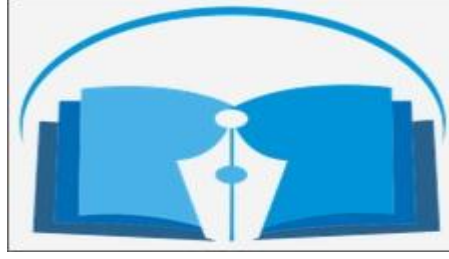




مجلة التربوي  
Journal of Educational  
ISSN: 2011- 421X  
Arcif Q3

معامل التأثير العربي 1.63  
العدد 22



# مجلة التربوي

## مجلة علمية محكمة تصدر عن

### كلية التربية / الخمس

### جامعة المرقب

العدد الثاني والعشرون

يناير 2023م

#### هيئة التحرير

د. مصطفى المهدي القط  
د. عطية رمضان الكيلاني  
أ. سالم مصطفى الديب  
رئيس التحرير المجلة  
مدير التحرير المجلة  
سكرتير المجلة

- المجلة ترحب بما يرد عليها من أبحاث وعلى استعداد لنشرها بعد التحكيم .
  - المجلة تحترم كل الاحترام آراء المحكمين وتعمل بمقتضاها .
  - كافة الآراء والأفكار المنشورة تعبر عن آراء أصحابها ولا تتحمل المجلة تبعاتها .
  - يتحمل الباحث مسؤولية الأمانة العلمية وهو المسؤول عما ينشر له .
  - البحوث المقدمة للنشر لا ترد لأصحابها نشرت أو لم تنشر .
- (حقوق الطبع محفوظة للكلية)



### ضوابط النشر:

يشترط في البحوث العلمية المقدمة للنشر أن يراعى فيها ما يأتي :

- أصول البحث العلمي وقواعده .
- ألا تكون المادة العلمية قد سبق نشرها أو كانت جزءا من رسالة علمية .
- يرفق بالبحث تزكية لغوية وفق أنموذج معد .
- تعديل البحوث المقبولة وتصحيح وفق ما يراه المحكمون .
- التزام الباحث بالضوابط التي وضعتها المجلة من عدد الصفحات ، ونوع الخط ورقمه ، والفترات الزمنية الممنوحة للتعديل ، وما يستجد من ضوابط تضعها المجلة مستقبلا .

### تنبيهات :

- للمجلة الحق في تعديل البحث أو طلب تعديله أو رفضه .
- يخضع البحث في النشر لأولويات المجلة وسياستها .
- البحوث المنشورة تعبر عن وجهة نظر أصحابها ، ولا تعبر عن وجهة نظر المجلة .

### Information for authors

- 1- Authors of the articles being accepted are required to respect the regulations and the rules of the scientific research.
- 2- The research articles or manuscripts should be original and have not been published previously. Materials that are currently being considered by another journal or are a part of scientific dissertation are requested not to be submitted.
- 3- The research articles should be approved by a linguistic reviewer.
- 4- All research articles in the journal undergo rigorous peer review based on initial editor screening.
- 5- All authors are requested to follow the regulations of publication in the template paper prepared by the editorial board of the journal.

### Attention

- 1- The editor reserves the right to make any necessary changes in the papers, or request the author to do so, or reject the paper submitted.
- 2- The research articles undergo to the policy of the editorial board regarding the priority of publication.
- 3- The published articles represent only the authors' viewpoints.





## HOW IMPORTANCE IS WORD AND SENTENCE STRESS IN SPOKEN ENGLISH

Naser Abdulkareem Mohammed

Department of English, Faculty of Education- Surman, Sabratha University  
drnasser70@gmail.com

**Abstract:** This study aimed to investigate the importance of “The word and sentence stress in spoken English”, compared to other languages, and also how and when the speaker could put the stress and the difference between stressing and unstressing.

Sentence stress is something like the music of spoken English. Also, stress is what gives English its rhythm or tone to the syllables and words. Like word stress, sentence stress can help you to understand spoken English, especially when speaking fast. It is an accent on certain words within a sentence. A typical English utterance is marked with a sentence stress, that is, a prominence on one word or syllable that is greater than other lexical stresses in the clause or utterance. This stress consists of a pitch prominence that demarcates the into national phrase. An optimality theory analysis of sentence stress is presented here, which integrates insights from the generative and applied linguistic approaches under one framework. Sentence stress is explained in terms of the interactions between prosodic structure, stress, syntax and information structure, that is, stress assignment on the main focus or most prominent information. The constraints and interaction can explain some stress types that are not handled so well by traditional generative approaches, and also address some stress patterns and linguistic structures that functional accounts do not address. The optimality framework can explain this interface of different linguistic domains, and this interface can better explain. So, in English sentences, stress, word stress is your magic key to understanding spoken English. Native speakers of English use the word stress naturally. The word stress is so natural for them that they do not even know they use it .The research studies the role played by stress and rhythm in English. The effect of stress on the phonetic realization of segments, the morphological and syntactic function of elements and the structuring of information in the sentences are considered. English rhyme is studied and the factors that contribute to maintaining a regular stress-timed rhyme are presented. Also, when learners are acquiring another language, they face a number of problems as every language is where sentence clauses or utterances typically contain older or topical information, and a set of newer information.

### Introduction

The program of my research is to give a general introduction to our topic, which is word and sentence stress in spoken language. English teaching practice, the study of pronunciation, basically concentrates on the segmental aspects of English; the practice of phoneme contrasts and phoneme sequences. The practice of English stress and rhythm has been traditionally much elected despite the existence of a number of descriptions in an English teaching framework of English word stress, sentences stress and rhythm and practice materials. Appropriate stress and rhythmic patterns are more important for intelligibility than the correct pronunciation of segments in English. Stress and rhythm are superpassant aspects that give the overall shape to the word or sequence. If easy intelligibility is to be achieved, it is important to give words inappropriate



accentual and rhythmic patterns. Make the word unintelligible not only because the misplaced main stress distorts the shape of the word, but also because there is no stressing of the other syllables with the consequent phonetic reductions. The inappropriate pronunciation of a single word, however, is not vital for intelligibility, since in most cases the right form of the word can be reconstructed from the context. This issue becomes more important in the phrases, unstressed syllables and unaccented grammatical words, and a serious loss of intelligibility results. Thus, the sentences you should have come to the library are less easy to understand when pronounced. English sentences typically bear at least one greater stress prominence sentence known as a sentence stress (or nuclear accent), which is heavier than other lexical and phrasal stress. Sentence stress typically marks the flow of new information in the individual sound and has a good command of grammar. Additionally, Hill (1994) believes that composition becomes difficult without using the correct stress pattern. The word in a sentence which needs to be stressed mainly depends on the surroundings, which leads to the meaning as well as good command for pronouncing the individual words. In the light of this information, the purpose of this study is to underline the sentence stress problem of the ELT teachers and draw attention to its reasons. Sentence stress is an accent on certain words within a sentence and it is the key component of English intonation. Intonation organizes words into sentences.

So, I have divided our study into three main points:

I have started my study with the most important question: what is the word and sentence stress?

Then, I discussed the purpose of the research, which is the importance of word and sentence stress ( Why word and sentence stress is important ) .

Also, I have discussed the most important reasons for using stress in English, and some rules for using stress and where we can put it? , to avoid the misunderstanding caused by the wrong use of stress . After that, I gave some rules that could help the speaker to talk in the correct way.

At the end, I have moved to the last point in my paper, which is stressing and unstressing. What is the difference between stressing and unstressing , stress and rhythm in English , stressing and meaning and stressing and tempo?

### **Research statement**

Word and sentence stress is very important in the English language, especially in the spoken one. English words always have one part (syllable) that is stressed more strongly than others, this is called the primary stress. Correct primary stress helps the listener to understand your speech.

If you slightly mispronounce a word, but the primary stress is correct, you can often communicate it's meaning. So, stress is important, especially for words you use often. My research has discussed the importance of word and sentence stress in the spoken language.

### **Research objective**

- This research aimed to find out the importance of word and sentence stress in spoken language.
- The research investigated why word and sentence stress is important.
- This research is discusses how and where we can use the word stress in our speech in general.
- This research also studied the difference between stressing and unstressing words.

### **Research questions**

- Why is the word stress important?
- Where do I put stress?
- What is the difference between stressing and unstressing words in English language?



### **The significance of the research**

This research focused on the importance of word and sentences stress in spoken language and differences between stress in English language and other languages, also how can we distinguish the stress word or the stress pattern.

### **What is word and sentence stress?**

**Word and sentence stress** kind of stress that actually helps us understand. This other kind of stress is an accent that we make on certain syllables and words when speaking English.

In some languages, for example: Japanese, people say each syllable with equal force. But, in English, and some other languages, we put a big force (stress) on some syllables and no force on other syllables or words. This can make it difficult for speakers of other languages to understand English that is spoken quickly. Of course, for native speakers it is not difficult - in fact, stress actually helps native speakers understand each other. So, it is very important.

I wrote here about **WORD STRESS** (stress on a syllable inside a word) and **SENTENCE STRESS** (stress on words inside a sentence).

### **What is word stress?**

Is like a golden key to speaking and understanding English.

If you do not already know about word stress, you can try to learn about it. This is one of the best ways for speakers to understand spoken English - especially English spoken fast.

**For instance:** photograph, photographer and photographic.

Do they sound the same when spoken?

No. Because **ONE** syllable in each word is **STRESSED** (stronger than the others).

- **PHO**tograph
- pho**TO**grapher      • photo**GRAPHIC**

This happens in **ALL** words with 2 or more syllables: **TEACH**er, Ja**PAN**, **CHIN**a, a**BOVE**, conver**S**ation, **IN**teresting, im**POR**tant, de**MAN**D, et**CET**era, et**CET**era, et**CET**era

The syllables that are not stressed are "weak" or "small" or "quiet". Native speakers of English listen for the **STRESSED** syllables, not the weak syllables. If you use word stress in your speech, you will instantly and automatically improve your pronunciation and your comprehension.

Two important rules about word stress:

1. One word, one stress.
2. The stress is always on a vowel.

### **What is sentences stress?**

Do we say every word with the same stress or force?

No. We make the important words **BIG** and the unimportant words small.

What are the important words in this sentence?

**WANT** and **GO**:

- We **WANT** to **GO**.
- We **WANT** to **GO** to **WORK**
- . We **DON'T WANT** to **GO** to **WORK**.
- We **DON'T WANT** to **GO** to **WORK** at **NIGHT**

### **Why word stress is important in English?**

Word stress is not used in all languages. Some languages, Japanese or French for example, pronounce each syllable with equal em\_pa\_sis. Other languages, English for example use word stress.



Word stress is not an optional extra that you can add to English language if you can add to the English language if you want. It is part of the language English speakers use word stress to communicate rapidly and accurately, even in difficult condition. If, for example you do not hear a word clearly, you can still understand the word because of the position of the stress.

Stress is present at the word level and at the sentences level. Every word said in isolation has a stress, word stress has a fixed distribution, it is a lexical feature of the word and consequently word stress is related to the lexicon. English stress is a distribution features in a word. If stress changes meaning might change example 'present, to pre'sent. Recent work in generation phonology has stated rules for predicting stress assignment in words based on.

Also, stress is very important to knowing how to properly pronounce words in English language. In the English language, word stress deals with syllables involved in each word. Most English words will have one syllable said louder than the other syllables.

This is very confusing for many speakers since most speakers can not remember which syllable is stressed in a particular vocabulary word, moreover when suffixes are added to the vocabulary words, speakers become even more confused.

As a result, we would like to give a few hints for the speakers to follow when it comes to word stress for word that include suffixes .

In English suffixes cause word stress to change among the various syllables of a word depending on what the suffixes is : For example : you may have a suffix to be stressed , on the other hand you may have a suffix that make the second syllable before the suffix to be stressed . Still, you may have suffixes that are stressed in the word.

### **The most important reasons for using stress in English**

Some reasons about why stress is important in a part of speech:

- 1\_ Native speakers rely on stress to process what they hear and use it to identify words.
- 2\_ Word stress affected the sound of the vowels in the word.
- 3\_ Learners who know where to stress words are more confident in speaking and reading English.
- 4\_ Miscommunication between non\_native speakers and native speakers of English can be the result of incorrect word stress patterns by the non\_native speakers.
- 5\_ Knowing about words stress helps learners to identify words when listening.
- 6\_ Knowing the stress patterns of words can help you remember the pronunciation of new.
- 7\_ Knowing about word stress helps learners to identify words listening.
- 8\_ Knowing the stress patterns of words can help you remember the pronunciation of new words.
- 9\_ Knowing stress rules will help you pronounce new words that you come across.
- 10 \_ Once you know which syllable to stress in a word, it will be much easier to apply vowel reduction.

### **The importance of English Rhythm**

There is something called rhythm or tone in English language and it is very important in spoken language. Speech , as with all bodily movement such as breathing , walking , heart beat , etc, is highly rhythmical : it tends to have a regular beat , but what marks the beat differ is various languages .

Examples:

Pike distinguished the kinds of rhythm in languages. Syllable – timed rhythm , where syllables tend to occur at regular intervals of time and consequently all syllables tend to have the same



length (e.g. Spanish and French ) and stress-timed rhyme , where stressed syllable tend to occur at regular interval . That means that the syllables might vary in length since there might be a varying number of syllables between stresses. English is a stressed – timed language. In the following Spanish sentence syllable have the same length and occur at regular intervals:

'Qui'e'ro 'que 'ven'gas 'al 'me'di'c 'con'mi'go 'ma'na'na

In the equivalent English sentences, syllables vary in length but stressed new.

I 'want you to 'come with me to the 'doctors' 'tomorrow.

In English rhyme is organized into feet (Abercrombie 1964 ) . The sentence begins with the stressed syllable and includes all the unstressed syllable up to the next stress where a new sentence begins. The above English sentences have four stresses and consequently four phrases. Using slashes to indicate phrase boundary we could represent feet as follows:

I /'want you to / 'come with me to the / 'doctors' 'to / 'morrow.

The beat at the beginning of the sentence might be silent; we mark this silent beat with a caret (.).

No language is purely stressed – timed or syllable – timed but tends to behave more like one or the other pattern.

Delattre argues that German for instance, takes a position midway between English and Spanish with respect to rhythm.

Catalan seems to be a similar case . Rhythm is also tempo dependent The faster the speech , the more stressed – timed the rhythm (Angenot et al.)

Thus, Spanish or Portuguese, said to be syllable – timed language , become more stressed – timed when spoken at a fast rate , although vowels keep their distinctive quality . Thus, the following Spanish and Brazilian Portuguese sentences uttered at a fast speaking rate might result in a rhythmic pattern basically stressed – determined.

The basic difference between syllable – timed language ( such as Spanish ) and stressed – timed language (such as English ) are :

Syllable timed:

- Weak vowel reduction.
- Simple syllable structure.
- Proportional effect tempo.
- Absence of secondary stress.
- Metrical system of a syllable type.

Stressed timed:

- Strong vowel reduction.
- Complex syllable structure.
- Non\_proportional effect tempo.
- Presence of secondary stress.
- Material system of an accentual type.

1 / In languages as Spanish unstressed vowels suffer a weak vowel reduction since every syllable is allotted virtually the same amount of time to be produced. In English unstressed syllable have little time to be produced in order to keep the rhythmic beat on the stressed syllable. Thus , there is a strong reduction in vowel quality due to undershoot phenomenon in the short time allotted for the pronunciation of unstressed vowels the articulators do not achieve the vowel target , resulting in the centralized vowel [ i , u ] .



2 / the reduction and subsequent elision of unstressed vowel have resulted in a language amount of consonants clusters and a complex syllable structure in English.

3 / In, English speaking rate (fast vs. slow speech ) does not effect the duration of stressed and unstressed syllable proportionally . In Spanish, speaking rate effect on the duration of stressed and unstressed vowels is roughly the same.

4 / stress-timed language tend to have secondary stress in words (or to introduce rhythmical stressed in longer sequences) to avoid long sequences of unstressed syllable and to keep the rhythmic beat.

In English no stressed syllable in a word can be preceded by more than two unstressed syllable in succession, a secondary stress is introduced ( e . g clarifi 'cation , re,consider'ration , varia'bility ). After the stressed syllable there may be up to thee unstressed syllable, but only in words with certain suffixes ( e .g ad'ministrative , condidancy ) .

5 / In syllable – timed language the syllable occurs at roughly intervals of time and the syllable is the rhythmical unit inverse thus , Spanish verse is referred to as 'octosyllable , decasyllable ,etc.) . In stressed – timed language it is the stress which occur regularly and the metric system is based on the foot ( thus, English verse is referred to as iambic , trochee , anapest , etc , which after to different stress pattern of the foot ) .

### **Where do I put stress?**

There are some rules about which syllable to stress , but the best way to learn is to experience , listen carefully to spoken English and to try to develop a feeling for the ( music ) of the language. When you learn a new word you should learn it is stress pattern if you keep a vocabulary book, make a note to show which syllable is stressed.

If you do not know, you can look in the dictionary.

All dictionaries give the phonetic spelling of a word. This, is where they show which syllable is stressed usually with an apostrophe ' just before or after the stressed syllable .

In English language there is something called intonation, means you should produce some sounds longer than others. English sentences should have a rhythm.

In some languages each syllable in each word is pronounced with the exact same stress. English is not one of these languages. English has it is own rhyme. Complete with it is own vocal music.

This means that one part of a certain word is said louder and longer than other parts of the same word.

It is something that is completely natural for English speakers , but something ESL speakers can learn from learning the correct way to pronounce new words , practicing their conversational skills and by learning the rules for using word stress , also to communicate clearly when you are speaking in English . It is important to stress the correct syllable in each word and pronouncing are syllable of a multisyllabic word with greater emphasis (stress) than the other syllable in the word.

When a word has more than one syllable, not all syllables are pronounced with the same degree of force. The syllable which is pronounced with greater force is called the stressed syllable.

When speaking it is important to put the stress on the correct syllable, otherwise, it would sound understand, and might even be difficult to understand.





**Mistakes in word stress are a common cause of misunderstanding in English because of many reasons:**

\_ Stressing the wrong syllable in a word can make the word very difficult to hear and understand, for instance the following words:

B'tellhottle

And now in a sentences

I carried the b' tell to the hottle.

If I reverse the stress patterns for the two words and I have to be able to make sense of the sentences.

I carried the bottle to the hotel.

Stressing a word differently can change the meaning or type of the word :

They will desert\* the desert \*\*by tomorrow

Desert \* desert \*\*

Even the speaker can be understood, mistakes with word stress can make the listener feel irritated, or perhaps even amused, and could prevent good communication from taking place.

When we stress syllables in words we use a combination of different features.

Experimental now with the word (computer) say it out loud if. listen to yourself .

The second syllable of the three is stressed, so the listener can hear the stress.

\_ A stressed syllable combine five features:

\_ It is longer com p u ter

\_ It is LOUDER com PUT er

\_ It has a changer in pitch from the syllable coming before and after words.

The pitch of a stressed syllable is usually higher.

\_ It is said more clearly the vowel sound is purer. Compare the first and last vowel sounds with stressed sound.

\_it uses longer facial movement, look in the mirror when you say the word, look at your jaw and lip in particular.

**There are some rules can help the speaker to use the stress correctly and speak natively:**

- One word has only one stress

One word cannot have two stresses, if you hear two stresses means you hear two words.

Two stresses cannot be one word. It is true that there can be a “secondary “stress in some words, but a secondary stress is much smaller than the main (primary) stress , and it is only used in long words .

- We can only stress vowels, not consonants.

The vowels in English are " a , e , i , o and u " .

The consonants are all other letters.

**There are many exceptions to the rules**

The word stress rules in English are complicated; there are exceptions to every rule.

- The most common rules in English:

1 \_ two syllable nouns and adjectives:

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

Example:



SAMples

CARton

PURple

RAIny

CHIna

HAPpy

2\_ two syllable verbs and preposition:

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

Examples:

reLAX

reCEIVE

diRECT

beTWEEN

deCIDE

# more about word stress on two syllable words .

\_ about 80% of two syllables words get their stress on the first syllable.

\_ there are , of course exceptions to this rule , but very few nouns and adjective get stressed on their second syllable .

\_ verbs and preposition usually get stress placed on the second syllable but there are exceptions to this too .

# there are many two syllable words in English that can be pronounced in two different ways.

The stress change also changes the part of speech of the word.

Example:

- PREsent = a gift (noun): non past or future (adjective).

- PreSENT = to give something to someone (verb).

- Object = something you can see and touch (noun).

- ObJECT = to disagree with something (verb).

3\_ three syllable words

For three syllable words, look at the word ending (the suffix) using the following as your guide.

4\_ word ending in er ,ly .

For three syllable words ending with the suffixes er or ly , the stress is placed on the first syllable.

Example :

ORderly

SILently

LOVingly

Manger

GARDener

Easier

5\_ words ending in consonants and in y.

If there is a word that ends in a consonant or I y then the first syllable usually gets the stress.

Example:

RAPity

OPTimal

GARDient



Generous

6\_ words with various endings

There is a list of suffixes below (suffixes are word endings).

The stress should be on the syllable right before the suffix.

This applies to words of all syllable lengths.

Examples:

A – able :ADDable , DURable , LAUGHable .

B\_ ial :differENTial , SOCial , finNANCial .

C\_ cian :muSICian , phySICAian , cliNICian .

D\_ ery :BAKery , SCEnergy .

E\_ ian :coMEDian , ciVILian , techNICian .

F\_ ic :arCHic , plaTonic , characterRISTic .

G\_ ics :diaBETics , paediATrics ,Topics .

H\_ ion :classifiCation , repoSition , vegeTation .

I\_ ia : Media , bacTERia , vicTORia .

J\_ ient :inGREdient , PATient , ANCient .

K\_ ious :mySTERious , reLIGious , VARious .

L\_ ish :SELfish , ENGLish , PUNish .

M\_ osis :hypNosis , diagNosis , osMosis .

7\_ words ending in ade , ee , ese , que , ette or oon have the primary stress actually placed on the suffix .

This applies to words of all syllable lengths.

Examples:

A\_ ade :lemoNADE , cruSADE , arCADE .

B\_ ee :a GREE , jamborEE , guarnTEE .

C\_ eer :sightSEERN , puppertEER .

D\_ ese :siamESE , japanESE , chEESE .

E\_ ette :cassETTE , corvETTE , toweLETTE .

F\_ que :unIQUE , physIQUE .

G\_ oon :balOON , afterNOON , carTOON .

8\_ stress on the second form the end syllable .

I can put the stress on the second syllable from the end of the word with words endings in ic,sion, and tion .

Examples:

icONic

GRaphic

hyperTENsion

teleVISion

nuTRIion

reveLAtion

# native English speakers do not always agree on where to place the stress on a word .

For instance: some people pronounce word (television) as a TELevision while others say teleVISion.



9\_ stress on the third from end syllable you put stress on the third from end syllable with words that end in cy ,ty , phy , gy , and al .

Examples:

deMOcracy

geOGraphy

ALlergy

NAVtical

CLArity

CRItial

10\_ word stress on compound words:

A\_ compound noun

A compound noun is a noun made out of two nouns that form one word.

In a compound noun, the most stress is on the stressed syllable of the first word.

Example:

SEAfood( sea + food )

ICEland( ice + land )

TOOTHpaste( tooth + paste )

BASKETball( basket + ball)

B\_ compound adjective

A compound adjective is an adjective made of at least two words.

Often , hyphens are used in compound adjective .

In compound adjective, the most stresses is placed in the stressed syllable of the second word.

Example:

Ten Meter

Rock SOLid

Fifteen MINute

Old Fashioned

C\_ compound verbs

A compound verb is when a subject has two or more verbs.

The stress is on the second or on the last part.

Examples:

Ahmed loves bread but deTESTS butter.

Sarah baked cookies and ATE them up.

Dogs love to eat bones and love to DRINK water.

D\_ noun + compound noun

Noun + compound nouns are two word compound nouns.

In noun + compound noun, the stress is on the fist word.

Examples:

AIR PLANE mechanic

PROject manger

BOARD member

11\_ proper nouns are specific names of people, places or things.

For instance: Jeniffer , Spain , Google .

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



Examples:

North DAKOTA

Mr . SMITH

AppleINCORPARATED

12\_ reflexive pronouns

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

Example:

I hit myself

The second syllable usually takes the stress.

Example:

MySELF

TheSELVES

OurSELVES

13\_ NUMBERS

If the number is multiple of ten, the stress is placed on the first syllable.

Examples:

Ten

FIFty

ONE hundred

### **Stressing and unstressing**

#### **What is the difference between stressing and unstressing words?**

The physical correlates of stress are pitch , duration and loudness . Experimental evidence (fry, duration, and intensity). Bolinger, Lieberman, sole' shows the interrelation of these three parameters in the production and perception of stress. The pitch of stressed vowels is usually higher than that of understand vowels. Nevertheless, a syllable with a lower pitch that the rest is likely to be heard as stressed. Thus, the primary cue for stress perception ( Fry , Experimental , Bolinger , Sole' ) , seems to be that the stressed syllable stands out in pitch from the rest . Stressed vowels also tend to have a longer duration and to be louder than unstressed vowels. In English there is an extra cue for stress which is vowel quality in particular the reduced quality ( i , u ) of unstressed syllable . Thus, stress is a relational feature. A syllable is indentified as stressed because it is relatively more prominent than the rest. In English , stress is cued not only by how we use the feature of pitch , duration loudness and vowel quality in the stressed syllable but also by how these features , are used , in a reduced manner , in background or unstressing syllable . Thus, Spanish learner should practice reducing un stressing syllable in order to make the stressed syllable prominent.

Word stress and sentence stress.

Stress is present at the word level and at the sentences level. Every word said in isolation has a stress. Word stress has a fixed distribution; it is a lexical feature of the word and consequently word stress is related to the lexicon. English stress is a distinctive features in a word if stress changes, meaning might change e.g 'present.

#### **Stress and rhythm in English**

To pre'sent . Recent work ingenerative phonology has stated rules for practicing stress assignment in words based on (1) the simple or complex ( derivative and compounds ) morphological nature of the word .



(2) the syntactic category of the phonological structure of the syllable ( for a simple account of these rules see Kriedler 197-218) .

The rules however are complex and have exceptions, so it seems more adequate for the ferrules of stress assignment and correctly stress mot new words he might learner to learn the stress pattern of the word when the word is learned ( i.e as a lexical feature of the word ) .

As the learner advances in his mastering of English he will be able to abstract the general rules of stress assignment and correctly stress most new words he might come across.

It seems that one of the ways in which we store words in our mental lexicons according to it is stress pattern.

Thus, we find it difficult to interpret a word pronounced with the wrong stress pattern; in processing this word we begin to look up possible words under this wrong stress pattern which will fit the context , and we might arrive at the wrong interpretation or we might not find an appropriate word and we may start wondering about the stress pattern. However, the first choice for interpreting the word is the stressing pattern produced. Other types of evidence for the storage of words under stress pattern come from experimental research done on tip of the tongue, phenomena and slips of the tongue.

Tip of the tongue phenomena, that is not being able to remember a given word but having it on the tip of your tongue show that in some cases speakers might not be able to retrieve a word but they can tell the stress pattern of the word.

This suggests that in looking for the word they are activating that part of the vocabulary that has this stress pattern, and that consequently words are stored according to that pattern.

Slips of the tongue or the transposition of two or more sounds show that the most common type of tongue slip involves the transposition of stressed syllable he was on the nerve of vegeoonus breakdown instead of he was on the verge of nervous breakdown every word said in isolation has a stress, however when words are put together in a sentences only some words are stressed.

Sentences stress emphasized the portion of the utterance that is more important for the speaker or that the speaker wants the listener to concentrate on. Stress in a sentence was no fixed distribution it is related to semantics.

The words which are likely to be more prominent and to carry as stress in connected speech are those which are most important for meaning .i.e., content words or lexical words such as nouns adjectives verbs and adverbs.

Grammatical or function words, such as articles, pronouns, prepositions, auxiliaries and conjunctions, tend to be unstressed. Thus, in the sentences:

Mary would have liked tia'ttend the 'meeting, the content words Mary , liked 'attend , meeting are likely to be stressed and the function words unstressed .

Thus, the function of stress in sentences is to highlight the information \_bearing words in the utterance.

Note that this general rule:

Content words are stressed.

Grammatical words are unstressed.

It does not apply when contrastive or emphatic meaning is intended.

In fact, any word or syllable might be stressed ( in fact , bear the intonational nucleus ) when used contrastively ( but she was here)

( She had not left ) I said that words was unstressed (not stressed).



### **Stressing and meaning**

Stressing relates to meaning in a very strong way.

There is no one <right> way of stressing an English sentences.

The choice to stress some words rather than others depends on the context of the message and on the particular meaning, the speaker wants to convey, consider for instance:

- a. I do not think I can 'do it ( you would better ask another person )
- b. I do not think I 'can 'do it ( you would better ask another person )

The stressing in these alternative is equally acceptable.

The choice of one or the other pattern depends on the attitude of the to wards some aspects of the message, for example:

In (b)the speaker sounds less assertive than in (a).

Since stress has the function of signaling to the native speaker the most important words in the utterance, it is very difficult to understand speech in which every single word is stressed or made equally prominent, just because no thing is mad prominent.

This is why in English it is very important for intelligibility what you do to the unstressed syllable to make the stressed syllable those meaningful words.

### **Stressing and tempo**

Another factor that might affect sentences is tempo or speaking rate which is related to speaking style.

The more careful the style the shower the tempo and the more stresses. The more informal the style, the faster the tempo and the fewer stresses.

Consider the sentences:

- A. I would have 'liked to a'ttend the 'meeting.
- B. I would have 'liked to attend the 'meeting.

(a) Involves a very slow and deliberate speaking rate where as (b) demands a very fast speaking rate which accounts for the missing stress. In fact the more stresses you have in an utterance the more weight you are assign to each part of the utterance.

### **Conclusion**

In this paper I have discussed a very significant topic, which is the importance of the words and sentences stress in the spoken language. The importance of using stress and intonation in spoken language is very helpful for both speaker and listener to understand each other, because English is a very difficult language, it relies on phonetics and sounds, so the learner have to focus on using stress as native people.

I wrote about the importance of word and sentence stress in general and some differences between the importance and the use of stress in English and the stress in some other languages, because word and sentence stress is what gives English its rhythm or tone and can help the speaker and the listener to understand each other, especially when speaking fast.

This paper studies the role playby stress and rhythm in English. The effect of stress on the phonetic realization of segments, the morphological and syntactic function of elements and the structuring of information in the sentences are considered too.

Stress is very important to knowing how to propably pronounce words in the English language, and some rules related to the importance of information while speaking, also where the speaker can use stress natively and correctly according to some rules and exceptions.



Last but not least, I studied the differences between stressing and unstressing. Stress is present at the word level and the sentence level. The word and sentence stress rules in English are complicated, remember that there are exceptions to every rule.

It is important that you stress the right syllable, so people can hear and understand your words. Any work on aspect of pronunciation can take a long time to show improvement and be challenging for both the listener and speaker, but working on word stress can be fun and over time will help the ESL speaker to be better understood more confident.

Every word said in isolation causes stress. In English, stress occurs at roughly regular intervals of time, and there all feet tend to be of equal duration.

Then, I moved to search for the relation between stress and meaning. Stress is related to meaning in a very strong way.

The choice to stress some words rather than others depends on the context of the message and on the particular meaning.

Finally, stress and tempo are related to stress speaking style. The more careful the style, the slower the tempo and the stresses, the more informal the style, the faster the tempo and fewer stresses.

#### References

- A course In Phonetics – Third Edition, pages 114 – 115 , by : Peter Ladefoged .
- English is a stress-Based language: a tool for learners of english as a second language , by : Judy M . Thompsn , 8<sup>th</sup> of February , 2010 .
- Hacettepe university School of Foreign Language , Ankara Turkey .
- Sentence stress and Learning difficulties of ELT teachers : a case study –by : HulyaKucukoglu , 2012 pages 4065 - 4069
- Sentences stress in information structure – Korean university , October, 2013 , by : Kent Lee .
- Stress and Rhythm in English –by : Maria – Josef Sole Sabater , 1991 , pages 145 – 62 Universidad Autonoma de Barcelona .
- What is stress in speech ? – ThoughCo , 2006 , by : Nordquist Richard .
- Word stress and sentence stress – The Golden Key to English Pronunciation , by: Josef Essberger 2008 .
- [https://l.facebook.com/l.php?u=https%3A%2F%2Fwww.britishcouncil.org%2Fvoices-magazine%2Fteaching-how-stress-words-spoken-english-important%3Ffbclid%3DIwAR0v0ZTaCD0vrJh2FIuhIBluzLbAL\\_SuzfSML6r4TuIXO94a70xRpBH2dIM&h=AT35NUsPQD2L-L18GERRfUAZriSzbcxUXftVf063xQ5j7K\\_3BfCDHsGkFRwMac-oFWZZy3RgUF23o7cZq9cCRydpuRaFCsS5X\\_K-Qr7oXq3NjsTZUKREWYKvgGQCZzW2eJEhttp://l.facebook.com/l.php?u=http%3A%2F%2Fwww.englishclub.com%2Fpronunciation%2Fsentence-stress.htm%3Ffbclid%3DIwAR3h4AbKbwO2yP1fiZy\\_8SIDjuqEPT4YOOq6tYOctufVt6pC5EmMXYYdzdA&h=AT36hqzeMF7SL1cZu85NTkK2ts-X2Vt2TQJxIBxVTIKTQsfZ4fi8DmywETBZ2bb2Eu\\_YISzDDYmUw6uYUIPuAXygtYJeM62taEwB4VFnJ85tdDKCeMbhyVzEi1womE3HOZEC](https://l.facebook.com/l.php?u=https%3A%2F%2Fwww.britishcouncil.org%2Fvoices-magazine%2Fteaching-how-stress-words-spoken-english-important%3Ffbclid%3DIwAR0v0ZTaCD0vrJh2FIuhIBluzLbAL_SuzfSML6r4TuIXO94a70xRpBH2dIM&h=AT35NUsPQD2L-L18GERRfUAZriSzbcxUXftVf063xQ5j7K_3BfCDHsGkFRwMac-oFWZZy3RgUF23o7cZq9cCRydpuRaFCsS5X_K-Qr7oXq3NjsTZUKREWYKvgGQCZzW2eJEhttp://l.facebook.com/l.php?u=http%3A%2F%2Fwww.englishclub.com%2Fpronunciation%2Fsentence-stress.htm%3Ffbclid%3DIwAR3h4AbKbwO2yP1fiZy_8SIDjuqEPT4YOOq6tYOctufVt6pC5EmMXYYdzdA&h=AT36hqzeMF7SL1cZu85NTkK2ts-X2Vt2TQJxIBxVTIKTQsfZ4fi8DmywETBZ2bb2Eu_YISzDDYmUw6uYUIPuAXygtYJeM62taEwB4VFnJ85tdDKCeMbhyVzEi1womE3HOZEC)
- <https://www.englishclub.com/pronunciation/sentence-stress.htm>





## الفهرس

الصفحة	اسم الباحث	عنوان البحث	ر.ت
1-15	عادل رجب ابوسيف جبريل	دراسة بحثية لإنشاء وحدة معملية للطباعة الفنية النافذة والنسيج بالأقسام العلمية بجامعة درنة	1
16-26	Ali Abu Ajeila Altaher Nuri Salem Alnaass Mohamed Ali Abunnour	دراسة وصفية عن مشكلة التلوث البيئي والتغيرات المناخية ومخاطرها علي الفرد والمجتمع	2
27-44	Younis Muftah Al-zaedi Fathi Salem Hadoud	Anti-diabetic and Hypoglycemic Activities of Onion: A review	3
45-72	Fadel Beleid El-Jeadi Ali Abdusalam Benrabha Abdu Alkhalek Mohamed. M. Rubiaee	The Lack of Teacher-Student Interaction in Libyan EFL classroom	4
73-92	اسماعيل ميلاد اشميلة خديجة عيسى قحواط	وسيلة تعليمية واعدة في العملية التعليمية تقنية التصوير التجسيبي	5
93-100	Ayman Adam Hassan	"Le dédoublement des personnages dans <i>Une vie</i> ou <i>l'Humble vérité</i> de Guy de Maupassant"	6
101-106	Mabruka Hadidan Rajab Abujnah Najat Aburas	Manufacturing of Porous Metal Oxides HTiNbO5 Catalyst	7
107-117	بشير علي الطيب	الامطار وأثرها على النقل البري بالطريق الساحلي بمنطقة سوق الخميس - الخمس	8
118-130	Nora Mohammed Alkurri Khaled Ahmed Gadouh Elbashir mohamed khalil	A proposed Model for Risks Management measurement in Cloud Computing Environment (Software as a Service)	9
131-137	Mohamed M. Alshahri Ahmad M. Dabah Osama A. Sharif Saleh O. Handi	Air Pollution From The Cement Industry in AlKhums City:A Case Study in LEBDA Cement Plant	10
138-157	Ekram Gebril Khalil Hamzah Ali Zagloum	Difficulties faced by students in oral presentation in classroom interaction	11
158-163	Badria Abdusalam Salem	Analysis of Some Soft drinks Samples Available in Alkoms City	12
164-172	Suad Husen Mawal	Teachers' and Students' Attitudes towards the Impact of Class Size on Teaching and Learning English as a Foreign Language	13
173-178	نرجس ابراهيم شنيب نجلاء مختار المصري	تصميم نموذج عصا الكفيف الالكترونية	14
179-191	خميس ميلاد عبدالله الدزيري	دراسة تحليلية علي إدارة المخازن وتأثرها بالنظم معلومات الادارية المؤسسة الوطنية للسلع التموينية منطقة الوسطي	15



192-204	فاطمة أحمد قناو	عنوان البحث التغذية الراجعة في العملية التعليمية (مفهومها - أهميتها- أنواعها )	16
205-214	فوزي مجد رجب الحوات سكينه الهادي إبراهيم الحوات	التسول أسبابه وسبل علاجه	17
215-226	Turkiya A. Aljamaal	Some properties of Synchronization and Fractional Equations	18
227-242	عبد الرحمن بشير الصابري إبراهيم عبدالرحمن الصغير أبو بكر أحمد الصغير	منهج المدابغي واستدراياته في حاشيته على شرح الأشموني على الألفية في أبواب النواسخ	19
243-254	بنور ميلاد عمر العماري	أهمية دور الأخصائي الاجتماعي في المؤسسات التعليمية	20
255-267	فرج محمد صالح الدريع	ليبيا وأبرز النخب السياسية والثقافية 1862م -1951م (دراسة تاريخية في تطورها)	21
268-282	ميلود مصطفى عاشور	فن المعارضات في الشعر الليبي الحديث	22
283-296	فرج محمد جمعة عماري	ما خالف فيه الأخفش سيوبه في باب الكلام وأقسامه: دراسة تحليلية	23
297-304	Ramadan Ahmed Shalbag Ahmed Abd Elrahman Donam Abdelrahim Hamid Mugaddim	A Case Study on Students' Attitude Towards Speaking and Writing Skills Among Third & Fourth Year University Students at the Faculty of Education, Elmergib University	24
305-315	بلال مسعود عبد الغفار التويهي	الوضع الاقتصادي للأسرة دور منحة الزوجة والأبناء في تحسين الليبية دراسة تقييمية للتشريعات الصادرة بخصوصها من "2013م - 2014م"	25
316-331	فرج مفتاح العجيل	تنمية الأداء المهني لمعلمي علم النفس بالمرحلة الثانوية وأثره في تحصيل طلابهم ( دراسة ميدانية لتنمية معلمي علم النفس أثناء تدريسهم لطلاب الصف الثاني للمرحلة الثانوية )	26
332-351	فتحية علي جعفر	بعض الصعوبات التي تواجه دمج المعاقين في المدارس العادية	27
352-357	Rabia O Eshkourfu Hanan Ahmed Elaswad Fatma Muftah Elmenshaz	Determination of Chemical and Physical Properties of Essential Oil Extracted from Mixture of Orange and Limon Peels Collected from Al-khoms-Libya	28
358-370	Elnori Elhaddad	A case study of excessive water production diagnosis at Gialo E-59 Oil field in Libya	29
371-383	عبد الجليل عبد الرازق الشلوي	(ثورة التقنيات الحديثة وتأثيرها على الفنان التشكيلي)	30
384-393	Abdul Hamid Alashhab	La poésie de la résistance en France Le cas de La Rose et Le Réséda de Louis Aragon et Liberté de Paul Éluard	31
394-406	إبراهيم رمضان هدية مصطفى بشير مجد رمضان	مختصر لطائف الطرائف في الاستعارات من شرح السمرقندية بشرح المُلوي (دراسة وتحقيق)	32
307-421	Ragb O. M. Saleh	Simulation and Analysis of Control Messages Effect on DSR Protocol in Mobile Ad-hoc Networks	33
422-432	أبو عائشة مجد محمود فرج الجعراي عثمان	طرق التدريس الحديثة بين النظرية والتطبيق لتدريس مادة الجغرافية دراسة تحليلية لمدارس التعليم الثانوي بمسلاته نموذجاً	34



433-445	فريال فتحي مجد الصباح	أسلوب تحليل النظم " المفاهيم والاهداف في مواجهة التقدم العلمي والتكنولوجي "	35
446-452	Afifa Milad Omeman	Antibacterial activities and phytochemical analysis of leafextracts of <i>Iphiona scabra</i> plant used as traditional medicines in ALKHUMS-LIBYA	36
453-461	Hamed Ali Abrass	Rutherford backscattering spectrometry (review)	37
462-475	Mohammed Abuojaylah Albarki Salem Msaoud Adrugi Tareg Abdusalam Elawaj Milad Mohamed Alhwat	The challenges associated with distance education in Libyan universities during the COVID 19 pandemic: Empirical study	38
476-488	حمزة مسعود مكارى عمر عبد الله الدرويش	التعريف بابن أبي حجلة التلمساني وكتابه مغناطيس الدر النفيس	39
489-493	هدية سليمان هويدي مرام يوسف نجى سالمة عبدالحميد هندي	معوقات استخدام التعليم الإلكتروني في ظل جائحة كورونا بالجامعة الأسمرية	40
494-503	هشام علي مرعي فرج احمد الفرطاس	المعرفة الحسية والعقلية عند ابن سينا	41
504-511	Mohammed Altahir Salem Mustafa Aldeep	Use of E-Learning Innovation in Learning Implementation	42
512-519	Abdusalam Yahya Mustafa Almahti Algaet	Investigate the Effect of Video Conferencing Traffic on the Performance of WiMAX Technology	43
520-526	Abdelmola M. Odan Ahmad M. Dabah Saleh O. Handi Ibrahim M. Haram	Kinetic Model of Methanol to Gasoline (MTG) Reactions over H-Beta,H-ZSM5 and CuO/H-BetaCatalysts	44
527-537	Munayr Mohammed Amir Melad Al-Daeef	Performance Evaluation of Blacklist and Heuristic Methods in Phishing Emails Detection	45
538-555	فرج محمد طيب علي محمود خير الله شحاته إسماعيل الشريف	الأمر بالأوجه لإقامة الدعوى الجنائية (الطبيعة القانونية للأمر بالأوجه، السلطات المختصة بإصداره)	46
556-567	أسامة عبد الواحد البكوري ريم فرج بوغرارة	توظيف القوالب الجبسية في الأعمال الخزفية	47
568-578	سعد الشيباني اجدير	علم الفيزياء (نقطة تحول في مسار العلم في فلسفة القرن العشرين)	48
579-603	حسن السنوسي مجد الشريف حسين الهادي مجد الشريف	تربوت وأخواته	49
604-619	مجد سالم مفتاح كعبار	حول مشروع الترسانة البحرية وعلاقته بتوظيف الموارد البشرية وخلق فرص عمل (المقترح وآليات التنفيذ)	50
620-634	أسامة إبراهيم مجد المصراى	المصلحة وأثرها في تقدير العقوبات التعزيرية	51
635-657	إمجد انويجي غميص أحمد حسين الشريف محمود عبد المجيد مجبر	الحروب الصليبية (المفهوم والأسباب)	52



658-671	Naser Abdulkareem Mohammed	HOW IMPORTANCE IS WORD AND SENTENCE STRESS IN SPOKEN ENGLISH	53
672-678	محمد علي سعيد فحج حنان إسماعيل أبوصلاح المنذر عبدالحميد أبوغنية سالم العارف حمود	تأثير الطيف الضوئي على نمو صنفى البطاطس سبونتا و اجريا تحت ظروف الزراعة المعملية	54
679-686	Fathia M. Alogab	Topological folding of multiple chaotic graphs with density variation	55
689	الفهرس		