

## STRESS IN ENGLISH

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### المُلخَص :

يواجه العديد من متعلمي اللغة الإنجليزية كلغة ثانية مشكلة كبيرة في تحديد المكان الصحيح للتشديد على المقطع الصوتي السليم بالكلمات لنطقها. تهدف الدراسة الحالية إلى تسليط الضوء على مثل هذه المسائل الهامة للوحدات الصوتية بالكلمة وأهميتها. غالبًا ما يرتبط التشديد الصوتي على الكلمات بعلو وقوة على اللفظ المنشود. تحتوي هذه الدراسة على ثلاثة فصول وخاتمة. في الفصل الأول تمت دراسة بعض التعريفات ذات العلاقة بالتشديد الصوتي على الكلمة وعلى الوحدة الصوتية للجملة والعلاقة بينهما بالإضافة إلى دراسة بعض درجات التشديد الصوتي. كما تم توضيح مراحل التشديد الصوتي على بعض أجزاء الكلام مثل الأسماء، الأفعال، الصفات والظروف أحادية المقطع وثنائية المقطع وهي محتوية الفصل الثاني. أما الفصل الثالث فتناول العلاقة بين علم الصّرف وعلم وظائف الأصوات فيما يتعلق بالتشديد الصوتي. تفتقر الدراسة الحالية في المقام الأول على التعامل مع التشديد الصوتي للكلمة، فيما يحتاج التشديد على الجملة إلى تحليل آخر مُعقد للأجزاء الصوتية مثل علو الصوت وحدته. جميع الأمثلة أصلية وتم تقديمها كما في المراجع الأصلية. وحاولنا أيضًا تقيد تدويننا للكتابة الصوتية على الوصف الصوتي البريطاني العريض ما لم تتطلب المناقشة الإشارة إلى مصادر الأصوات للإنجليزية الأمريكية.

### Abstract

Many learners of English as a second language face a big problem in specifying stress of words. The present study aims at shedding some light on these important issues of word stress. Stress is usually associated with loudness or force, the force of a syllable or an utterance. The study has three sections and a conclusion.

In the first section, definitions of stress, stress as a phoneme, the relationship between word stress and sentence stress, the relationship among stress and other suprasegmentals, and degrees of stress are studied. A presentation of stress predictability of monosyllabic and bisyllabic nouns, verbs, adjectives, and adverbs is the content of the second section. Section three deals with the relationship between morphology and phonology as far as stress is concerned.

The present study is primarily restricted to deal with word stress. Sentence stress needs a sophisticated analysis of other suprasegmentals like pitch and intonation. Examples are all authentic, and they are presented as in the original references. Also, we try to restrict our treatment and transcription to the Broad British Transcription (BBT) or Phonemic Transcription (PT), unless the discussion needs some reference to the American Transcription (AT).

## Section One

### 1. The Concept of Stress

#### 1.1 Definitions of Stress

The term stress, however, is one, which has come to be used with great laxity of definitions. This lack of precision has, perhaps, been most marked among English linguists on the subject; for them stress and, for instance, prominence have become words of almost interchangeable significance. That is, the term stress is used with different meanings and applications.

For example, [1] Jones and Chida cited in [2] Gimson, state that stress is the “force of utterances or syllables”. [1] Jones affirms that “stresses are essentially subjective activities of the speaker”. The concept of force is also mentioned in Sweet’s definition cited in [2] Gimson, that is, “stress is organically the result of the force with which the breath is expelled from the lungs”. Heffner cited in [2] Gimson, keeps the same orientation, but with more evident articulatory terms when he states that, “stress is reflected in the quantum of muscular energy which goes into each articulatory movement-in the amount of sound a given speech articulation makes”.

From another viewpoint, some linguists prefer to refer to the relationship between stress and syllables on the one hand and with utterances on the other. For example, Pike cited in [2] Gimson, states that stress is “a degree of intensity upon some syllable which makes it more prominent or louder than an unstressed syllable”. Also [3] Ladefoged confirms that stress is “a suprasegmental feature of utterances, it applies not to individual vowels and consonants, but to whole syllables-whatever they might be”. In the same respect, [4] O’Connor defines stress as “greater effort on a syllable or syllables in a word or longer utterances than on the other syllables”.

Respectively, some linguists do not restrict their definitions with terms like “syllables” or “utterances”. [5] Fry, for instance, states that we use the term stress to “summarize the total effort that a speaker puts into uttering some particular stretch of a speech sequence”. [6] Swan reflects the same idea when he defines stress as “the way in which one or more parts of a word, phrase or sentence are made to sound more important than the rest ‘by using a louder voice and/or higher pitch’.

To go beyond the orientation of stress as a force, there are some linguists; [2] Gimson among them approached stress differently. To use [2] Gimson’s words:

Stress is an impulse 'primarily of psychological nature' which expresses itself in the first place by an increase of pressure in the speech canal and approximately coincides with the point of greater prominence ... . Stress is a speech phenomenon which "approximately coincides" with a feature of linguistic relevance.

### 1.2 Stress as a Phoneme

Many phonologists and linguists, [7] Stageberg among them, like to use the term phoneme when talking about suprasegmentals, in general and pitch, in particular. But this issue raised a debate among linguists. Those that support the above-mentioned idea demonstrate the phonemic status of stress. To use [7] Stageberg's words, the phonemic status of stress can be stated by employing minimal pairs, the most important factor in identifying phonemes.

If we contrast 'permit' / 'pəmit / with / 'pɜ:mit /, we see that the segmental phonemes are identical and the two words differ only in the position of their primary and mid stresses. So, it must be distinguished them as signifying a verb and a noun respectively, and the stresses must therefore be phonemes.

[7] Stageberg applies his conclusion not only to individual words, but also to word groups as a minimal pair Old Glory "= the flag" and Old Glory "= a glory that is old". The difference between the two lies in the secondary and third stresses.

[2] Gimson prefers to take a position supporting that of [7] Stageberg, but with a condition. To him, to restrict the change that occurs in the meaning of words like object and rebel to stress is not a wholly true statement. "It is a characteristic of the language that vowel quality and stressing "quite apart from intonation" are intimately connected". That is, "the variation of vowel quality has in these cases a large part ... for distinguishing words".

Other linguists, [3] Ladefoged and [1] Jones among them, opposite the concept of stress as a phoneme. To [3] Ladefoged a noun and a verb is only a grammatical function of stress. This is a contradiction with what phonemes do; they do not carry any grammatical function. [1] Jones's discussion depends on phonological principles stating that to him, stress is not phoneme, since degrees of stress are not allophones of a phoneme. His examples are the same minimal pairs mentioned by the first camp of linguists. Allophones have a purely-phonological influence; neither grammatical, nor semantic.

That is, the changes occurred on / 'INSAlt / and / IN'SAlt / are grammatical and semantic 'a noun and a verb, respectively' on the one hand and phonological, on the other. While the two allophones of / ɪ / 'as dark / ɪ / vs. light / ɪ /' have only phonological function [1] Jones extends his treatment to include the other suprasegmentals in general, and pitch and its degrees, in particular.

### 1.3 Word Stress and Sentence Stress

The term stress, as [2] Gimson states, is customarily applied to two main categories; the first is the one which is concerned with making a sound or a syllable stand out from its neighbours, and the other refers to a beat which may characterize a whole utterance; of the two categories, the first is the one which is most commonly correlated with a linguistically appreciated effect of stress.

Like words of more than one syllable, a sentence certainly has of its words stressed and the others unstressed. It is generally true to say that important or content words like nouns, main verbs, adjectives, and adverbs are usually stressed in an English sentence. Function or grammatical words, i.e., auxiliary verbs, pronouns, articles, possessives, conjunctions, prepositions, and demonstratives are unstressed [6] Swan. This means that the number of stressed words found in a sentence depends on the number of content words the sentences has. For example, the following two sentences given by [8] Al-Hamash have eight syllables each, yet the first one has five stressed words, while the second has only two stressed words.

- The first six have all won a prize.
- There were prizes for six of them.

In the first sentence the words 'first, six, all, won and prize' are stressed; the second sentence has 'prizes' and 'six' stressed. When we talk about stressing a word in a sentence, we do not mean that all the syllables in that word are stressed. If the word has one syllable then that syllable is, of course, stressed, but when a stressed word has more than one syllable the sentence stress falls on the same syllable that carries word-stress. For example, in the sentence:

Mary and George especially want to go tomorrow.

The words George want and go have one syllable each and thus the sentence stress falls on the whole word. The words Mary especially and tomorrow have more than one syllable; on the first syllable in Mary and especially on the second syllable in tomorrow.

#### 1.4 Stress and other Suprasegmentals

It is well-known that a conversed speech is accompanied by suprasegmentals. For the benefit of the present study, some kind of relationship may be existent between stress and other suprasegmentals because “they must be described in relation to other items in the same utterance” [3] Ladefoged. This relationship is known by phonologists as the extralinguistic factors on stress placement see also [9] Quirk, et al., [5] Fry, and [2] Gimson. [2] Gimson an emphatic stress, for example, can be done by linguistic and extralinguistic factors:

Indeed, emphatic stress in languages appears rarely, if ever, to be a matter of extra energy alone. In addition to pitch and length, changes, devices such as the changes of word order, addition of particles, etc., or reduplication seem to be common.

From the definitions of stress mentioned above “see section 1.1 above”, it is evident, if not completely stated by American linguists like [5] Fry, that stress and loudness are interchangeably used. This is due to the fact that all stressed syllables are loud. But to [2] Gimson, it ‘does not appear to be clear cut correlation in English between the actual degrees of loudness produced by stress and the corresponding pitch curve.’ He exemplifies this statement by the following sentence:

- The captain went on board his ship.

With all the unstressed syllables ‘the, tain, on, his’ on a high pitch or laryngeal activity as stated by [3] Ladefoged and the stressed on a low pitch demonstrates that sometimes pitch, and, in particular intonation, are not good guides to the stresses. [3] Ladefoged comments here that “pitch changes due to variations in laryngeal activity can occur independently of stress changes”. He adds also that “when they ‘pitch changes’ do, they can affect the meaning of the sentence as a whole”. Thus, “the relationship of stress to pitch is usually that pitch in the syllable to be stressed”. He wants to say that pitch is sometimes determined by intonation, not by stress or loudness alone. It is perfectly possible to articulate the unstressed syllables, so that they give a clear impression of greater loudness. This often happens when

children recite poems or songs because “their voice has a higher pitch”. [10] Malmberg states that:

“... the role played by impressions of pitch in stress judgements is difficult to determine because of the close association between pitch variations and intonation.”

The relationship between stress and intonation is a matter concerned with sentence stress, not word stress. By using different patterns of intonation ‘contours’ and with grammar and vocabulary held constant, we can modify an utterance from an affirmative sentence into, for instance, a question as in:

- John went TO THE CINEMA yesterday.

or

- John went to the cinema YESTERDAY.

[5] Fry confirms that we cannot give “a definitive view on the physical nature of English rhythm itself” unless stresses are focused. Stresses are regarded by speakers and hearers as beats at more or less regular intervals of time; we thus have an accentual sequence analogous to the feet in poetic metres—each foot consists of a stressed syllable, usually with one or more unstressed syllables. [6] Swan believes that the rhythm of English is based on a regular pattern of stressed syllables. These follow each other at roughly regular intervals. But if several unstressed syllables come together, these are pronounced even more quickly, so as not to disturb the rhythm. The following two sentences take much the same time, although the second sentence has three more unstressed syllables:

1 She KNEW the DOCTOR.

2 She KNEW that there was a DOCTOR.

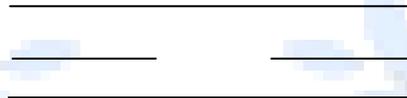
### 1.5 Degrees of Stress

Syllables can generally be divided into two major categories: stressed and unstressed. [11] Roach gives a very detailed analysis of degrees ‘or levels’ of stress. This analysis identifies three different degrees: two related to stressed syllables and one to unstressed ones. They are respectively as follows:

1 primary stress, or tonic strong stress. This type of prominence results from the pitch movement from a higher to a lower one. [11] Roach uses the word

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around as an example “these two parallel lines represent the speakers high and low pitch levels”:



- 2 Secondary stress, or non-tonic strong stress. This type of stress is weaker than tonic strong stress, but stronger than that of the first syllable of around. His examples are the first syllables of the words photographic / ,fəʊtə'græfɪk / and anthropology / ,æŋθrə'pɒlədʒɪ /.
- 3 Unstressed, “and regarded as being the absence of any recognizable amount of prominence”. Then, [11] Roach continues his discussion to divide this third type of stress degree into two subtypes depending on the weak syllables. Weak syllables with / ʊ / or a syllabic consonant / l /, / n /, or / r / are “less prominent than an unstressed syllable containing some other vowel”.

From his examples, we can say that [11] Roach uses “some other vowel” to mean / əʊ /, and this distinction is due to the fact that / əʊ / can never be reduced to / ə /, whereas / ɪ /, / ʊ / can be. Poetic / pəʊ'etɪk / is more prominent than pathetic / pə'tetɪk /. [11] Roach calls these two unstressed levels as third level of stress and fourth level of stress. But he ends his discussion by stating such division of unstressed level is not necessary. [7] Stageberg has a similar idea, but his orientation is to use “three degrees of stress for isolated words, the citation forms”. And he uses four degrees of stress for word groups and sentence, calling them primary, secondary, third, and weak degrees, respectively.

(3) Ladefoged gives a survey of the possible systematic representation of stress marking.

The most common two systematic markings are:

BRITISH SYSTEM	AMERICAN SYSTEM
'----- primary	ˈ----- primary
,----- secondary	˘----- secondary
˘----- third	˙----- third
	˚----- weak

## Section Two

### 2. Stress Predictability of Simple Words

There is a fact in English words that a particular syllable must be accented if the word is important enough to get one 'see section 1 above'. It is often claimed that there are certain rough tendencies such as favouring an initial stress in nouns, and adjectives. See [12] Cambridge. Then the dictionary continues to affirm another important fact that "stress in English can go anywhere". There is a kind of agreement among phonologists that "there is an element of predictability" in stressing simple words [6] Swan. What phonologists can be sure of is that the stressed 'or accentable' syllable contains no reduced vowel, / ? / in particular. [13] Gilbert adds another important fact: "using the correct stress pattern is more important than using the correct sounds".

[11] Roach sheds light on the issue of predictability of stress placement by saying

"... English word stress is so difficult to predict that the best approach is to treat stress placement as a property of the individual words, to be learned when the words themselves learned English stress placement ... is a highly complex matter."

#### 2.1 Roach's Four Kinds of Information

[11] Roach's treatment of stress predictability is so rich to be taken for granted in the present study. To him, there are four kinds of information necessary in stress placement:

- 1 The morphological structure of words: simple, compound, or complex. The present section is on simple words. The other two types of words will be the concern of the next section 'see section three below'.
- 2 The grammatical category of the words: "noun, verb, adjective, etc." Only the content words nouns, verbs, adjectives, and adverbs are stressed, whereas the function words prepositions, pronouns, coordinators, etc., are unstressed. Their influence is more prominent as far as sentence stress is concerned 'see section 1.4 above'.
- 3 The number of syllables in the word.
- 4 The phonological structure of those syllables.

Syllables are divided into strong syllables and weak ones. The cornerstone is the vowel; all “stressed vowels are full and clear” [13] Gilbert. Whereas unstressed syllables have, in most cases, a schwa / ə /, or other reduced vowels.

## 2.2 Monosyllabic Words

There is no problem with monosyllabic words when uttered alone. In this respect, [11] Roach comments that “single-syllable words present no problem, if they are pronounced in isolation they are said with tonic strong ‘i.e., primary’ stress. From [11] Roach’s statement, it is very evident that all words, either content or function, are stressed in isolation. But in sentence-structure, the matter is completely different; for example, the issue of strong and weak forms see section 2.1 above:

was = strong form / wɒz /

weak form / wəz /

- A: I was here first. / wɒz /
- B: No, you weren’t
- A: yes, I was. / wɒz /

[13] Gilbert adds another example:

“Can’t” is usually said with a full clear vowel. “Can” is usually said with a schwa:

We can do it. / kəɪ / or / kn /

We can’t do it. / kɑːnt /

## 2.3 Bisyllabic Words

Bisyllabic is an adjective used to mean that there are two syllables in a word. Examples are teacher, enjoy, happy, clearly, etc. [13] Gilbert states as a rule that “if you leave out verbs, 90 percent of two-syllable words are stressed on first syllable”. She adds another rule that “two-syllable personal names are also likely to be stressed on the first syllable”. The following are examples:

candy / 'kændɪ / Charlie / 'tʃɑːli /

dolly / 'dɒli / Robert / 'rɒbət /

fracture / 'fræktʃə /

The following is a presentation of the predictable rules of bisyllabic words based on [11] Roach's treatment.

### 2.3.1 Bisyllabic Verbs, Adjectives, and Adverbs

1 The second syllable is stressed if:

i. It contains a long vowel.

exceed / ɪk'si:d / confirm / kən'fɜ:m /

ii. It contains a diphthong.

beside / bɪ'saɪd / divine / dɪ'vaɪn /

apply / ə'plɑɪ / confine / kən'faɪn /

persuade / pə'sweɪd / sublime / sə'blaɪm /

iii. It ends with more than one consonant.

attract / ə'trækt / correct / kə'rekt /

collect / kə'lekt / command / kə'mɑ:nd /

2 The first syllable is stressed if:

i. The second contains a short vowel.

enter / 'entə / lovely / 'lʌvli /

happy / 'hæpi /

ii. The second syllable ends with one 'or no' final consonant.

open / 'əʊpən / even / 'i:vən /

envy / 'envi / evil / 'i:vl /

iii. The second syllable contains / ʊ /.

follow / 'fɒləʊ / borrow / 'bɒrəʊ /

hollow / 'hɒləʊ / shallow / 'ʃæləʊ /

3 Exceptions are verbs which are morphologically complex.

permit / 'pɜ:mɪt / submit / səb'mɪt /

consume / kən'sju:m /

4 Examples of exceptional adjectives are:

honest / 'ɒnɪst / perfect / 'pɜ:fɪkt /

5 An example of exceptional adverbs is:

below / bi'ləʊ /

(Source Cambridge International Dictionary of English 1995: 116)

### 2.3.2 Bisyllabic Nouns

Bisyllabic nouns tend to be stressed on their first syllables see [12] Cambridge.

- 1 The first syllable is stressed if the second syllable contains a short vowel regardless of the number of consonants. Otherwise, it will be, on the second syllable:

money / 'mʌni / corner / 'kɔ:nə /  
colour / 'kʌlə / project / 'prɒdʒekt /  
product / 'prɒdʌkt / coffee / 'kɒfi /  
design / di'zain / behalf / bi'hɑ:f /

- 2 Like verbs, adjectives, nouns are stressed initially if the second syllable has / əʊ /

elbow / 'elbəʊ /.

### 2.4 Trisyllabic Words

[13] Gilbert states that in “words with three or more syllables:

- One vowel will get the main stress ‘long and clear’.
- Some vowels may get a little stress ‘clear, but not as long as the vowel with the most stress’.
- Some vowels may be reduced ‘schwa’.

#### 2.4.1 Three-Syllable Verbs

- 1 If the last syllable:
  - i. Contains a short vowel, or
  - ii. Ends with not more than one consonant, which syllable will be unstressed, and stress will be placed on the penultimate syllable.  
encounter / in'kaʊntə / determine / di'tɜ:mɪn /  
entitle / in'taɪtl /
- 2 If the final syllable:
  - i. Contains a long vowel, or a diphthong, or
  - ii. Ends with more than one consonant, the final syllable will be stressed.

entertain / ,entə'teɪn /

resurrect / ,rezə'rekt /

#### 2.4.2 Three-Syllable Nouns

1 The final syllable is stressed if:

- i. Contains a short vowel.
- ii. Contains a diphthong vowel / əʊ / and if the penultimate syllable:
  - Contains a long vowel, a diphthong, or
  - Ends with more than one consonant, that middle 'or penultimate' syllable will be stressed.

mimosa / mɪ'məʊzə / potato / pə'tetəʊ /

advantage / əd'vɑ:ntɪdʒ / disaster / dɪ'zɑ:stə /

synopsis / sɪ'nɒpsɪs /

2 If the final syllable and the penultimate syllables:

- i. Each contains a short vowel, or
- ii. Each end with not more than one consonant, both are unstressed. As a result, the first syllable is stressed:

quantity / 'kwɒntɪti / symmetry / 'sɪmɪtri /

cinema / 'sɪnəmə / emperor / 'empərə /

custody / 'kʌstədi /

Adjectives seem to have the same rules of nouns:

opportune / 'ɒpətju:n / derelict / 'derɪlɪkt /

insolent / 'ɪnsələnt / anthropoid / 'ænθrəʊpɔɪd /

## Section Three

### 3. Morphophonemics and Stress

This section includes a presentation of these cases showing the relationships between morphology and phonemics, 'or phonology' and their concern in turn with the placement of stress.

#### 3.1 Stress in Compound Words

Stress placement in compound words is predictable [9] Quirk, et. al, i.e., "compound nouns ... generally have primary stress on the first element but with a secondary stress on the second element".

- ' earth ,quake ' life ,boat
- ' waiting ,room ' fire - ex ,tinguisher

But when these are used grammatically as noun phrases or word groups, as in [7] Stageberg's terminology 'only one primary stress can occur in a phrase ... is normally near or at the end':

- That sounds like a ' black ,bird. 'Compound'
- A carrion crow is a completely ,black 'bird. 'Word group'
- Other examples are hot house, green fly, dark room, etc.

#### 3.2 Stress Predictability of Complex Words

[11] Roach hints to the relationship between morphology and stress as far as complex words are studied. He believes that Greek additives like cata-, ana-, dia-, and also Latin additives like -mit are not problematic due to their frequent use in English. The unpredictable nature of complex words lies in the fact that "we would not be able to study English morphology without first studying the morphology of five or six other languages". Complex words are usually known by the existence of affixes: prefixes come before the stem like un-, dis-, il-, etc., and suffixes after the stem like -ment, -able, -y, etc. Presentation and examples of the following treatment depend on [11] Roach, [9] Quirk, et. al., and [12] Cambridge.

##### 3.2.1 Prefixes

[11] Roach sums perfectly up the passive impact of prefixes on stress placement by stating that "the best treatment seems to be to say that stress in words with prefixes is governed by the same rules as those for word without prefixes."

- 'able -dis' able - 'happy - un' happy
- 'large - en' large - 'regular - ir' regular

### 3.2.2 Suffixes

Suffixes play a very different role compared with prefixes. Their role is of three different ways:

#### a) Suffixes Receiving Primary Stress

These suffixes are:

SUFFIXES	WORDS	TRANSCRIPTION
-ain "for verbs"	entertain	/ ,entə'tein /
-ette	cigarette	/ ,sɪgə'ret /
-ee	refugee	/ ,refju:'dʒi: /
-eer	mountaineer	/ ,maʊnti'niə /
-ese	Portuguese	/ ,pɔ:tju'gi:z /
-esque	grotesque	/ grəʊ'tesk /
-ique	mystique	/ mis'ti:k /
-semi	semicircle	/ 'semi,sɜ:kɪl /

These suffixes have two kinds of changes on stress placement and may be a third on vowel quality.

- 1 They themselves carry primary stress.
- 2 If the stem consists of two syllables, the secondary stress will be moved to an earlier syllable.

Japan / dʒə'pæn / Japanese / ,dʒæpə'ni:z /

#### b) Suffixes Influencing Stem Stress

The kind of influence done by the following suffixes is to move primary stress to the penultimate syllable supported sometimes by a change of the vowel quality:

SUFFIXES	WORDS	TRANSCRIPTION	WORDS	TRANSCRIPTION
-eous	advantage	/ əd'vɑ:ntɪdʒ /	advantageous	/ ,ædvən'teɪdʒəs /
-graphy	photo	/ 'fəʊtəʊ /	photography	/ fə'tɒgrəfi /
-ial	proverb	/ 'prɒvəb /	proverbial	/ prə'vɜ:bjəl /
-ic	climate	/ 'klaɪmɪt /	climatic	/ klɑɪ'mætɪk /
-tion, -sion, -ssion	perfect	/ 'pɜ:fɪkt /	perfection	/ pə'fekʃən /
-ious	injure	/ 'ɪndʒə /	injurious	/ ɪn'dʒʊəriəs /
-ity	tranquil	/ 'træŋkwɪl /	tranquillity	/ træŋ'kwɪlɪti /
-ive	reflex	/ 'ri:fleks /	reflexive	/ rɪ'fleksɪv /
-ance, -ant, -ary	import	/ 'ɪmpɔ:t /	importance	/ ɪm'pɔ:təns /

### c) Suffixes Not Affecting Stress Placement

The following suffixes are prefix -like influence; that is, they have no influence on the primary stress. Only [9] Quirk, et. al., explain the reason behind such a fact by stating that “native words and early French adoptions tend to have the primary stress on the stem syllable and to keep it there, regardless of the affixes that word-formation may add.” Then they also explain the reason behind the variations in stress placement in the first two types of suffixes by commenting that “with more recent adoption, and with derivations based on foreign and classical element ..., the place of the stress varies according to the affixation”.

SUFFIXES	STEM	TRANSCRIPTION	SUFFIXED WORD	TRANSCRIPTION
-able	Comfort	/ 'kʌmfət /	Comfortable	/ 'kʌmfətəbl /
-age	Anchor	/ 'æŋkə /	Anchorage	/ 'æŋkərɪdʒ /
-al	Refuse	/ rɪ'fju:z /	Refusal	/ rɪ'fju:zəl /
-en	Wide	/ 'waɪd /	Widen	/ 'waɪdn /
-ful	Wonder	/ 'wʌndə /	Wonderful	/ 'wʌndəfʊl /
-ing	Amaze	/ ə'meɪz /	Amazing	/ ə'meɪzɪŋ /
-ish	Devil	/ 'devl /	Devilish	/ 'devlɪʃ /
-like	Bird	/ bɜ:d /	Birdlike	/ bɜ:d'laɪk /
-less	Power	/ 'paʊə /	powerless	/ 'paʊələs /
-ly	Hurried	/ 'hʌrɪd /	Hurriedly	/ 'hʌrɪdli /
-ment	Punish	/ 'pʌnɪʃ /	Punishment	/ 'pʌnɪʃmənt /
-ness	Yellow	/ 'jeləʊ /	Yellowness	/ 'jeləʊnɪs /
-ous	Poison	/ 'pɔɪzn /	Poisonous	/ 'pɔɪznəs /

-wise	Other	/ 'ʌðə /	Otherwise	/ 'ʌðəwaɪz /
-y adj. n.	Fun	/ fʌn /	Funny	/ 'fʌni /

### 3.3 Word-Class Pairs

Due to the morphological process of conversion, there are a large number of bisyllabic words need a kind of attention represented by the stress placement. These converted words can also be classified into three types:

- i. Noun - Verb Conversion,
- ii. Noun - Adjective Conversion, or
- iii. Adjectives - Verb Conversion.

It is important to generalize that bisyllabic nouns usually have the primary stress on the first syllable, and on the second syllable of verbs or adjectives, regardless of being converted into verbs or adjective. [5] Fry.

NOUN	TRANSCRIPTION	VERB	TRANSCRIPTION
conduct	/ 'kɒndʌkt /	conduct	/ kɒn 'dʌkt /
contract	/ 'kɒntrækt /	contract	/ kɒn 'trækt /
contrast	/ 'kɒntrɑːst /	contrast	/ kɒn 'trɑːst /
desert	/ 'dezət /	desert	/ de 'zət /
escort	/ 'eskɔːt /	escort	/ es 'kɔːt /

The other conversion is that adjectives will carry the primary stress on the first syllable and on the second syllable of verbs.

ADJECTIVE	TRANSCRIPTION	VERB	TRANSCRIPTION
perfect	/ 'pɜːfɪkt /	perfect	/ pɜː 'fɪkt /
abstract	/ 'æbstrækt /	abstract	/ æbs 'trækt /
present	/ 'preznt /	present	/ pre 'znt /

(9) Quirk, et. al., give one example of above-stated three kinds of Conversion. Here present can be a noun, an adjective, or a verb. In first two cases, i.e., used as a noun or adjectives, it has the primary stress on the first syllable, and on the second syllable as a verb.

NOUN	TRANSCRIPTION	ADJECTIVE	TRANSCRIPTION	VERB	TRANSCRIPTION
present	/ 'preznt /	present	/ 'preznt /	present	/ pre 'znt /

Two different ways of stating stress in such word-class pairs:

- a) [11] Roach prefers to use the ordinary way of representing stress using high mark:

adj. / 'æbstrækt /, v. / 'æbs 'trækt /

- b) [5] Fry, and [1] Jones prefer to write the stressed syllables in capitals:

Object 'noun'. obJECT 'verb'.

CONtract 'noun'. conTRACT 'verb'.

## Conclusion

Throughout the present study, the following points are found:

- 1 The term stress is associated with different terms and concepts like force, muscular energy, loudness, and articulatory efforts, etc.
- 2 There is a debate among linguists and phonologists about the phonemic nature of stress, both of them use minimal pairs as examples of their positions.
- 3 The number of stressed words in a sentence depends on the number of its content words.
- 4 Content words are stressed while function or grammatical ones are unstressed.
- 5 The relationship between stress and other suprasegmentals is very evident.
- 6 Stresses are of three degrees: primary, secondary, and unstressed. Unstressed ones as in [11] Roach's treatment can be subdivided into weak and syllabic.
- 7 [11] Roach's treatment of stress predictability is so rich and organized to the extent that it can be the grounds for any detailed study.
- 8 The relationship between morphology and stress under the title of morphophonemics is so evident.
- 9 There is no problem with the stress of monosyllabic words.
- 10 Bisyllabic nouns tend to have different rules for stress placement from other content words.
- 11 Trisyllabic adjectives tend to have the same rules for nouns.
- 12 Stress tends to occur in syllables containing long vowels, diphthongs and more than one consonant.
- 13 Prefixes and suffixes are completely different as far as stress is concerned; the former are totally passive, and the latter are of changeable roles.
- 14 Suffixes have the following three roles:
  - a. Totally affecting the stress placement,

- b. Partially affecting the stress placement, or
- c. Prefix-like



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