pp	3pp	3pp	1/3	3pp	3pp	1p	1/3	1p		1pp	1p/3pp	1p	1/3	25	—	20	12	41	30	23				3
28	Supervise	1p/3	3pp	3pp	3pp	3pp	3pp	3pp	3pp	2pp	3pp	3pp	3pp	1/3	3p	2p	3pp	1	9	44	6	52	33	40				—
29	Televise	1p	3pp	3pp	3pp	3pp	3pp	3pp	3pp	2pp	1p	3pp	3pp	1p	3pp	2pp	3pp	12	7	36	4	49	35	38				1
30	Ultimate	1/2pp	3pp	1p	1pp	3pp	3pp	1p	1pp	1pp	1p	1p	3pp	1pp	1pp	1p	1p	34	4	15	7	48	26	23				—

LIST NO.03

LIST OF TRI-SYLLABIC WORDS WITH STRESS ON 2ND SYLLABLE

S.NO	WORDS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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																				

LIST NO.04

LIST OF TRI-SYLLABIC WORDS WITH STRESS ON 2ND SYLLABLE

	S.NO	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	1ST	2ND	3RD	1/2/3
Adventure	1.																								
Adviser	2.																								
Apartment	3.																								
Apparent	4.																								
Assembly	5.																								
Banana	6.																								
Conception	7.																								
Discover	8.																								
Distinguish	9.																								
Establish	10.																								
Expertise	11.																								
Frustration	12.																								
Imagine	13.																								
Imprison	14.																								
Indebted	15.																								
Informent	16.																								
Majestic	17.																								
Maternal	18.																								
Mechanic	19.																								
Narration	20.																								
Position	21.																								
Possession	22.																								
Regarding	23.																								
Reminder	24.																								
Remember	25.																								
Republic	26.																								
Suggestion	27.																								
Tradition	28.																								
Together	29.																								
Tomorrow	30.																								

LIST NO.04

LIST OF TRI-SYLLABIC WORDS WITH STRESS ON 2ND SYLLABLE

	WORDS	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	1ST	2ND	3RD	B	I	P	D	ID	IP	DP	IDP
1	Adventure	2	1	1	2	2	2	2	2	2	2	2	2	2	2		2/3	4	46	3	5	49	26	11				2
2	Advisor	2	2	2	2	2		2	2	2		2		2	2	2	2	–	54	–	–	53	32	20				6
3	Apartment	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2/3	–	57	–	3	55	26	4				–
4	Apparent	1	2/1	2	2	2	3	2	2	1	1	2	2	2	2	2	1	7	44	4	2	55	28	9				3
5	Assembly	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	–	58	2	–	56	32	28				–
6	Banana	2		2	2	2		2	1/2	2	2	2	2	2	1/2	2	2/3	2	47	3	4	47	30	16				4
7	Conception	2	2	1/2	2	2	1/2	2	1/2	2	2/1	2	2	2	2	1	2/3	6	45	3	5	50	27	8				1
8	Discover	2/3	2	1	1	2	1/3	2	2	3	2/3	2/3	2	2	2	3	3	6	42	9	2	58	38	11				–
9	Distinguish	2/3	2	2	1	2	2	2/3	2	3	2	2	2	1/2	2	1	2	4	51	2	1	44	34	17				2
10	Establish	2	2	2	2	2	2	2	2	3	2	2	2	1/2	2	2	2	–	53	5	2	58	32	14				–
11	Expertise	3	3	3	3	3	2/3	2/3	2	3	3	3	3	2	3	2	3	1	19	38	2	53	41	34				–
12	Frustration	2	1	2	2	2	1	2	2		2	2	2	2	1/3	3	2	5	44	2	4	49	20	10				5
13	Imagine	1/2	2	3	2	2	2	1/2	2		2	2	2/3	2	2	2	3	1	42	9	6	51	27	19				2
14	Imprison	2	2	2	2	2	2	2	2	1	2	2	2	2	2		2	7	46	3		55	23	14				4
15	Indebted	2	2		2	2	2	2	2	1		2		2	2	2	2	6	36	1	–	41	13	5				17
16	Informant	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	54	3	1	58	34	7				–
17	Majestic	2/3	1	2	2	2	2	2	2	2	2	2	2	2	2	1/2/3	2	7	49	–	4	55	24	10				–
18	Maternal	2	2	2	2	2		2	2	2	2	2	2	2	2	2	2	1	57	–	1	57	31	11				1
19	Mechanic	1	2	2	2	2/3	2	2	2	3	2	2/3	2	2	2	2	2	4	43	10	2	56	30	14				1
20	Narration	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	54	3	–	58	32	9				–
21	Position	2	2	1/3/3	1	2	2	2	2	2	2	2/3	2/3	2	1	2	2	10	37	5	8	46	25	24				–
22	Possession	2	2	2	2	2	2/3	2	2	2	2	2	2	2	2/3	2	2	9	44	11	2	53	29	28				1
23	Regarding	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	57	–	1	58	26	18				–
24	Reminder	1/2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	54	1	3	43	30	45				2
25	Remember	2	2	3	1	2	2	2	2	1/2	2	2	2/3	2	2/3	2	2	4	44	7	4	40	33	33				1
26	Republic	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	3	53	3	–	58	28	7				1
27	Suggestion	2	2	1	2	2	2	2	2	1/3	2	1	2	2	2	2	2	8	40	7	5	55	20	17				–
28	Tradition	2	1	1	1	2	2	2	1	3	2	1	2	2	1/2	2	1	17	34	2	7	48	28	17				–
29	Together	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	–	59	1	–	58	24	20				–
30	Tomorrow	2	2	2	2	2	2	2	2	2	2	2	2	2	1/2	2	2/3	10	48	–	2	58	19	11				–

LIST NO.04

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

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																				
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																				

LIST NO.05

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

S.NO	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41 1ST	42 2ND	43 3RD	44 1/2/3
1. Absentee																								
2. Addressee																								
3. Afternoon																								
4. Appointee																								
5. Chimpanzee																								
6. Coincide																								
7. Contradict																								
8. Disappear																								
9. Engineer																								
10. Entertain																								
11. Guarantee																								
12. Halloween																								
13. Interrupt																								
14. Interveen																								
15. Japanese																								
16. Magazine																								
17. Overdue																								
18. Pakistani																								
19. Personnel																								
20. Reappear																								
21. Reapply																								
22. Rearrange																								
23. Rationale																								
24. Refugee																								
25. Reinforce																								
26. Seventeen																								
27. Tambourine																								
28. Understand																								
29. Volunteer																								
30. Umbrella																								

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

	WORDS	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	1ST	2ND	3RD	B	I	P	D	ID	IP	DP	IDP
1	Absentee	2 3P	2 3P	1 2	2 3P	2 3P	2 3P	3 3P	2 3P	2 3P	2 3P	2 3P	2 3P	2 3P	1 2 3P	2 3P	2 3P	6	51	3	–	59	29	39				–
2	Absolute	1 3P	1 3P	2 3P	1 3P	3 3P	3 3P	1 2	3 3P	1 2	2 3P	2 3P	1 2	1 3P	1 2 3P	1 2	1 3	23	13	17	7	50	27	17				–
3	Addressee		2 3P		2 3P	1 2	2 2	3 3P	2 3P		1 3P	2 3P		1 3P	2 2	2 2	2 3P	9	33	3	3	45	18	14				12
4	Afternoon	1	2 3P	2 2	3 3P	3 3P	3 3P	1 3P	1 3	1 2	1 3P	2 3P	2 3P	1 3P	1 2	1 2	1 3	27	16	12	5	49	20	12				–
5	Appointee	2 3P	2 3P	2 3P	2 3P	2 3P	2 3P	2 3P	2 2		2 3P	2 3P	2 3P	1 2 3P	2 3P	2 3P		–	49	2	1	48	45	29				8
6	Chimpanzee	2 3P	1 2 3P	2 3P	1 3P	2 3P	2 2	1 2 3P	2 3P	1 2	2 3P	2 2		2 3P	2 3P	2 3P	2 2	5	42	1	3	43	26	18				9
7	Coincide		3 3P	3 3P	3 3P	3 3P	3 3P	3 3P	1 3	3 3P	3 3P	3 3P	3 3P	3 3P		3 3P	3 3P	2	8	44	2	53	43	45				4
8	Contradict	1 2 3	3 3P	2 3P	3 3P	3 3P	1 2	1 3	1 2	2 2 3P	1 2 3	3 3P		1 2	3 3P	1 2	1 2	15	4	28	6	45	39	26				7
9	Disappear	1 2	3 3P	3 3P	3 3P 1 2	3 3P	1 2	1 2	1 2	1 2	1 2	2 2	1 2	1 2	1 2 2	3 3P	3 3P	18	6	27	8	49	29	29				1
10	Engineer	1 2 3	3 3P	1 2	2 3P	3 3P	3 3P 1 2	3 3P	1 2	1 2	1 2	1 2	3 3P	1 2	2 3 3P	3 3P	3 3P	25	5	26	4	50	31	25				–
11	Entertain	1 2	3 3P	2 2	1 2 3P	3 3P	1 2	1 2	1 2	3 3P	1 3	3 3P	1 2	3 3P	3 3P	1 2	1 2	16	7	32	5	48	30	28				–
12	Guarantee	1 2	1 2	1 2	2 3P	1 2	2 2	1 2 3P	3 3P	2 2	1 2	2 2	1 2	2 2	1 2	2 2	2 2 1 2	19	34	3	2	53	30	6				2
13	Halloween		2 2	2 2	1 2	1 2	1 2 3P	1 2	3 3P	1 2	1 2	2 2	1 2	1 2	1 2 3P	1 2	1 2	21	18	14	6	45	23	16				1
14	Interrupt	1 2 3	3 3P	2 2	3 3P	3 3P	1 2	3 3P	3 3P	3 3P	1 2	2 2	3 3P	3 3P	3 3P	1 2	2 2 3P	10	8	36	6	50	37	35				–
15	Intervene	3 3P		2 2	2 2P	3 3P	1 2 3	1 2 3	1 2	1 2	1 2	2 2 3P	3 3P	3 3P	3 2P	2 3P	3 3P	10	7	33	7	44	34	34				3
16	Japanese	1 2	2 2		1 2		1 2	1 2	1 2	1 2	1 2	1 2	2 2	1 2	1 2	2 2		36	10	6	3	50	22	8				5
17	Magazine		2 2					1 2	2 2 3P	3 3P	3 3P		2 2		3 3P	1 2	2 2	9	6	27	1	40	29	28				17
18	Overdue	1 2 3	2 2	2 2	2 2 3P	3 3P	1 2	1 2	1 2	3 3P	1 2 2	2 2	3 3P	1 2 3	1 2 3	3 3P	3 3P	13	22	15	8	43	31	17				2
19	Pakistan	1 2	1 2	1 2	1 2	3 3P	1 2	1 2	3 3P	3 3P	1 2	1 2 3P	1 2 3	1 2	1 2 3P	3 3P	2 2	34	1	20	5	51	23	20				–
20	Personnel	1 2		1 2	1 2P			3 3P	1 2 3				1 2	3 3P		2 2P		13	4	5	3	26	13	6				35
21	Reappear	1 2	2 2	2 2	1 2	3 3P	2 2	1 2	3 3P	3 3P	1 2 2	2 2		1 2	2 2	3 3P	1 2	18	21	18	1	54	36	19				2
22	Reapply	1 2	3 3P	2 2	1 2	1 2	1 2	1 2 3P	3 3P	1 2	1 2 3P	2 2	1 2 3P	1 2	1 2 3P	2 2	3 3P	22	12	19	7	50	38	51				–
23	Rearrange	1 2	3 3P	2 2 1	1 2 3P	1 2 3	1 2	1 2 3P	1 2	3 3P	1 2 3	3 2 2	2 2	1 2	1 2 3P	3 3P	3 3P	21	15	18	6	50	38	19				–
24	Rationale	3 3P			3 3P			3 3P	1 2					3 2				10	–	7	–	13	14	11				43
25	Refugee	2 3P			2 2	2 3P	2 2	2 2	2 2	2 3P			1 2 2	2 2	2 3P		2 2 3 P	4	21	3	1	26	21	11				31
26	Reinforce	1 2 1 2	3 3P	2 2	1 2 3 P	3 3P	1 2	3 2	3 3P		2 2 1 3	2 3P	1 2 1 3P	1 2	3 3P	2 2	1 2	12	18	21	6	50	28	23				3
27	Seventeen	3 3P	1 2	1 2 3	1 2	3 3P	1 2 3P 3 0	3 3P	1 2	2 2	1 2 3P	1 2 3	3 3P	1 2	1 2 3 P	3 3P	1 2	23	5	22	10	45	33	24				–
28	Tambourine		3 3P	1 2	3 3D	1 2	1 2	1 2 3P	1 2	1 2 3P	1 2 3	3 3P	2 2	1 2		3 3P	3 3P	18	5	24	5	39	31	23				8
29	Understand		3 3P	3 3P	3 3P	3 3P	2 2	1 2 3P	3 3P	3 3P	1 2	1 2 3	3 3P	3 2 3P	3 2 3P	3 3P	3 3P	12	6	31	9	43	29	30				2
30	Volunteer		1 2 P	1 2	1 2 1 3 P	3 3D	2 2	3 3P	3 3P	2 2	1 2 P	3 3P	3 3P	3 3P	1 2 1 3 P	3 3P	3 3P	18	12	24	3	49	31	24				3

LIST NO.05