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## **PART A: INTRODUCTION**

### **1. Reasons for choosing the study**

In today's global world, the importance of English can't be denied. English is the greatest common language spoken universally. English is used for socialising, entertainment as well as work. In learning English, we should master both language skills and language components. Language skill consists of two divisions that are receptive skill and productive skill. Receptive skill consists of listening and reading skill while productive skill consists of speaking and writing skill. Three language components which support the language skill are pronunciation, vocabulary and grammar.

Pronunciation consists of segmental and suprasegmental features. Segmental feature refers to consonant and vowel sounds and suprasegmental feature refers to stress and intonation. Stress plays an important role in the production of spoken language, especially in English. Incorrect stress placement is a major cause of intelligibility problems for foreign learners. Stress is one of the main tools used in English to convey word and sentence meaning. If the English speakers put the stress in the wrong syllable, the word will not be understood by the listener. However, in the reality there are many learners who have studied English do not know about stress and the function of it in giving intelligibility. They only focus on how to pronounce the word correctly without using a correct stress placement.

Many teachers often ignore word stress and pay much more attention to the grammar because they think that grammar takes a more part in a test than pronunciation. In fact, students learn English not only to pass the exams but to communicate with the others as well. Some teachers often get bored when teaching this part so they do not show much interest in finding the suitable ways to teach it effectively. We think that tests or examinations are the ways to test students' knowledge in reading, speaking, listening and writing skill. To help students gain fluency in communication, word stress is an integral part in teaching process.

At our school, Nghi Loc 5 High School, word stress is a big problem in pronouncing English words because most of students do not have adequate theoretical knowledge about how to place stress on right syllable. As a language teacher, we have put much thought on this problem and have tried some different ways to teach word stress. That is why we choose the topic: **“Some effective techniques to help the 10<sup>th</sup> form students improve their word stress”** to make word stress become an easy and interesting part not only to students but also to language teachers as well.

### **2. Objectives of the study**

With the above reasons, we have decided to carry out the thesis with the purpose of:

- Helping students realize the importance of using correct word stress.
- Helping students speak English correctly and solve the questions about stress knowledge in tests, exams for good students or other assignments.
- Helping foreign language teachers have more suggestions in teaching word stress.

### **3. Significance of the study**

This experience idea helps students promote clear communication by using good word stress in English. Word stress is not something extra that students should study if they have time. It is an essential part of learning English because it is a major component of the English language. Stressing the wrong syllable can cause misunderstandings. It might be difficult to understand the word, or a wrongly stressed syllable can cause confusion or even annoyance for the listener. In some cases, stressing the wrong syllable may change the meaning or type of word.

### **4. Scope of the study**

The study mainly deals with surveying 84 EFL 10 graders at Nghi Loc 5 High school. In order to conduct the thesis, we pay attention to using word stress of the students at the classroom and collect data related to word stress. Most of the students are at the age of 15 and 16. Almost students in this experiment group have been studying English since grade 6 with the help of devices as computers or smartphones.

### **5. Methods of the study**

- Study of theories
- Observation of real situation
- Analysis and evaluation

### **6. New features in the study's result**

In our innovation, these effective activities are suitable for all levels of students, influence the class environment and help students enjoy studying word stress. Moreover, the teachers can use and adapt the techniques flexibly in their teaching process.

## PART B: CONTENT

### CHAPTER 1: LITERATURE REVIEW

#### 1. Syllables

A syllable is a single, unbroken sound of a spoken (or written) word. Syllables usually contain a vowel and accompanying consonants. Sometimes syllables are referred to as the ‘beats’ of spoken language. English words can be made up of one, two or many syllables.

For example:

Word		Syllable
dog	dog	1
quiet	qui-et	2
expensive	ex-pen-sive	3
interesting	in-ter-est-ing	4
unexceptional	un-ex-cep-tion-al	5

#### 2. Word stress

##### 2.1. The definition of word stress

Murcia, Brinton and Goodwin (1996) noted that “stressed syllables are most often defined as those syllables within an utterance that are longer, louder, and higher in pitch”.

According to Baptista (1981), the quality of stress can be described from three different points of view: the physiological, the physical, and the psychological perspective. From the physiological point of view, stress means the degree of force with which a sound or syllable is pronounced. Also, the energy that comes from the lungs will strengthen a certain syllable of the word. This definition gives the light impression that a stressed syllable requires more effort of some sort than other syllables. Thus the stressed syllables are in some way pronounced strongly than the other syllables. However, according to the physical point of view, frequency is seen as the most relevant factor for recognition of word stress, followed by duration and intensity; while from the psychological point of view, the

most important factors would be pitch, length and loudness, respectively. Besides these views, there is the psychological one, which describes stress as loudness.

Baptista explains that syllables receiving accent or prominence consist of stress, pitch, quality and quantity. Nevertheless, pitch is seen as the most efficient clue for the English learner. Based on Baptista's research (1981), there is no agreement among linguists about these terms to give a definition for word stress, but no linguist can deny the role word stress plays in communication.

## ***2.2. Characteristics of stressed and unstressed syllables***

In all words of two or more syllables, one syllable is more prominent, louder, or more noticeable than the other syllables in that word. This strong syllable is stressed (accented), and the other weaker syllables are unstressed (Dauer: 1983).

### ***2.2.1. Nature of stress***

In English Phonetics and Phonology, Roach P. (1983) held the view that all stressed syllables have one characteristic in common, and that is called "prominence". The stressed syllable of a word is recognized more prominent than the rest syllables of the word. Deciding what makes a syllable become more prominent than others, in his book, Peter Roach looked at four different important factors. They are loudness, length, pitch and vowel quality.

#### ***Loudness***

In a word, stressed syllables are louder than the unstressed; in other words, loudness is a component of prominence. Gimson A.C. (1962) argued that a sound or syllable which is stressed is one upon which there is expended in the articulation relatively great breath effort and muscular energy. In a sequence of syllables, one is uttered with the intensive loudness, it would be heard as stressed syllable.

#### ***Length (duration or quantity)***

Roach P. in *Phonetic and Phonology* (1983) defined that: "The length of syllables has an important part to play in prominence. If a word is presented to English listeners, with no pitch variations but with vowels of different length, those vowels which have the greatest length will be judged as "stressed". Therefore, vowels and diphthongs will always be associated with prominence, especially by a listener, however weakly stressed they may be and despite the fact that a long vowel or diphthong in a relatively unstressed syllable does not have the same length as it will have in a stressed syllable.

In other words, among others syllables with the same length, if only one of them is lengthened intensively, there is quite a strong tendency for that syllable to be heard as stressed.

#### ***Pitch***

Roach P. (1983) also discussed: Every syllable is pronounced with different pitch, it might vary from low pitch to high pitch. Within a word, if one syllable is noticeably said differently from the others, it will be recognized as prominent, and of course a stressed syllable. Therefore, to place some movement of pitch (e.g. rising or falling pitch) on a syllable is an effective way to produce a syllable with prominence. It is closely related to the frequency of vibration of the vocal folds and to the musical notion of low- and high- pitched notes. He also emphasized: "If one syllable of a nonsense word" (e.g. ba:ba:ba:ba) is said with a pitch that is noticeably different from that of the others, this will have a strong tendency to produce the effect of prominence. If all syllables are said with low pitch except for one said with high pitch, then the high-pitch syllable will be heard as stressed and the others as unstressed"

### *Vowel quality*

A syllable will be considered as a prominence if it includes a vowel that has different quality from neighboring vowels (Roach P.1983). If a nonsense word "ba:ba:ba:ba" is changed as "ba:bi:ba:ba", then the "bi" syllable will usually be heard as stressed.

In short, a stressed syllable can be recognized thanks to the combination of those above four factors, among which the strongest effect is produced by pitch and length respectively, and then, loudness and vowel quality.

### *2.2.2. Schwa sound*

According to Kenworthy J. (1987): "There is one English sound that all learners must be made aware of at a very early stage - the neutral vowel used in unstressed syllable and weak form - the schwa vowel". Schwa is represented by the phonetic symbol / ə /. In quality, it is mid (that is, half-way between close and open) and central (that is, half-way between front and back), it is generally described as lax, that is, not articulated with much energy. It is noteworthy that this vowel / ə / only occurs in unstressed syllables, never in stressed ones.

### *2.3. The importance of word stress*

Word stress is very important in English. Placing wrong stress on the wrong syllable when we speak English will cause misunderstanding and misinterpreting. One of the most important criteria used in assessing the importance of word stress is intelligibility. According to Hughes (2006), although intelligibility includes a variety of speaking related features, it is often closely tied to pronunciation. She says that intelligibility refers to whether a listener is able to understand a speaker. In other words, the speaker's message or intention must be able to be understood by a listener.

Intuitively, intelligibility is a powerful concept. If a speaker's message is accessible in content, yet presented in a way that impairs recognition (such as with

adequate pronunciation), a listener is likely to have greater difficulty understanding. Understanding can be impaired because a listener has difficulty decoding an utterance because the utterance meaning is not clear or because the utterance is not easily interpretable.

Zielinski (2006) says that non-standard suprasegmental features (stress, rhythm, and intonation) can reduce intelligibility. She goes on arguing that intelligible speech is essential for effective communication. From her statements, it can be concluded that intelligibility requires standard phonological features like word stress patterns.

In short, placing right stress on the right syllable of the word is very important in English because wrong stress position can result in an unintelligible utterance that makes the listener not able to understand what is meant by the speaker. Knowing the stress pattern of words will help students to remember the correct pronunciation of words and to improve their listening comprehension skills. The ESL learners will converse more confidently in English and enjoy it.

#### ***2.4. Comparison between English and Vietnamese rhythmic patterns***

Every language in the world has their own speech rhythmic pattern. English is a *stress-timed language* with the rhythmic pattern based on the regular repetition of the stressed syllables. Whereas, Vietnamese tends to have the equal syllable to form the *rhythmic patterns of the syllable-timed language*, with the syllables having the equal intensity. The difference mentioned above leads to the fact that although Vietnamese students can pronounce the English sounds exactly, their speech does not sound like English because they can not reach to the characteristics of 'strong' and 'weak' to form the rhythm. Therefore, the time has come when the teachers spend more time emphasizing the difference between English and Vietnamese rhythmic patterns.

#### ***2.5. Reason for word stress problems***

##### ***2.5.1. Influence of mother tongue***

The first cause of the students' errors belongs to the influence of mother tongue. The differences between Vietnamese and English cause obstacles to them when they learn how to pronounce multi-syllabic words with stress patterns in English. That is, in Vietnamese, all words can be said to be the mono-syllabic words except for some compound words, which also have separate syllable and distinctive tone such as: *long lanh, rung rinh, dat dao...* This makes Vietnamese students pronounce all the syllables with the same loudness, length and pitch. That is why they give the equal stress to all syllables. This characteristic should be considered as the clearest reason for such above errors.

### *2.5.2. Lack of teaching and learning facilities*

With the current teaching and learning facilities of the school, it is quite true that the teachers and the students lack a good environment for learning foreign languages, hence they find it hard to improve their English teaching and learning especially the field of stress. Their work would be much better if there were more modern facilities supplied such as a laboratory room or a room full of computers with the internet service for both teachers to search and find the latest suitable information for teaching or preparing and performing powerpoint lessons, which is called “active teaching method”. So as to adapt that kind of method, the teachers should be aware of the importance of renovating their teaching methods as well as benefits of modern devices which are called information-technology in teaching foreign languages in order to have interest in learning how to operate and use them successfully.

### *2.5.3. Students’ different learning styles and phonetic ability*

The difference in the students' background knowledge of English cuts both sides in teaching and learning the language. It is a common view that students who are good at phonetics will have a better ear for foreign language than others. They benefit from pronunciation drills, tasks in which particular sounds are heard and they can imitate again and again. Their innate abilities enable them to exploit all the opportunities to compare what they are doing with the model presented. Poor discriminators do not seem to benefit from drills very much. In fact, drills seem to cause their attempts to stabilize before they reach an accurate production of a sound. Because of the complexities involved, this seems a factor which is very much out of the control of the teachers.

### *2.5.4. Students’ lack of motivation and concern*

An other cause lies in the fact that the students lack motivation and concern from their teachers. Because nearly a half of the students said that they were not encouraged to learn word stress in an effective way. That means the teachers themselves have not paid much attention to renovating their teaching methods in order to help their students with word stress, so the students could not find an appropriate style for their learning. In the process of learning and teaching, Vietnamese teachers and learners tend to pay more attention to the fluency (how fast their students can speak) and to the number of vocabulary (how many words their students can remember) but less attention to how they can speak a sentence with correct stress and intonation. By that, there should be some changes in the students' awareness in the ways they approach their target language.

## *2.6. General word stress rules*

### *Two-syllable nouns and adjectives*

In most two syllable nouns and adjectives, the first syllable takes on the stress.

- SAMples
- CARton
- COlorful

•

RAIny

*Two-syllable verbs and prepositions*

In most two syllable verbs and prepositions, the stress is on the second syllable.

- reLAX
- recEIVE
- diRECT
- aMONG
- aSIDE
- beTWEEN

*Three-syllable words or words with prefixes or suffixes*

- Words with the following endings have the stress right before the suffix:

- **able:** ADDable, ARable, DURable
- **ary:** PRIMary, DIary, LIbrary
- **ery:** BAKery, SCENery
- **graphy:** calLigraphy, bibliOgraphy, stenOgraphy
- **ial/cial/tial:** ceLEStial, iNItial, juDIcial, nonSOCial
- **ian/cian:** coMEDian, ciVILian, techNICian, muSICian, phySICian
- **ible:** VIvisible, TERrible, reSIstible
- **ic:** arCHAic, plaTONic, synTHEtic
- **ical:** MAGical, LOGical, CRItical
- **ics:** diaBETics, paediAtrics
- **ion/tion:** classifiCATION, repoSItion, vegeTATION
- **ity:** imMUunity, GRAvity, VANity
- **ium:** HElium, aluMINium, PREmium (note: US: aLUminum)
- **imum:** MInimum, MAXimum, OPTimum
- **logy:** biOlogy, cardiOlogy, radiOlogy
- **tal:** biCOAstal, reCItal (note : CAPITAL> -tal is not a suffix here)

- 
- 
- Words ending in ee, ese, ique, ette carry the primary stress on the suffix:

- ee:** agrEE, jamborEE, guarantEE

- eer:** sightsEER, puppetEER

- ese:** SiamESE, JapanESE, cheESE

- ette:** cassETTE, CorvETTE, towelETTE

- ique:** unIQUE, physIQUE

- *Prefixes*

Prefixes are not usually stressed. The first syllable of the base word is stressed, no matter if the word is a noun, verb or adjective.

- proGRESSive

- obTAINED

- disCUSS

- exPAND

However, the following prefixes are stressed in nouns : ex, fore, out, over, under, up:

- EXpert

- OUTcry

- OVERlook

- UNDERdog

- UPdate

### *Compound words*

- *Compound noun*

A compound noun is a noun made out of two nouns in order to form one word. In a compound noun, the first word usually takes on the stress, also when combined with an additional noun.

- SEAfood

- ICEland

- TOOTHpaste

- AIRplane mechanic

- PROject manager

- 
- 
- BOARDroom member

- *Compound adjectives*

A compound adjective is an adjective composed of at least two words. The stress is placed within the second word.

ten-METER

rock-SOLID

- fifteen-MINUTE

*Phrasal verbs*

Phrasal verbs are words made from a verb and preposition.

The second word gets the stress (the preposition):

- to black OUT
- to break DOWN
- to look OUT

(Note that the rule for compound nouns above applies when phrasal verbs are used as nouns: the BREAKdown)

*Proper nouns*

Proper nouns are specific names of people, places or things. For example: Jennifer, Spain, Google.

The second word is always the one that takes the stress:

- North DAKOTA
- Mr. SMITH
- Apple INCORPORATED

*Reflexive pronouns*

Reflexive pronouns show that the action affects the person who performs the action.

The second syllable usually takes the stress:

- mySELF
- themSELVES
- ourSELVES

- 
- 

### ***2.7. Marking of stress***

There are various ways of marking stressed syllables in English. O'Connor J.D. (1967) showed stressed syllables by placing the mark "\*" immediately before them, for example: believe: /bi\*li:v/ hardly: /\*ha:dli/

Avery and Ehrlich (1992) represented stress with dots: The larger the dot, the heavier the stress and the smaller the dot, the lighter the stress. Look at these

examples:

• •      • • •  
apple      information

According to Jones D. (1998), primary stressed syllables are shown in international phonetic transcription by the mark " ' " placed at the beginning of the syllable. The words "father, arrive" are thus written /'fa:ðə/, /ə'raɪv/. Secondary stress is shown by the mark ", ". It is chiefly needed in words having three or more syllables preceding the primary stress, and in compound words. For examples: civilization: /,sɪvəlai'zeɪʃn/

type-designing : /'taɪpdi,zainɪŋ/

## **CHAPTER 2 PRACTICAL REVIEW**

### **1. An overview of Nghi Loc 5 High School**

NghiLoc 5 High School where we have been teaching and doing the research is located in a rural area. It was founded in 2006 with over 60 young and enthusiastic teachers, of which there are 7 teachers of English. At presents, there are 25 classes divided into three grades with over 1000 students. There are enough classrooms for learning and teaching but they are just equipped with basic facilities. The students' learning spirit is quite good but there is a fact that they don't really have good condition of studying as most of them come from agrarian families. They lack many things needed for their study. Time for studying is also a problem because after school, they spend most of their time helping their parents with housework and crops. Besides, their background knowledge of English and their proficiency of English is poor. Thus, it is more challenging for teachers to activate and motivate them to take part in the lesson, especially in the oral practice because of their shyness. That is why, it can be concluded that their English knowledge especially their phonetic abilities are still limited and their attitude towards learning word stress is also a matter to be considered.

### **2. Current situation of teaching and learning word stress at school**

For a long time, the word stress is still an obsession of many students. In class, most teachers often focus on grammar. When correcting students' mistakes, they pay attention to word usage, grammatical errors or mispronunciations but do not correct errors in word stress. Most students have no concept of stress when pronouncing English. They have a lot of difficulties when determining the stress of words or choosing words with different stress types. In order to understand the nature and characteristics of stress, students need to know the knowledge related to word stress.

### **3. Research context**

#### ***3.1. Setting and Participants***

##### ***3.1.1. Students***

The participants were 84 students in Nghi Loc 5 high school. Most students are generally at pre-intermediate level. They have learned English for at least five years at school. However, they usually express no interest in learning word stress.

##### ***3.1.2. Teachers***

The teachers who have been teaching English at Nghi Loc 5 High School were invited to join the research. All of the teachers under the investigation have ever taught grade 10, and all of them are teaching in the academic school year 2021-2022. When the study was carried out. The problem was that the students are not attentive and interested in teaching word stress. As a result, they were confused

about detailing their teaching activities. In addition to that, there was difficulty in finding the teaching materials or references to support for the designing their lessons apart from the textbooks and the teacher's books.

All participants took part in the survey by responding to the two kinds of questionnaires, one for students and one for teachers.

## CHAPTER 3 SUGGESTED ACTIVITIES TO HELP STUDENTS IMPROVE THEIR WORD STRESS

### 1. Some activities teachers guide students to practice in class

#### 1.1. Games

Game is a very popular method used by teachers in the classroom today due to the effectiveness it brings to students of all ages. Many studies have shown that learners absorb lessons more effectively when they are learned in a relaxing and fun environment, and language game is the best way to achieve that, plays an important role in every class. In teaching and learning English, a happy learning atmosphere with lots of opportunities for real-world communication will motivate learners to be more interested and active. Using games in English teaching can be considered as one of the most useful methods to encourage and increase students' interest in learning and to attract students' attention. In fact, games in English teaching often promote learning motivation for students because of the demands of players' activeness and initiative. Furthermore, for most types of games, the competition between players is always an incentive for players to participate. This is also the most important reason why most students are interested and drawn into the games. Games are often flexibly applied in English teaching to develop listening, speaking, reading and writing skills as well as improving pronunciation and vocabulary development.

Many language games require students to work in pairs, in groups or require the participation of the whole class to work together to fulfill the requirements of the game, and to score as many points as possible. In fact, students of all ages love to score and win. Moreover, through these games, students have a natural motivation to review what they have learned, as well as to receive new knowledge in an exciting way.

##### 1.1.1. Stress bingo

This bingo is for noun - verb stress. Teachers can make a bingo game contrasting the pronunciation of nouns and verbs with the same spelling.

*Examples* : prógress- progréss, présent- présént, prótest- protést, cóntract- contráct, désert- desért, rébel- rebél, súspect- suspéct, cónsole- consóle, cónflíct- conflíct, récord- recórd, cónvict- convíct, ínsert- insért, pérmit- permít

### Unit 7: Cultural diversity - Lesson 2: Language

a. *Aim of activity*: This activity is used to review stress in two syllable words with derivatives

b. *Time for activity*: 5 minutes

c. *Way of organising*: group work

d. Preparation: bingo board

e. Procedure:

- Students work in groups of four.
- The teacher reads the words in random. Students will listen and match the words in their bingo board
- As soon as they complete a line connecting the words, shout bingo.



(verb)	(verb)	(noun)	(verb)	(verb)
Conflict (noun)	Convict (noun)	Protest (verb)	Suspect (verb)	Console (noun)
Desert (noun)	Insert (verb)	FREE!	Suspect (noun)	Present (noun)
Convict (verb)	Progress (noun)	Record (noun)	Progress (verb)	Insert (noun)
Contract (noun)	Present (verb)	Protest (noun)	Record (verb)	Contract (verb)



### 1.1.2. Word stress mazes

Word maze is a word puzzle where students must follow the correct sequence of words to make their way from the start of the maze to the finish. The correct choice is vertically or horizontally connected to the previous word. Diagonal moves are not allowed.

#### Review 4 ( Unit 9,10) - Pronunciation

a. Aim of activity: This activity is used to review stress in words of two

syllables, three syllables and more than three syllables

b. *Time for activity:* 7 minutes

c. *Way of organising:* group work

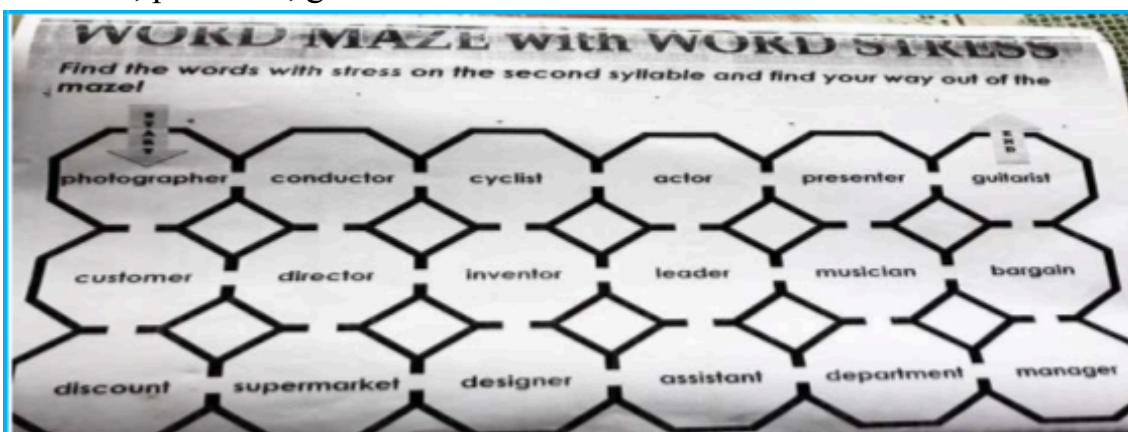
d. *Preparation:* word mazes

e. *Procedure:*

- Students work in groups of four.
- The teacher asks Ss to trace through the maze following the words stressed on the second syllable. They can go left, right, up or down from each square
- When students have finished, teacher will tell them which square they should finish on

f. *Suggested answers:*

photographer, conductor, director, inventor, designer, assistant, department, musician, presenter, guitarist.



### *1.1.3. Pronunciation pyramids game* Review

#### **3 (Unit 6.7.8) - Pronunciation**

a. *Aim of activity:* This activity is used to review stress in words of two

syllables and three syllables

*b. Time for activity:* 7 minutes

*c. Way of organising:* group work

*d. Preparation:* pyramids

*e. Procedure:*

- Students work in groups of four.
- Deliver each group a list of words and a pyramid, ask them to put the words with the same stressed syllable (words stressed on the first, the second, the third syllable) in the correct part of the pyramid. The fastest group is the winner.

*Examples:* relax, cartoon, receive, samples, rainy, primary, initial, unsocial, terrible, Japanese, guarantee

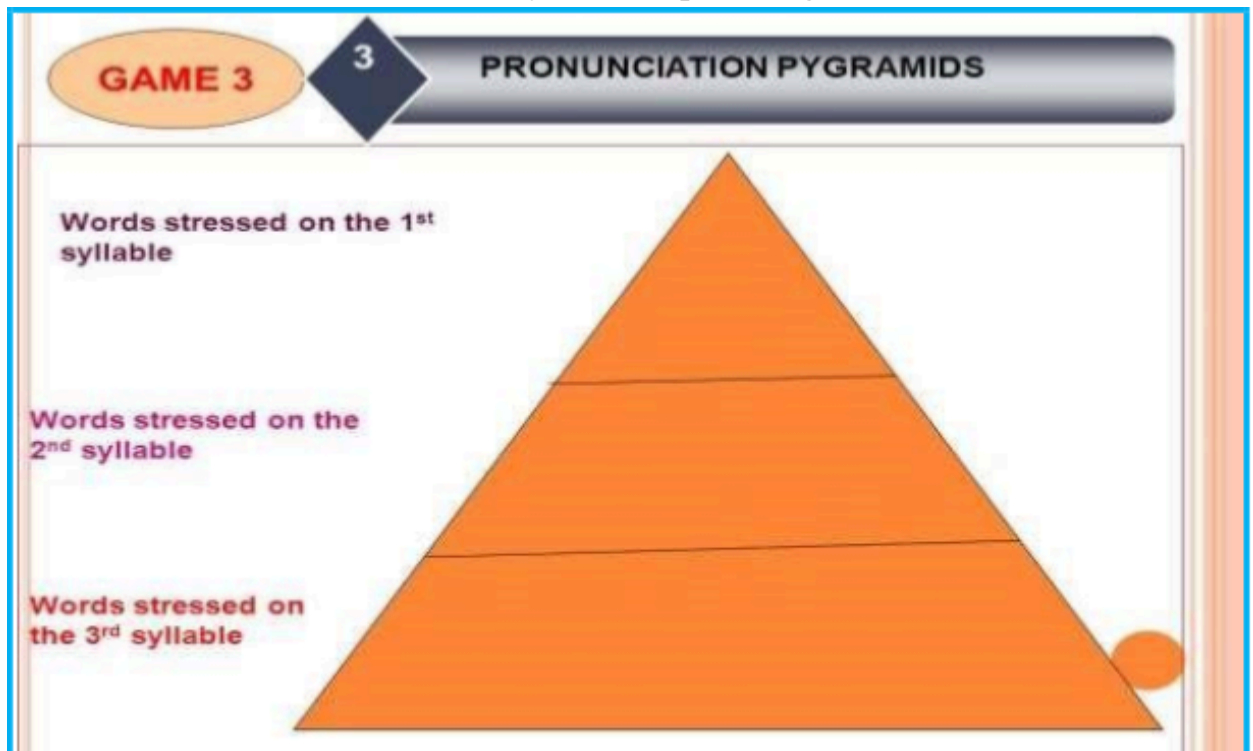
- Teacher asks the students to stick their pyramids on the black board and asks the students to read all of the words correctly.

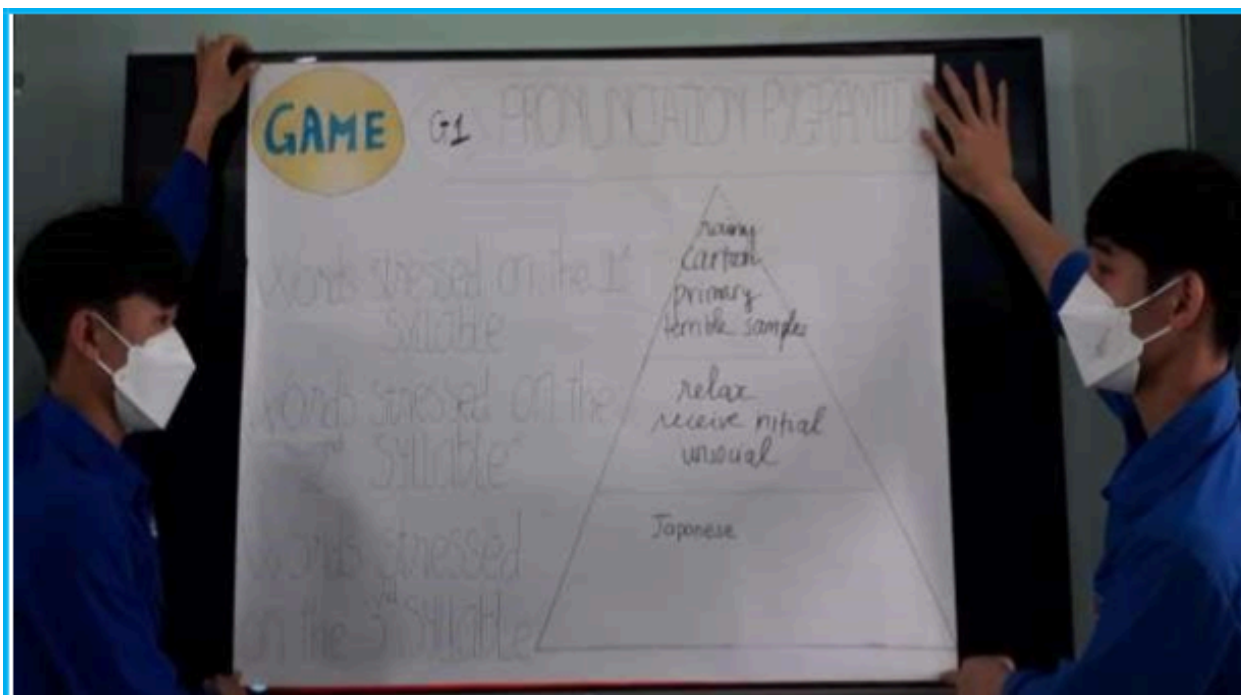
*f. Suggested answers:*

Words stressed on the first syllable: primary, cartoon, samples, rainy, terrible

Words stressed on the second syllable: relax, receive, initial, unsocial

Words stressed on the third syllable: Japanese, guarantee





#### 1.1.4. Online games

Computer is a wonderful gift to teaching, and no matter the age of your students, online game is a great way to help them practice English – without being dull. These games can be used during class to help us encourage our students to work together and to practice their skills. Every teacher should have a few favorite online games in their pocket..

##### 1.1.4.1. Magic harp

Improve the pronunciation of English with an English stressed syllable game. Learn to identify the most common word stress patterns to predict the correct pronunciation of new words.

#### **Unit 10: Ecotourism - Lesson 2: Language**

*a. Aim of activity:* This activity is used to review stress in words of more than three syllables

*b. Time for activity:* 5 minutes

*c. Way of organising:* group work

*d. Preparation:* television, internet

*e. Procedure:*

- Divide the class into two big groups
- Click the website: <http://www.games2learnenglish.com/>
- The teacher asks Ss to find the stressed syllable in each word
- The team getting higher score will be the winner



#### *1.1.4.2. Quizizz games*

“Quizizz” is a great online learning tool. It helps each student excitedly conquer every new achievement. It is an application used to test knowledge in subjects as well as social knowledge through the form of multiple choice answers. The multiple-choice questions in Quizizz are of many genres with different levels for students to try and assess their own level

### **Unit 9: Preserving the environment - Lesson 2: Language**

*a. Aim of activity:* This activity is used to review stress in three syllable nouns

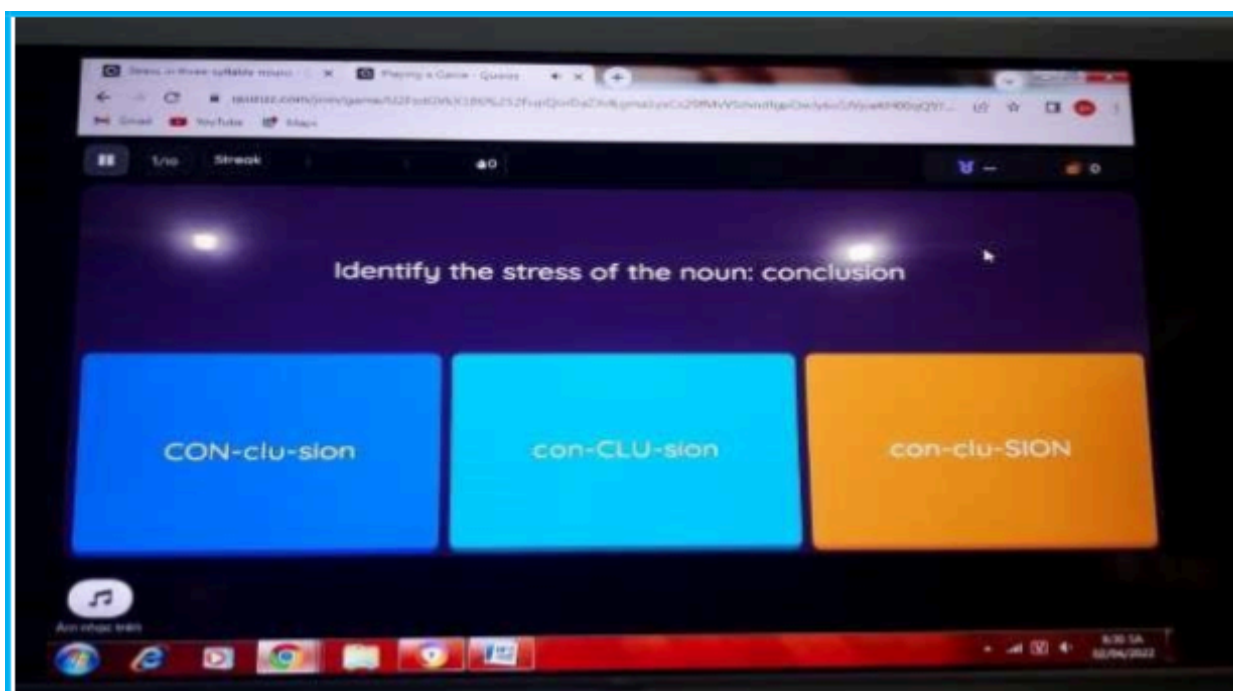
*b. Time for activity: 5 minutes*

*c. Way of organising: group work*

*d. Preparation: television, internet*

*e. Procedure:*

- Go to [www.quizizz.com](http://www.quizizz.com) and hit “Get started”
- If we want to use an existing quiz, we can use the “search for quizzes” box and browse. If we want to create our own quiz, select the “create” panel, then the “sign up” panel and fill in the form.
- Enter a name for the quiz and an image if we like. We can also select its language and make it either public or private.



### *1.2. Using worksheets*

Worksheets give students freedom. For instance, some students like to doodle, others make notes and plans, use colours, highlight or write in pencil and rub it out. We can embrace this by adding an element of drawing, note-taking, colouring and combining different skills.

A worksheet is just a piece of paper that they can work on with others, exchange, stick on the wall or even hand in for marking. It's also much easier for students to move around the class or outside of it with a single piece of paper.

The more worksheets we develop, use and reflect on, the more we will understand our students, their abilities, preferences and what really works in our class. With good feedback, our worksheets will get better every single time and create a channel of conversation between the teacher and the students. Encourage them to make suggestions for future worksheets and even try to make their own.

#### **Review 4 (Unit 9,10) - Pronunciation**

*a. Aim of activity:* This activity is used to review stress in words of two syllables, three syllables and more than three syllables

*b. Time for activity:* 10 minutes

*c. Way of organising:* group work

*d. Preparation:* worksheets

*e. Procedure:*

- Students work in groups of four.
- The teacher asks Ss to do the tasks in the worksheet.
- When students have finished, teacher will give the answers
- The teacher asks the groups exchange the worksheet for peer- correction *f*.

*Suggested answers:*

Alphabet, Alphabet, CompeTition, Garden, InforMAtion, DisbeLIEF,  
UnHAppy, ReBUILD, Dependability, DisCOUrage, JOURnalist, INsect,  
UnderSTAND, ImPORTant, TAbLe, CHIna, DeCIDE, GeoGRAPHic, DeMOcracy,  
BLACKbird, OverFLOW, GRAPHic, PhoTOgraphy

# Rules of Word Stress

**General Rule:** Generally speaking, a syllable is stressed if it sounds long or loud. In another words, if it contains a long vowel or a diphthong. Otherwise, the stress is on the first syllable.

**Stress on Penultimate Syllable:** For words ending in IC-SION-TION, stress is on penultimate syllable.  
\*Penultimate means second to the end

**Stress on Anti-penultimate Syllable:** For words ending in CY-TY-PI-AL, stress is on anti-penultimate syllable.  
\*Penultimate means third to the end

**Things To Remember:**

- One word has only one stress.
- We can only stress vowels, not consonants.
- Prefixes and suffixes are never stressed.
- These rules help us to understand where to put the stress. But be careful, there are many exceptions.

**Practice:** Highlight the stressed syllable in the following words.

Word	Stressed syllable	Word	Stressed syllable
Untruthful	Un TRUTHful	Understand	
Alphabet		Important	
Competition		Table	
Garden		China	
Information		Decide	
Disbelief		Geographic	
Unhappy		Democracy	
Rebuild		Blackbird	
Dependability		Overflow	
Discourage		Graphic	
Journalist		Photography	
Insect		Old-fashioned	



### 1.3. Watching videos and practising out loud

Using videos in the digital classroom is a heavily researched topic that has demonstrated high benefits for many different types of students. With the relatively recent availability of free, high-quality video online, it also makes a perfect addition to blended learning environments. Students and teachers all agree on the effectiveness of using video as a teaching tool.

- a. *Aim of activity:* This activity is used to review stress in words of two syllables
- b. *Time for activity:* 7 minutes
- c. *Way of organising:* individual work
- d. *Preparation:* videos
- e. *Procedure:*
  - The teacher shows a video.
  - The teacher asks Ss to watch videos and practise out loud





#### *1.4. Listening to English songs*

Words in songs fit the music, helping learners associate the number of syllables / stress in these words, with memorable rhythms.

The relaxed atmosphere songs create can expose students to this difficult pronunciation area, without their realizing. Getting lyrics from websites, listening to the songs and singing aloud could be an effective way to improve pronunciation. As can be seen from the English classes, English songs are very popular because students can learn a lot of things from these songs.

Listening English songs is also a natural way to study not only pronunciation but also new vocabularies or useful structures.

#### **Review 3 (Unit 6.7.8) - Pronunciation**

*a. Aim of activity:* This activity is used to review stress in words of two syllables and three syllables

*b. Time for activity:* 7 minutes

*c. Way of organising:* group work

*d. Preparation:* songs

*e. Procedure:*

- From the lyrics, the teacher asks students to guess the number of syllables in certain words and to underline the stressed syllable while listening.
- Drilling these words and singing the whole song through.

Below are some English songs that students enjoy and are very excited with:

**STAY (Justin Bieber)**

I do the same thing I told you that I never would  
I told you I changed, even when I knew I never could  
I know that I can't find nobody else as good as you  
I need you to stay, need you to stay, hey  
I get drunk, wake up, I'm wasted still  
I realize the time that I wasted here  
I feel like you can't feel the way I feel  
I'll be fucked up if you can't be right here

.....

**EASY ON ME (Adele)**

There ain't no gold in this river  
That I've been washin' my hands in forever  
I know there is hope in these waters  
But I can't bring myself to swim  
When I am drowning in this silence  
Baby, let me in  
Go easy on me, baby  
I was still a child  
Didn't get the chance to  
Feel the world around me  
I had no time to choose  
What I chose to do  
So go easy on me

.....



## **2. Some activities teachers guide students to practice at home**

### ***2.1. Listening to podcasts***

#### *Suggested podcards*

##### *a. The English We Speak*

English is spoken at a slightly slower speed in these podcasts to make following along easier. Every syllable is enunciated (pronounced) clearly. And, the typical format involves two presenters having a conversation with each other. Sound effects are also frequently used to give the impression that the teachers/speakers are in different locations.



##### *b. Podcasts in English*

Podcasts in English is a comprehensive English language learning podcast series with programs for beginners, intermediates and upper intermediates. There are also podcasts for those who need to learn business English.



### *c. EnglishClass101*

This podcast series by innovative language is for all experience levels. You can choose from four levels of learning to match your needs: absolute beginner, beginner, intermediate and advanced.



#### *Procedure:*

- Download a podcast and transcript from websites and listen carefully to it
- Underline the key words and syllable stress in longer words
- Try reading the chunk and compare your version with the model recording

### ***2.2. Recording your voice and listening to yourself***

Tape recorder is considered as the necessary and useful tool in learning pronunciation. Students can use tape recorder to record and listen yourself. From that, problems of ending sounds would be easily recognized. Try recording the speech on a tape and comparing it with a native speaker's.

Here are some suggested websites for students to record themselves.

<http://audioboo.fm> <http://>

[/vocaroo.com](http://vocaroo.com)

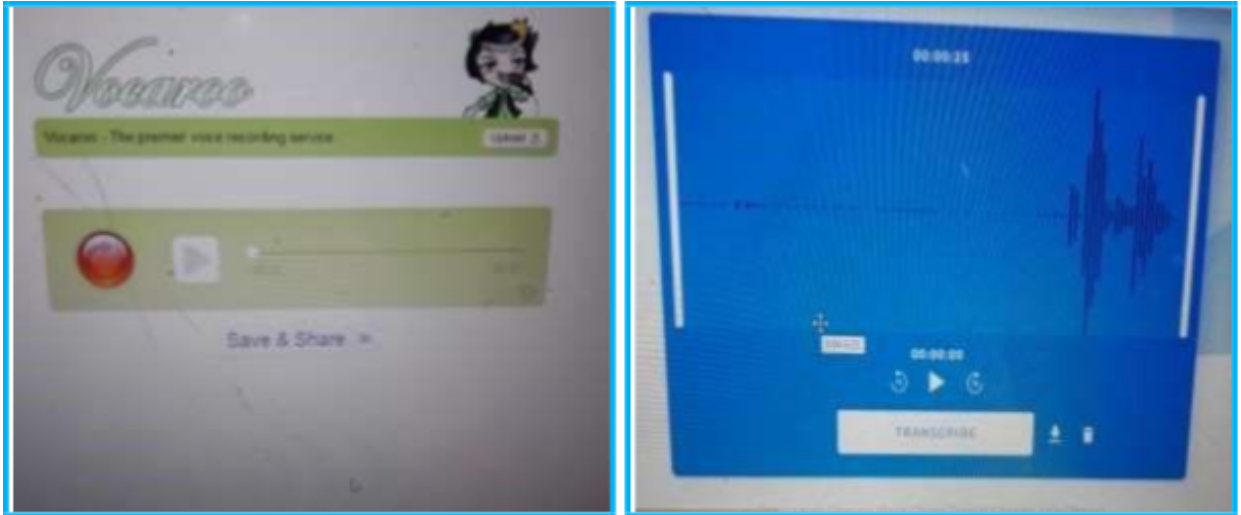
<https://online>

[recorder.com](http://recorder.com)

In two websites [audioboo.fm](http://audioboo.fm) and [soundcloud.com](http://soundcloud.com), students have to sign up first. After that, there will be a symbol of record. The next step that students have to do is clicking on that symbol and put the microphone near the mouth and record.

In <http://vocaroo.com/> website, students do not have to sign up, just click to record immediately.

By recording and listening yourself everyday, students will be able to improve their pronunciation and speaking skill. They feel more confident and their pronunciation is natural.



Teachers encourage student to use Vocaroo application to practise at home.

### ***2.3. Practicing in front of the mirror***

Standing in front of the mirror to practice could be a good way to improve pronunciation because we can see the placement of the tongue, lips, and shape of mouth when making certain sounds. Moreover, when students practice in front of the mirror, it will help them feel more confident in communicating.



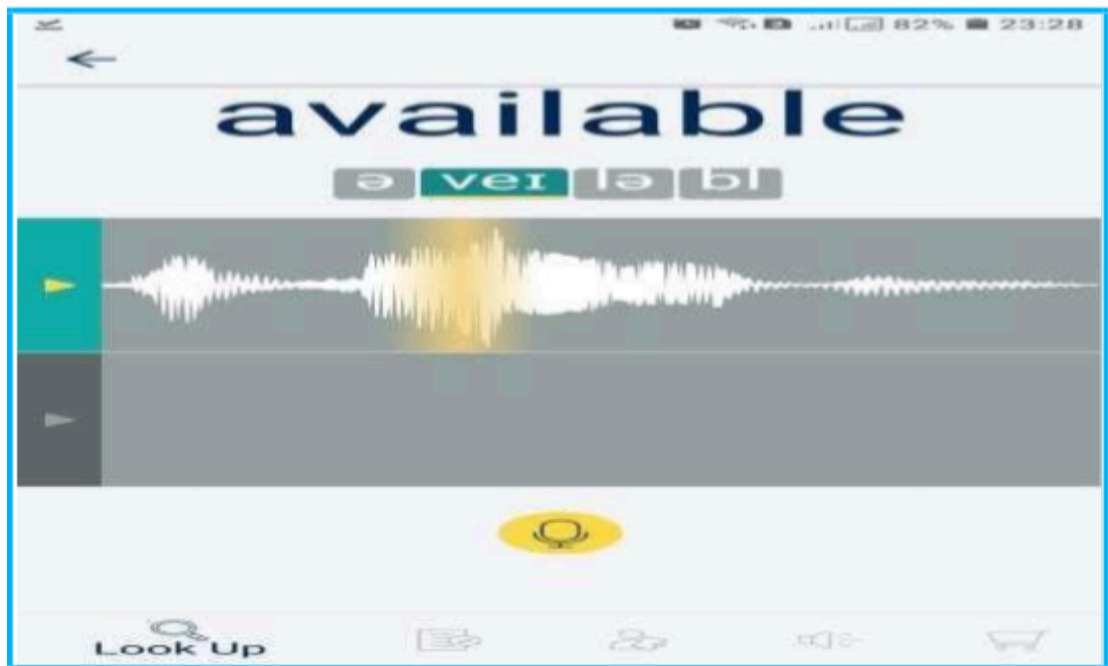
### ***2.4. Using an app like "Say It: English Pronunciation"***

Using an app like Say It: English Pronunciation (free to download on the App Store or Google Play), we can understand the individual sounds and stress patterns in English words.

The app shows us the syllable breakdowns for 36,000 Oxford Dictionaries words – green coloured blocks are stressed syllables, grey are weak. In each syllable block, we can tap to hear the individual phonemes.

On the model waveform, we can hear the Oxford recording of the word, in a Modern RP British accent. The vertical yellow stress markers show where the strong syllables are.

We can drag our finger over the soundwave to slow the audio down and pinpoint tricky sections. Then we can record yourself, and compare our own soundwave to the model. Re-record as many times as we like until we're happy with the result! The award-winning Say It: English Pronunciationapp has 70,000+ native-speaker recordings from Oxford, in British and American accent, to build our confidence, fluency and vocabulary.



### *2.5. Making a duet on Tiktok (for gifted student)*

#### **What are TikTok duets?**

TikTok's duet is a tool that allows users to create videos that respond to other TikTok user's content.

We may have seen TikTok duets on our feed. They are distinctive: The video is split screen, with both videos (original and the 'duet') appearing side by side in a square format.

A TikTok duet means people can effectively 'reply' to video content with their own videos – which they can share on their own TikTok profile.

It's no surprise TikTokers love this feature: 83% of TikTokers have created a video themselves, and they love trends and features that help them do it. In fact, 43% of engaged TikTok users have uploaded a duet. We can make a duet with any TikTok video from a brand, influencer, friend or even our own feed, as long as the poster of the original video has allowed their video to be used this way. *How to do a Duet on TikTok* - Open the TikTok app.

- Navigate to the video you wish to Duet.
- Select the share button (which looks like an arrow) on the right side of the screen.
- Press the Duet button.
- Hit the red button at the bottom of the screen and record your video.
- Add any effects, text, filters, or stickers.
- Tap Next.

*Example: Flight Attendant Duet Challenge*

The Flight Attendant Challenge is making rounds on the social media after several versions of the challenge were made and shared online as TikTok videos.

The video shows an eloquent flight attendant in the duet challenge. During the challenge, she speaks her line then followed by the challenger.



Link: [https://youtu.be/-I3-pa\\_vJNo](https://youtu.be/-I3-pa_vJNo)

## **CHAPTER 4 METHODOLOGY**

### **1. Research methodology**

In this research paper, quantitative method was used to analyze the information from questionnaire. Qualitative research involved collecting data which was concerned with describing meaning, rather than with drawing statistical inferences.

### **2. Participants**

Because of the limited time and conditions, the topic studies the teaching and learning of word stress for grade 10 students at NghiLoc 5 Upper Secondary School, mainly focusing on the students in class 10A4 and 10A2.

### **3. Data collecting procedures**

#### ***3.1. Questionnaire***

We use the survey questionnaire to collect information for the study on using word stress. All related data were collected by survey questionnaires for 3 main following purposes:

- To find out the student's attitude about word stress and its importance.
- To get information of student's word stress problem.
- To inquire about students/s opinions on suggested techniques in order to solve the problems.

The questionnaire was delivered to students. All of the questions mainly focused on word stress. To make sure that the necessary information could be gained, a short explanation about the nature of research was given and key words were translated into Vietnamese. Therefore, the participants would pay attention and avoid confusing and misunderstanding. The questionnaire was carried out during break time and it took each student 10 minutes to complete.

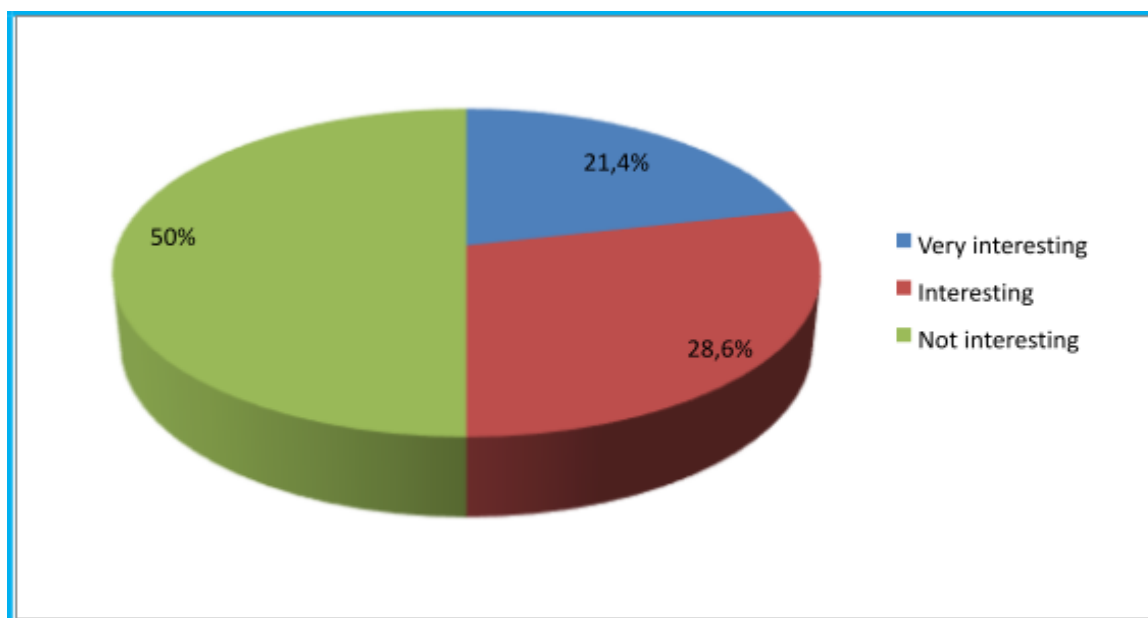
#### ***3.2. Data analysis***

After completing the process of data collection, the data would be analyzed in detail. Using both quantitative and qualitative methods, the researcher would make an overall analysis about teaching and learning word stress.

## CHAPTER 5 FINDING ANS AND DISCUSSION

### 1. The analysis of questionnaires

#### 1.1. Students' attitude towards learning wordstress



*Figure 1: Students' attitude towards learning English word stress*

From the students'reply, it can be seen that very few of the students recognize the importance of learning wordstress, an indispensable part of learning pronunciation at school. That is why, they do not find it interesting. 42 out of 84 students(50%) said they did not feel interested in word stress lessons while only 18 students (21.4 %) agreed that learning wordstress was very interesting and 24 students (28.6%) were interested in learning it.

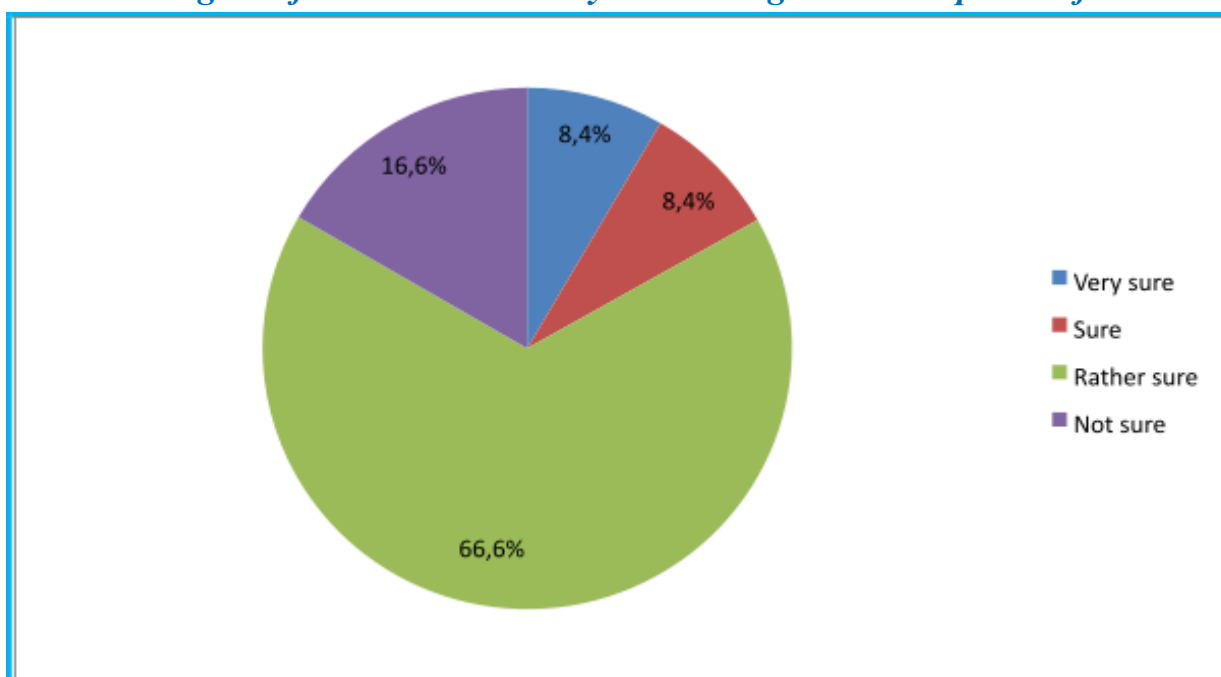
#### 1.2. Students' awareness of the difficulty in stress lessons

Level of understanding	Number of students	Percentage (%)
Very difficult	42	50
Difficult	32	38
Easy	10	12

**Figure 2: Students' awareness of the difficulty in word stress lessons**

The findings from figure 2 indicates that whenever word stress lessons are taught, the students find them difficult things to learn. Only 10 students ( accounting for 12 %) found English stress lessons easy while 32 students ( taking up to 38 %) thought they were difficult for them to learn and more than 50 % of them agreed that word stress lessons were very difficult for them to learn. This results in their uncertainty in doing exercises on stress such as marking the stress pattern for a word.

### **1.3. Degree of students' certainty in marking the stress pattern for a word**



**Figure 3: Students' degree of certainty when marking stress pattern for a word**

When being asked about their certainty in marking the stress pattern for a word, most of the students (66.6 %) said that they were rather sure of their decisions in marking word stress, which taking the largest percentage of the total number. The second largest proportion (16.6 %) belongs to the group who were not sure about their decisions. As a result, the number of those who were very sure or sure about their decisions account for 8.4 % of the total number . Normally, the uncertainty of marking stress pattern for a word leads to the frequency of their errors. The figure below indicates the fact about this matter.

### **1.4. Frequency of students' errors in word stress**

Frequency of students' errors in word stress	Number	Percentage (%)
--	--------	----------------

Often	42	50%
Sometimes	31	36.9 %
Rarely	11	13.1%
Never	0	0%

***Figure 4 : Frequency of students' errors in word stress***

Figure 4 reveals that most of the students (50 %) often make errors in word stress and this is quite a matter that teachers of English must be concerned about. The number of students who said they sometimes made mistakes in word stress is 31, which accounts for 36.9 % while there are only 11 students said they rarely made errors with word stress. Unsurprisingly, none of the students in the study agreed that they never made any errors in word stress. The truth here is that making word stress errors is a common phenomenon among the students. The frequency of their errors results in the greater number of their errors, which means, the more frequently a students makes errors, the more serious the errors will become. Figure 5 presents the most common errors in word stress made by the subjects themselves.

#### ***1.5. Students' most common errors in word stress***

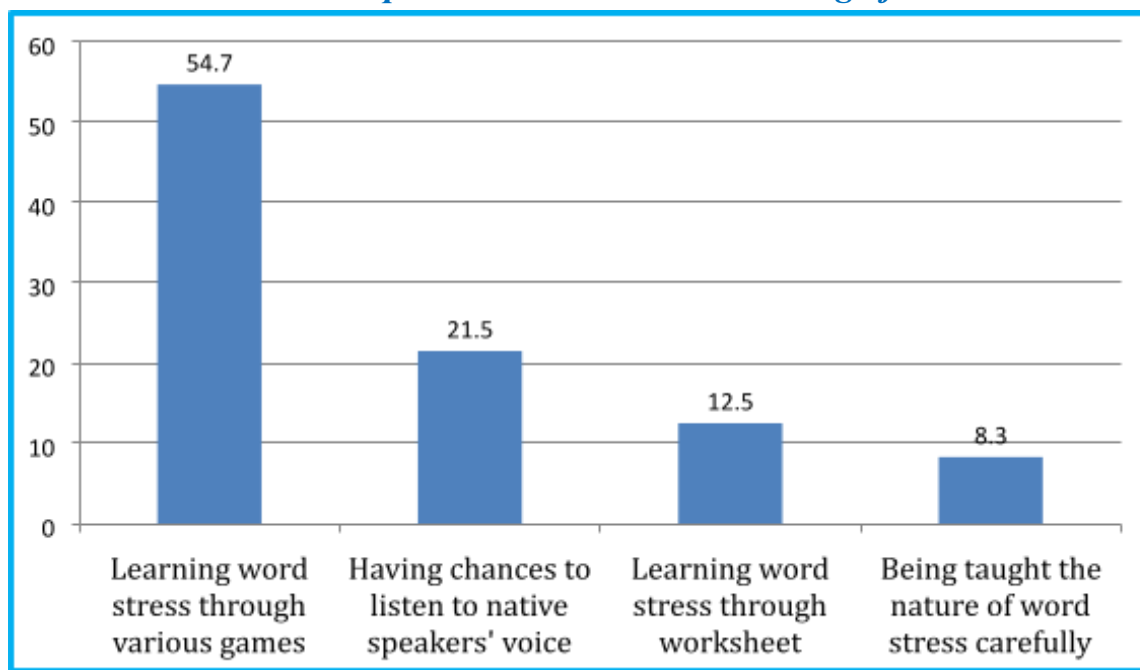
<b>Options</b>	<b>Number</b>	<b>Percentage (%)</b>
Failure to distinguish primary and secondary stress	35	41.6
Stress on the wrong syllable of multi-syllabic words	28	33.3
Equal stress for all syllables	14	16.6
Stress on the wrong syllable of bi-syllabic words	7	8.3

***Figure 5: Students' common errors in learning word stress***

As mentioned above, the students think that learning word stress is very difficult and they frequently made errors in it. When question number 5 was asked: What are the most common errors in word stress that you often encounter ? A large number of students (ranking first with 41.6 %) agreed that they could not distinguish primary and secondary of stress in a word. Ranking second is the percentage of students who often encountered problems with stress in multisyllabic words (which is 33.3 %). Ranking third is the number of students making all the syllables equally-stressed, accounting for 16.6 percent. Only 7 students among the 84 confessed that they made errors with the 4 categories taking up to 8.3 %. It can

be concluded that the knowledge in phonetics is the origin of the students' errors. It makes them confused in every aspect of word stress and when errors occur, the best thing they can do is getting help from their teacher. That is why question number 6 is posed to investigate the students' expectation towards the teaching of word stress

### *1.6. Students' expectation towards the teaching of word stress*



*Figure 6: Students' expectation towards the teaching of word stress*

As can be seen from the chart, there are several suggestions about teacher's teaching methods. 46 students maintained that teachers should motivate them to learn word stress by providing various activities such as : games, exercises ..etc...(Taking up to 54.7%). 18 opinions (21.5% ) were concerned about teacher's giving them chance to listen to native speakers. A bit fewer respondents (12.5% ) emphasized the importance of learning word stress through worksheet. Taking the last position in the table, the number of students who wanted to learn the rules by heart was only 7, estimating at 8.3 %. Through those students' opinions, learning word stress traditionally is not considered the most effective way of learning word stress patterns. On an overall look, it is concluded that almost students wish that the teaching of word stress should be in an active way rather than a traditional one.

## **2. Discussion**

Word stress is a really difficult aspect in the process of learning, and stress errors still happen with most of the students, from the elementary to the advanced ones. However many students don't feel interested in word stress lessons. Stress is one of the main tools used in English to convey word and sentence meaning. It is

important that teachers and students spend a lot of time and efforts doing pronunciation practice in general, practice of word stress patterns in particular.

## **CHAPTER 6 RESULTS GAINED AFTER APPLYING THE RESEARCH IN TEACHING WORD STRESS**

To evaluate the results of the project, we conducted tests on finding wordstress. The teacher hands out the 20 questions to check the students' acquirement and asks students to circle the correct answer within 15 minutes. Then the teacher collects and marks, jots down, analyses and compares the result. The following is the result chart:

### *1. The result before carrying the experiment.( Appendix 1)*

*The test was conducted at the beginning of the first semester*

*(School year: 2021 - 2022)*

Total	Mark 10	Mark 9	Mark 8	Mark 7	Mark 6	Mark 5	< Mark 5
84	0	0	5	13	26	27	13
Percentage (%)	0	0	5.95	15.48	30.95	32.14	15,48

### *2. The result after carrying out the experiment (Appendix 2)*

*The test was conducted in the middle of the second semester*

*(School year: 2021 - 2022)*

Total	Mark 10	Mark 9	Mark 8	Mark 7	Mark 6	Mark 5	< Mark 5
84	0	5	12	23	32	6	6
Percentage (%)	0	5.9	14.28	27.38	38.1	7.17	7.17

As can be seen from the tables above, the knowledge about word stress of the students was greatly enhanced. Although there are not excellent marks (10), the good and fair marks increase and poor marks (below 5) decrease sharply.

When called to read, most of them read correctly which proves that they not only understand the theory but also have good practice ability. It is clear that the experiment was definitely successful.

## **PART C: CONCLUSION**

### **1. Recapitulation of the study**

The method of teaching foreign languages in the direction of CLT (communication direction) is said to be effective today. Learners and teachers both aim for the ultimate goal of communication. Through the process of self-discovery, learning to improve professional skills, and over tens year of teaching English at Nghi Loc 5 High School, we have realized that the stress of a word is the magic key to understand and communicate in English successfully. Native speakers use accents very naturally, while learners are very confused and have difficulty communicating partly because they do not know how to use stress properly. In fact, the majority of students in Nghi Loc 5 High School still have a lot of limitations in word stress. There are many words they do not know how to pronounce and how to find the correct stress. As a result, they are confused when doing exercises related to word stress and speak English words with the same intonation. Therefore, teachers should help children grasp the word stress and its importance.

Everything discussed through this study about stress patterns serves to English teachers to rethink about their practice in class. The teaching of stress is important not just for learning itself, but for communication in general while listening and speaking. The misunderstandings mentioned by some authors let clear that the wrong use of stress in the words can cause confusion and problems in communication. Another aspect to consider is the lack of knowledge English teachers have about the stress patterns issue. A better preparation could provide students a better instruction about this issue. There are many materials nowadays to help in pronunciation teaching, but teachers are not well oriented to use them in class in order to explore the contents as much as possible. Students come to language schools afraid to learn because they have always been exposed to grammar rules that are not used for communication, thus English teachers and students can not realize the role pronunciation plays in communication. Students will perceive this importance when they try to use the language and are not understood.

To help students recognize word stress more easily, teachers should try to use a combination of teaching methods and techniques and make students feel comfortable and confident by training them to focus on syllables as well as word stress. When teaching about word stress, we often integrate it in all skill lessons,

guide students to identify word stress and then remind students by repeating basic rules

We hope that this article makes a small contribution to the application of teaching and learning stress in high schools. In our opinion, these methods are effective because we have applied them to our teaching and exam preparation process, and we find the results are really wonderful. It not only helps students to achieve high results in exams, but also help them be confident in communication.

## **2. Implications**

### ***2.1. To the teachers***

#### *Making the lessons more and more interesting*

That means the teachers should find out different methods to motivate students to learn and improve their knowledge of word stress. If the techniques employed in the lessons are various and suitable, they will make their lessons easier to understand and more interesting for students to get involved then, error occurrence will reduce as much as possible. The fact that most classes in Vietnam are large and heterogeneous is a matter for teachers to be concerned with. They should choose suitable techniques for the levels of their students and start from building students' awareness of the importance of word stress to apply the right processes of teaching pronunciation from accuracy to fluency as following:

#### *Building up students' awareness of the importance of word stress*

First and foremost, teachers should make students understand that word stress plays a very important part in improving their language abilities. Once, students have understood the importance of stress in helping them to communicate and work with foreigners after they have finished school, they will co-operate with teachers in the lessons, which is the first step of teachers' successes.

#### *Asking students to make short reports on various aspects of English word stress*

This is a way of reviewing the acquired material and as a means of applying it, students are asked to prepare short reports in English on various aspects of English word stress such as the rules for compounds, poly-syllabic words, weak forms, and so on. Teachers should provide references for students and offers consultation to them. Upon completion, the reports are presented in class orally. Then, the most capable students can be asked to report on new material. Such a report requires more effort and more consultation from the teacher who provides the material.

#### *Integrating word stress into the lessons*

The teacher can integrate word stress into their normal lessons. The ideal time to focus students' attention on it is when introducing vocabulary. That is, teachers should quickly and simply elicit the stress pattern of the word from the students and mark it on the board. Teachers may ask that their students use stress patterns as another way to organize and sort their vocabulary.

## **2.2. To the students**

### *Building up a habit of discovering learning sources at home*

One way to make students happier with their pronunciation classes is to allow them to work with their favorite English songs, films, radio program or any other enjoyable supplement to the necessary drills and exercises...

Students should be asked to find material illustrating a certain aspect of pronunciation. The materials are first assessed by the teacher who selects the most promising examples to be used in class, based on aesthetic value and the occurrence of phonetically interesting phenomena. *Speaking without fear*

The fastest way to learn anything is to do it again and again until they get it right. Like anything, learning English requires practice. That is why, students are advised not to let a little fear stop them from getting what they want. They should keep talking to themselves and talk about everything. If they feel shy, they should do it in the privacy of their own home first and then try reading out loud until they feel comfortable hearing their own voice in English. If possible, they had better record their own voice.

## **3. Limitation of the study**

Although the study has offered some insightful findings, like many other studies, there are some limitations. In terms of methodology, the study is limited in the fact that it may not really reflect all the problems that are facing students at 10<sup>th</sup> grade in learning English stress. For instance, only students were provided with list of items to choose and to respond from the questionnaire may not fully cover all the important information about in teaching and learning English word stress. Moreover, the research only applied to a small area with a small number of subjects. Thus, the result is not completely universal true.

## **4. Suggestions for further studies**

On the basic of the findings and the limitations of the study, the following suggestions were made for further study:

As indicated, it is suggested that the limitations of the study will be overcome in further studies with an increased number of participants and class observations should be taken place to find out more reliable information. Moreover, it is advised that more techniques in teaching word stress should be focused on in further studies.

To sum up, due to time and experience, limitations are unavoidable. Any suggestions and comment from other colleagues will be highly appreciated. We hope to receive the constructive participation of teachers and colleagues so that the problem we raised is more complete and more effective in the teaching process.

***Finally, we would like to say our thanks to your willing in reading our study to support us in finishing this research paper.***

***This study may have made some unexpected mistakes and shortcomings. We are looking forward to any suggestions and corrections to better our paper!***

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**APPENDIX 1**  
**TEST SURVEY**

**Test 1**

**Exercise 1: Choose the word whose stress is different from the others:**

1. A. beautiful B. important C. delicious D. exciting
2. A. element B. regular C. believing D. policy
3. A. punctual B. tolerant C. utterance D. occurrence
4. A. expensive B. sensitive C. negative D. sociable
5. A. education B. development C. economic D. preparation
6. A. attend B. option C. percent D. become
7. A. literature B. entertainment C. recreation D. information
8. A. attractive B. perception C. cultural D. expensive
9. A. chocolate B. structural C. important D. national
10. A. cinema B. position C. family D. popular
11. A. natural B. department C. exception D. attentive
12. A. economy B. diplomacy C. informative D. information
13. A. arrest B. purchase C. accept D. forget
14. A. expertise B. cinema C. recipe D. similar
15. A. government B. musician C. disgusting D. exhausting
16. A. successful B. interest C. arrangement D. disaster
17. A. competition B. repetition C. equivalent D. disappointment
18. A. private B. provide C. arrange D. advise
19. A. academic B. education C. impossible D. optimistic
20. A. study B. knowledge C. precise D. message

**Suggested answers:**

1.A 2.C 3.D 4.A 5.B 6.B 7.A 8.C 9.C 10.B 11.A  
12.D 13.B 14.A 15.A 16.B 17.C 18.A 19.C 20. C

## APPENDIX 2 TEST SURVEY

### Test 2

**Exercise 1: Choose the word whose stress is different from the others:**

1. A. industry B. performance C. importance D. provision
2. A. contain B. express C. carbon D. obey
3. A. impress B. favor C. occur D. police
4. A. regret B. selfish C. purpose D. preface
5. A. govern B. cover C. perform D. father
6. A. writer B. teacher C. builder D. career
7. A. morning B. college C. arrive D. famous
8. A. ambitious B. chocolate C. position D. occurrence
9. A. furniture B. abandon C. practical D. scientist
10. A. devote B. compose C. purchase D. advise
11. A. remember B. influence C. expression D. convenient
12. A. medium B. computer C. formation D. connection
13. A. national B. cultural C. popular D. musician
14. A. successful B. humorous C. arrangement D. attractive
15. A. construction B. typical C. glorious D. purposeful
16. A. accident B. courageous C. dangerous D. character
17. A. accordance B. various C. balcony D. technical
18. A. telephone B. photograph C. expertise D. diplomat
19. A. romantic B. illusion C. description D. incident
20. A. bankruptcy B. successive C. piano D. phonetics

**Suggested answers:**

- 1.A 2.C 3.B 4.A 5.C 6.D 7.C 8.B 9.B 10.C 11.B 12.A 13.D  
14. B 15.A 16.B 17.A 18.C 19.D 20.A

## APPENDIX 3

### SURVEY QUESTIONNAIRE FOR STUDENTS

There are 7 questions in this survey with options arranged in boxes and it will take no longer than 10 minutes to complete the questionnaire.

Your answers and the information you provide in the questionnaire will remain confidential. Thank you very much for your time and support!

***Please make your answer by putting a tick () ✓ where applicable.***

\*Your gender is ☐ Male ☐ Female

\* Your age is ..... years old

**Question 1:** How do you find word stress learning?

☐ Very interesting ☐ Interesting ☐ Not interesting

**Question 2 :** How difficult do you find English word stress lessons at school?

☐ Very difficult ☐ Difficult ☐ Easy

**Question 3 :** Are you sure about your decision in marking word stress ?

☐ Very sure ☐ Rather sure ☐ Not sure

**Question 4.** Do you often make errors in word stress ?

☐ Very often ☐ Often ☐ Not often

**Question 5.** What makes you more confused when learning ?

- ☐ Stress with 2 syllable-words
- ☐ Stress with more than 2 syllable-words

**Question 6.** What are the most common errors in word stress that you often encounter? (Please tick more than one if necessary)

- ☐ Failure to distinguish primary and secondary stress
- ☐ Stress on the wrong syllable of compound words
- ☐
- ☐
- ☐

Stress on the wrong syllable of poly-syllabic words

Equal stress for all syllables

Other (please specify) .....

**Question 7.** How do you like your teacher teaching word stress in the classroom?

(Please tick more than one if necessary)

- ☐ Give you chances to listen to native speakers' voices regularly
- ☐ Motivate you to learn word stress by providing various activities (games , exercises, etc in word stress)
- ☐
- ☐ Being taught the nature of word stress carefully
- Other (please specify) .....

## **APPENDIX 4 QUESTIONNAIRE FOR TEACHERS**

### **I. Teacher's profile**

- Age: .....

-Teaching experience:.....

**II. Now, please tick the answers that you choose. You can tick more than one answer for a question.**

**Question 1.** Are your students interested in learning word stress?

a. Yes

b. No

**Question 2.** In your opinion, teaching word stress is...

- a. Very important
- b. Important
- c. Not very important
- d. Not important

**Question 3.** Do you think using different techniques in teaching word stress is a good choice to improve students' pronunciation? a. Yes

b. No

**Question 4.** If you answer “Yes”, tick the following options that you think using different techniques in teaching word stress is a good choice to improve students' pronunciation

- a. Activate students' needs and interests.
- b. Pursue the development of interacted skills in the classroom.
- c. Encourage students' intrinsic motivation.
- d. Promote students' academic progress.

**Question 5.** How do you feel when applying the various techniques in improving word stress in your English classes? a. Confident

- b. Embarrassed
- c. Bored
- d. Uncomfortable

**Question 6.** Which difficulties do you often encounter in applying different techniques in improving word stress ?

- a. Students' low motivation
- b. Students' passive learning styles
- c. Students' not participating in class
- d. Students' low proficiency of English
- e. Lack of teaching facilities and teaching aids
- f. Large class size

**Question 7.** How often do you use gamesto teach word stress?

- a. Always
- b. Often

- c. Sometimes
- d. Never

**Question 8.** Which of the following things do you think will help to make the application of the techniques effective in your English classes? a. Make a good preparation.

- c. Make good time management.
- d. Encourage students.
- e. Discuss and share the experience with colleagues.
- f. Organize the class work appropriately through individual work, pair work, group work.

**Question 9.** What are your solutions to multi-level classes?

- b. Encourage collaborative work from students.
- c. Allocate easy questions to the less able students and more difficult ones the more able ones.
- d. Praise weak students more often.
- e. Organize pair work and group work including good and weak students.

**Thank you for your cooperation!**