



WORD STRESS AND VOCABULARY ITEM RELATIONS IN TEACHER TRAINING¹

ÖĞRETMEN YETİŞTİRİLMESİNDE SÖZCÜK VURGUSU VE SÖZCÜK İLİŞKİLERİ

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ABSTRACT: One of the major issues in spoken English is to understand how listeners recognize the word stress. Word stress is an abstract property of the words that is not always acoustically realized in the speech signal. In English language, nuclear stress mobility, which is the establisher of accentuation in the interlingual speech, is not perceived by a great majority of Turkish English teachers and trainees. In the present study, how the mobility of the primary stress acts to and pro in the structure of the English vocabulary items will be demonstrated by using electronic dictionaries. The problem-causing vocabulary items in nuclear stress placement, like **démocrat-demócracy-democrátic** and **aristocrat- aristócracy-aristocrátic** can be downloaded by the Audacity program and the mobility of stress in their phonetic and phonemic transcriptions can be exhibited via computer applications in teaching vocabulary items and a designed lesson plan is also possible to rehabilitate the fossilized stress errors.

Keywords: stress phoneme, stress shift, stress reduction, mobility of stress.

ÖZET: Konuşulan İngilizcenin bir yabancı dil olarak eğitiminde ve öğretilmesinde karşılaşılan temel sorunlarından bir tanesi, konuşucuların sözcük vurgusunu nasıl algıladıkları olgusudur. Sözcük vurgusu, sözcüklerin soyut özelliklerinden birisidir ve genellikle konuşmada geçen sözcükler tarafından oluşturulan akustik sinyallerde belirgin olarak duyulmaz. İngilizceyi hedef dil olarak öğrenenler, kendi anadil ve İngilizceyi belleklerinde harmanlayarak bir ara dil oluştururlar. Bu ara dildeki sözcülerde anadil-hedef dil etkileşimleriyle odaklı vurgunun hareketliliği algılanamazsa, konuşmada açıkça duyulabilen bir aksanın geliştiricisi olur. Bazı ön ek ve son eklerin sözcüklere eklenince, odaklı vurgunun sözcüklerin içindeki ileri ve geri hareketliliği Türk İngilizce öğretmenleri ve stajyerleri tarafından işitilmemektedir. **Démocrat-demócracy-democrátic** ve **aristocrat- aristócracy-aristocrátic** gibi sözcükler odaklı sözcük vurgu hareketliliğini gösteren sorunlu sözcük dizileri üstüne odaklı sözcük vurgusu yerleştirilebilir, Audacity adlı programı kullanarak konuşan sözlüklerden indirilebilir. Odaklı vurgunun sözcüklerin içindeki ileri-geri gidip gelmesi konuşan örneklerin sesçil ve sesbirimsel çeviriyazısı yoluyla öğretimleri gösterilebilir. Odaklı sözcük vurgusunun hareketliliğini bilgisayar yoluyla uygulayarak öğretmek için bir ders planı yapılabilir.

Anahtar Sözcükler: Vurgu ses birimi, vurgu değişimi, vurgu düşüşü, vurgunun hareketliliği

1. INTRODUCTION

Pronunciation is based primarily on the learning segmental phonemes (Munro 1995) (consonants, vowels, and semivowels), which, in turn, necessitates the study of stress, pitch, juncture, rhythm, tempo, melody, and prosody, the totality of which is termed as suprasegmentals. Therefore, Pronunciation happens to be an integral part of the communication process since it is a crucial ingredient of communicative competence. Pronunciation plays a significant role in the career of the learners as it is integrated with four main skills: listening, comprehension, speaking skill and writing skills. The learning of all of these skills is an integral part of communicative competence in the learners and teachers.

Gilbert (1995) believes that the skills of listening comprehension and pronunciation are interdependent, and contends that if they (learners) cannot hear well, they are cut off from language. If learners cannot be understood easily, they are cut off from conversation with native speakers. Likewise, it must be borne in mind that speech production is affected by speech perception, and therefore, there is a need for pronunciation in both listening and speaking. Wong (1987) points out that

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even when the non-native speakers' vocabulary and grammar are excellent, if their pronunciation falls below a certain threshold level, they are unable to communicate efficiently and effectively. Stress recognition and production in vocabulary items is the locomotive of the word learning process in the target language.

2. THE STRESS FEATURES OF ENGLISH LANGUAGE

It is generally remarked that, in all stages of the learning process, non-native foreign language learners often have difficulty with the correct placement of word stress (Adams and Munro 1978; Archibald 1992); therefore, word stress needs to be given special attention in the classroom. Right from the beginning it must be noted that English is a stress-timed language which carries very specific stress rules demonstrated by stress phonemes. There are four types of stress phonemes in words: primary, secondary, tertiary, and weak stresses.

Metrical Phonology addresses the domain of data in stress, syllable structure, and aspects of the representation of stress placement in English words. There are three important factors which combine to signal stress. First, the vowels of stressed syllables are produced with higher fundamental frequency. Secondly, the duration of stressed syllables is greater, and they are perceived as longer. Thirdly, stressed syllables are produced with greater intensity, and are thus heard as louder than adjacent unstressed syllables. In addition, stress has effects on vowel quality, in that vowels often reduce to schwa under low stress (Macmahon, 2002:118-123; Kenworthy, 1987:18).

To know a word includes three facets: The word's form (spoken, written, and word parts), meaning, and use (Nation, 2001). All three facets are essential to developing vocabulary knowledge and expanding one's "mental lexicon" (Aitchison, 1994: 10). The spoken word form entails pronunciation, which, in turn, requires the correct placement of primary stress. Word stress patterns are essential for the learner's production and perception of English (Kenworthy, 1987:28). There were several strategies for dealing with word-stress patterns of new vocabulary. These strategies include ways of quickly analyzing and remembering the stress patterns of new words in comparison with the formerly learned words. Moreover, To express themselves well, learners need to be able to figure out, remember, and retrieve word-stress information for polysyllabic words including the location of primary stressed syllables. Learners who are able to recognize and remember stress patterns feel more confident when using new vocabulary (McCartan, 2001).

The following examples are adapted from Longman English Dictionary of American English (2004) and Longman Dictionary of Contemporary English (5th Edition, 2009).

2.1. Stress phonemes in English:

/ / Primary stress phoneme

/ ^ / Secondary stress phoneme

/ ` / Tertiary stress phoneme

/ ~ / Weak stress phoneme

In each of the following examples, the stress phoneme sign falls upon the vowel of the closest syllable; /ɾ/, which is a voiced retroflex semivowel, is called a flap in NAE.

2.2. Primary stress / /:

able /'eɪbəl/, absent /'æbsənt/, balance /'bæləns/, ballad /'bæləd/, fallacious /fə'leɪʃəs/, fantastic /fæn'tæstɪk/, deepen /'di:pən/, bacteria /bæk'tɪəriə/, baggage /'bæɡɪdʒ/, balcony /'bælkəni/, factory /'fæktəri/, faculty /'fækəlti/, gala /'gælə/, gallant /'gælənt/, gangster /'gæŋstə/, gazelle /gə'zɛl/, geisha /'geɪʃə/, hamburger /'hæmbərgə/, handbook /'hænbʊk/, concentrate /'kɒnsən'treɪt/, semicolon /'semi'kəʊlən/

2.3. Secondary stress /˘/:

bandwagon /ˈbændwəˌgən/, /˘kæfəˈtʃiːə/, calculate /ˈkælkjəˈleɪt/, deactivate /diːˈæktəˈveɪt/,
decaffeinated /diˈkæfəˈneɪtɪd/, eccentricity /˘ˈɛksənˈtʃiːəti/, economic /˘ˈɛkəˈnɒmɪk, ˘i-, economize
/iˈkɒnəˈmaɪz/, Fahrenheit /ˈfæ.ɪənˈhaɪt/, faraway /ˈfɑːəˈweɪ/, farsighted /ˈfɑːsaɪˈdɪd/, fascinate
/ˈfæsəˈneɪt/, decompose /˘ˈdɪkəmˈpəʊz/, dedicate /˘ˈdedəˈkeɪt/, gasoline /˘ˈgæsəˈliːn/, habitat /ˈhæbətəˈtæt/,
hallucinate /həˈluːsəˈneɪt/, handicap /ˈhændɪˈkæp/, redevelop /˘ˈriːdɪˈvɛləp/, reelect /˘ˈriːɪˈlekt/

2.4. Tertiary stress / ˘˘/:

Tertiary stress phoneme (/ ˘˘/) is not indicated even in pronunciation dictionaries; therefore, it must be taken very seriously into consideration. In addition, it is not heard, let alone the native speakers of English, by a great majority on non-native teachers of English. So it must be practiced carefully by the teachers till the learners hear and produce it. Many of them seem to figure out stress locations by analogizing from patterns previously internalized. During the foreign language learning process, the role and importance of L1 transfer (in form of interference) is inescapable (Archibald 1998; Major 2001). It is at this junction where the intrusion from the mother comes to the stage in the case of non-native English language teachers for whom errors in putting the right stress becomes inevitable. The following examples indicate the shiftability of the place of the tertiary stress by the addition of certain suffixes to the root or stem of the words. If the learner doesn't stress one syllable more than another of stresses the wrong syllable it may be very difficult for the listener to identify the word (Kenworthy, 1987:18). Poor stress perception makes the learners weakly receptive to learning a word-stress system of the target language. How word-stress information is stored, partially or totally within, and accessed from, the mental lexicon of L2 learners of English is not as a process not explicitly understood, as indicated by the following words in North American English (NAE):

abbreviate /˘˘ˈæbriː˘˘ˈviː˘˘ˈeɪt/, abnormal /˘˘ˈæb˘˘ˈnɔːr˘˘ˈmæl/, coagulate /˘˘ˈkəʊ˘˘ˈæɡ˘˘ˈjə˘˘ˈleɪt/, cohabitation
/˘˘ˈkəʊ˘˘ˈhæ˘˘ˈbət̩eɪ˘˘ˈʃən/, colonial /˘˘ˈkə˘˘ˈlɔːni˘˘ˈəl/, colloquial /˘˘ˈkə˘˘ˈlɒk˘˘ˈwi˘˘ˈəl/ compatriot /˘˘ˈkəm˘˘ˈpeɪt̩˘˘ˈaɪ˘˘ˈət/,
December /˘˘ˈdi˘˘ˈsɛm˘˘ˈbɔː/, decentralize /˘˘ˈdi˘˘ˈsɛntʃə˘˘ˈlaɪz/, defendant /˘˘ˈdɪ˘˘ˈfɛndənt/, degree /˘˘ˈdi˘˘ˈɡri˘˘ː/,
impartial /˘˘ˈɪm˘˘ˈpɑːʃəl/, idealist /˘˘ˈaɪ˘˘ˈdi˘˘ˈəlɪzəm/, identifiable /˘˘ˈaɪ˘˘ˈdɛn˘˘ˈDeɪ˘˘ˈfəɪ˘˘ˈəbəl/, reactionary
/˘˘ˈaɪ˘˘ˈækjə˘˘ˈneɪ˘˘ˈaɪ/, rebellious /˘˘ˈrɪ˘˘ˈbɛl˘˘ˈjəs/, receptionist /˘˘ˈrɪ˘˘ˈsɛp˘˘ˈʃənɪst/, recharge /˘˘ˈrɪ˘˘ˈtʃɑːdʒ/, semicircular
/˘˘ˈsɛ˘˘ˈmi˘˘ˈsɜːk˘˘ˈjʊ˘˘ˈləʊ/, sensuality /˘˘ˈsɛn˘˘ˈʃu˘˘ˈæl˘˘ˈə˘˘ˈDi/, recycle /˘˘ˈrɪ˘˘ˈsaɪ˘˘ˈkæl/, redecorate /˘˘ˈri˘˘ˈdeɪ˘˘ˈkə˘˘ˈreɪt/

2.5. Weak stress / ˘˘˘/

In a great majority of cases, weak stress phoneme falls on the schwa vowel. Even if you do work on no other sound, some attention will probably need to be devoted to schwa (Kenworthy, 1987:51).

abandon /˘˘˘ˈæb˘˘˘ˈænd˘˘˘ˈən/, abdomen /˘˘˘ˈæb˘˘˘ˈdɛm˘˘˘ˈən/, banana /˘˘˘ˈbæn˘˘˘ˈnæ/, conceivable /˘˘˘ˈkən˘˘˘ˈsi˘˘˘ˈvə˘˘˘ˈbəl/,
congratulatory /˘˘˘ˈkɒn˘˘˘ˈɡræ˘˘˘ˈtʃə˘˘˘ˈlɛ˘˘˘ˈtɔ˘˘˘ˈɪ/, fabulous /˘˘˘ˈfæb˘˘˘ˈjələ˘˘˘ˈs/, facilitate /˘˘˘ˈfə˘˘˘ˈsɪ˘˘˘ˈleɪ˘˘˘ˈteɪt/, general
/˘˘˘ˈdʒɛ˘˘˘ˈnərə˘˘˘ˈl/, generous /˘˘˘ˈdʒɛ˘˘˘ˈnərə˘˘˘ˈs/, habitable /˘˘˘ˈhæ˘˘˘ˈbət̩ə˘˘˘ˈbəl/, hallucinate /˘˘˘ˈhə˘˘˘ˈlu˘˘˘ˈsə˘˘˘ˈneɪt/,
harassment /˘˘˘ˈhə˘˘˘ˈræs˘˘˘ˈmənt/, imaginable /˘˘˘ˈɪm˘˘˘ˈædʒə˘˘˘ˈnə˘˘˘ˈbəl/, immigrant /˘˘˘ˈɪm˘˘˘ˈɪɡrə˘˘˘ˈnt/, conceivable
/˘˘˘ˈkən˘˘˘ˈsi˘˘˘ˈvə˘˘˘ˈbəl/, composition /˘˘˘ˈkɒmpə˘˘˘ˈzɪ˘˘˘ˈʃən/, compensate /˘˘˘ˈkəm˘˘˘ˈpɛn˘˘˘ˈseɪt/, compatible
/˘˘˘ˈkəm˘˘˘ˈpə˘˘˘ˈDeɪ˘˘˘ˈbəl/, reasonableness /˘˘˘ˈri˘˘˘ˈzənə˘˘˘ˈbəl˘˘˘ˈnəs/, colonization /˘˘˘ˈkɒ˘˘˘ˈlə˘˘˘ˈnə˘˘˘ˈzɪ˘˘˘ˈʃən/, considerable
/˘˘˘ˈkən˘˘˘ˈsɪ˘˘˘ˈdɛ˘˘˘ˈrə˘˘˘ˈbəl/, incomparable /˘˘˘ˈɪm˘˘˘ˈkəm˘˘˘ˈpərə˘˘˘ˈbəl/, maneuverable /˘˘˘ˈmæn˘˘˘ˈju˘˘˘ˈvə˘˘˘ˈlə˘˘˘ˈbəl/, manifestation
/˘˘˘ˈmæ˘˘˘ˈnɛ˘˘˘ˈfɛst̩eɪ˘˘˘ˈʃən/, nationality /˘˘˘ˈnæ˘˘˘ˈʃənə˘˘˘ˈlɛ˘˘˘ˈDi/, seasonable /˘˘˘ˈsi˘˘˘ˈzənə˘˘˘ˈbəl/.

3. MOBILITY OF STRESS IN ENGLISH LANGUAGE

Any word in English bears a primary stress, but it may shift back and forth in the structure of words. In other words, English has a mobility of stress feature in its lexicon (Kenworthy, 1987). Non-native speakers of English are not intuitively aware of the fact that certain parts in words will be more phonetically prominent than others. Many non-native English teachers are even unaware of the mobility of stress in English. First things first, the perception and hearing of these four stress phonemes of English by the non-native learners must be accessed and correctly stored by L2 learners.

This is a difficult task if the words have more than three syllables or polysyllables. In addition, the stress changes in content words and function words, and their strong and weak forms (Ladefoged, 2006: 107) happen to be very difficult for many learners.

Stress in English has a mobile nature and can be assigned to any syllable in the word, if certain suffixes are added word-initially and word-medially into the words; therefore, at first glance the placement of word stress seems unpredictable. In English, there is a special relationship between the different parts of a word (Kenworthy, 1987:18). The addition of some suffixes move the primary stress onto the subsequent syllables and create internal sound shifts and assign new stress placements in the neighboring syllables. There are a number of affixes with effects on stress placement. The manner in which word-stress information is accessed and stored by L2 learners is a potential avenue for future research. The analysis of stress placement developed below is broadly in line with Longman English Dictionary of American English (2004) and Longman Dictionary of Contemporary English (5th Edition, 2009). It must be borne in mind that many polysyllabic words bear primary, secondary, tertiary, and weak stress phonemes at the same time:

3.1. Mobility of stress and suffixation

English is an inflectional language, which makes the words extended from word-beginning and word-final directions. There are special suffixes; for example, certain suffixes determine on which of the other syllables the stress will fall. There are very many suffixes which cause the syllable before the suffix to be stressed (Demirezen and Sarıçoban 2008a). The following examples stand for stress-controlling derivational suffixes in English:

- {-ive} impressive, infinitive, expressive, inventive, intrusive
- {-ient} incipient, recipient, ingredient, inefficient, patient, insufficient
- {-iant} deviant, variant, radiant, defiant
- {-ial} substantial, potential, advertorial, initial, industrial, influential
- {-ion} inflation, invention, creation, induction, production
- {-ic} geographic, artistic, classic, fanatic, sadistic, alcoholic,
- {-ian} Italian, median, librarian, Chomskian, Macedonian, politician
- {-ious} infectious, insidious, precious, invidious, devious, facetious
- {-ical} economical, biological, grammatical,
- {-ity} opportunity, popularity, responsibility, personality, popularity, chastity
- {-iate} deviate, disaffiliate, intermediate, intercollegiate, irradiate
- {-iary} pecuniary, beneficiary, tertiary, pecuniary, superciliary, subsidiary
- {-iable} negotiable, pitiable, invariable, irremediable, justifiable
- {-ish} diminish, kittenish, feminish, English, feverish
- {-ify} identify, clarify, disqualify, terrify, amplify, beautify
- {-ium} auditorium, premium, compendium, symposium, planetarium, moratorium, helium
- {-ior} superior, senior, posterior, interior, prior, ulterior, junior
- {-io} radio, polio, portfolio, intaglio, ratio, patio, oratorio
- {-iar} familiar, peculiar, unfamiliar,
- {-ible} impossible, infallible, divisible, irreversible, plausible, possible, intangible.

Stress-controlling suffixes, which have the capacity to change word meaning and form a word in a different part of speech, also serve the important role of affecting which syllable of a word receives the primary stress. It must be noted that such suffix patterns can be difficult for the native-speakers to recognize. Additionally, they are often difficult for non-native speakers to naturally acquire.

According to Roach (2009), the suffixes and prefixes of English language can be classified as:

1. Suffixes/prefixes carrying primary stress themselves (auto-stressed suffixes): {semi-, -ation, -ee, -eer, -ese, -ette, -esque, self-}.

2. Suffixes that influence stress in the stem: {-ous, -graphy, -ial, -ic, -ion, -ious, -ty, -ive}.
3. Suffixes that do not affect stress placement: {-able, -age, -al, -en, -ful, -ing, -ish, -like, -less, -ly, -ment, -ness, -ous, -fy, -wise, -y}.

3.2. Specific examples on doublets and triplets

It doesn't matter if the stress is on a different syllable in the form of the word without the suffix (sometimes called the base word); the stress will move from wherever it was to the syllable before the suffix when any of these suffixes are added.

3.3. Doublets of words

Here are some examples:

céremony /'seːmə'mouːni/ → ceremónial /ˈseːmə'mouːniːəl/
 círcle /'səːkəl/ → sémicircle /'semiˈsəːkəl/
 cólon /'kouːlən/ → sémicolon /'seːmiˈkouːlən/
 fámous /'feːməs/ → ínfamous /'mˈfəːməs/
 fínal /'famːl/ → sémi-final /'seːmiˈfɑːml, 'seːmaɪˈfɑːml, ^seːmiˈfɑːml/
 índustry /'mˈdɛstːɪ(n)/ → indústri-ize /'mˈdɒstːɪəˈlaɪz(v)/
 páncreas /'pæŋkˈiːəs/ → pancreátic /'pæŋkˌiːəˈDɪk/
 páradigm /'pæːmə'dɑːm/ → paradígm-atic /'pæːməˈdɪɡˌmæˈDɪk/
 párasite /'pæːmə'saɪt/ (n) → parasític /'pæːmə'siˈDɪk/(adj)
 párlíament /'pɑːlə'mənt/ → parliaméntary /'pɑːlə'məntˈɪ, -'mɛnˈDəːɪ/
 péculiar /'piːkjʊː'ljə/ → peculíarity /'piːkjʊːliːəˈɪəːDi/
 pédagogy /'pɛdəˈgɑːdʒi/ → pedagógical /'pɛˈdɑːgɑːdʒiˈkəl/
 plánet /'plæːnɪt/ → planetárium /'plæːnəˈteːɪːəm/
 plástic /'plæːstɪk/ → plásticity /plæːsˈtɪsəˈDi/
 réject /'ɪːdʒɛkt/ (n) → réject /'ɪːdʒɛkt(v)/
 rémedy /'ɪːməˈdi/ → rémedial /'ɪːmiːˈdiːəl/
 rún /'rʌn/ → rerún /'ɪːrʌn/
 sále /'seɪl/ → resále /'ɪːseɪl/
 résíde /'ɪːzaɪd/ → résíden- -ce /'ɪːzəˈdɛns/
 résumé /'ɪːzʊːm/ → résumé /'ɪːzəˈmeɪ, ^ɪːzəˈmeɪ/
 résumé /'ɪːzʊːm/ → résumé /'ɪːzəˈmeɪ, ^ɪːzəˈmeɪ/
 rhétoric /'ɪːDəˈɪk/ → rhétorical /'ɪːtəˈɪˈkəl/
 rídícule /'ɪːdəˈkjʊːl/ → rídículous /'ɪːdɪkˌjəˈləs/
 táil /'teɪl/ → rétail /'ɪːteɪl/
 róbot /'rəʊˈbɑːt, -bɑːt/ → robót-ic /'rəʊˈbɑːˈDɪk, rə-/
 sácrífice /'sæːkˌɪəˈfaɪs/ → sácríficial /'sæːkˌɪəˈfiːʃəl/
 sánítary /'sæːnəˈteːɪ/ → sanítárium /'sæːnəˈteːɪːəm/

3.4. Triplets

The placement of the four stress phonemes in the following words requires the attention of an expertise because the mobility of stress in these words is not indicated in any dictionaries; therefore, they must be attentively taken into consideration by the nonnative teachers and trainees.

acádemy /ˈækəˈdeɪmi/ → académic /ˈækəˈdeɪmɪk/ → académiá /ˈækəˈdeɪːmiə/
 áccess /ˈæksɛs/ → accéssible /əkˈsɛsəˈbəl/ → accessibility /ækˈsɛsəˈbrɪləˈDi/
 álternate (n) /ˈɔlˌtɚˈneɪt/ - alternátive (adj) /ˈɔlˌtɚˈnəˈtɪv/ - alternátion /ˈɔlˌtɚˈneɪʃən/
 ámbassador /ˈæmˈbæsədˌæ, ˌəm-/ - ambassadórial /ˈæmˈbæsədˌɔːriəl/
 anésthétize /ˈənɛsˈθəˈtaɪz/ - anesthétic /ˈænəsˈθeːˈDɪk/ - anesthésiá /ˈæːnəsˈθiːzə/
 aristocrat /ˈəːrɪsˈtɔːkɹæt/ - aristócracy /ˈæːrɪstakˈrəsi/ - aristocrátic /ˈəːrɪsˈtɔːkɹætɪk/
 cónfident /ˈkɒnˈfɛdənt/ - confidéntial /ˈkɒnˈfɛdəˈʃjəl/ - confidéntiálicity /ˈkɒnˈfɛdəˈnʃiːləˈDi/
 contínué /ˈkɒnˈtɪnjuː/ -- cóntinuity /ˈkɒnˈtɪnuəˈDi/ -- continuátion /ˈkɒnˈtɪnjuːˈeɪʃən/
 cónstitute /ˈkɒnˈstɪtuːt/ -- constitúent /ˈkɒnˈstɪtʃuːənt/ -- constitútion /ˈkɒnˈstɪtuːʃən/
 démocrat /ˈdeməˈkɹæt/ → demócracy /dɪˈmɒkˈrəsi/ → democrátic /ˈdeːməˈkɹætɪk/
 índicate /ˈɪndəˈkeɪt/ (v) -- indicátive /ˈɪndɪˈkeɪtɪv/ (adj) -- indicátion /ˈɪndəˈkeɪʃən/ (n)
 pátriot /ˈpɛtriːət/ -- patriótic /ˈpɛtriːˈɔːtɪk/ -- patriótism /ˈpɛtriːˈɔːtɪzəm/
 phótograph /ˈfouːˈDəˈgræf/ - photógrapher /ˈfəˈtəgrəˈfəː/ - photográfic /ˈfouːˈDəˈgræfɪk/
 régiment /ˈredʒəˈmɛnt/ - regiméntal /ˈredʒəˈmɛntəl/ - regimentátion /ˈredʒəˈmɛntəɪʃən/
 réhabˈiːˈhæb/ -- rehabílitáte /ˈriːˈhəˈbrɪləˈteɪt/ -- rehabílitátion /ˈriːˈhəˈbrɪləˈteɪʃən/
 séntiment /ˈsɛnˈDəˈmɛnt/ -- sentiméntal /ˈsɛnˈDəˈmɛntəl/ -- sentimentálicity /ˈsɛnˈtəˈmɛntəˈleɪˈDi/
 símplify /ˈsɪmpˈləˈfaɪ/ -- simplicitý /ˈsɪmˈplɪˈsəˈDi/ -- simplicitátion /ˈsɪmpˈləˈfəˈkeɪʃən/
 specify /ˈspɛˈsəˈfaɪ/ -- specific /ˈspɪˈsɪˈfɪks/ -- specificátion /ˈspɛˈsəˈfəˈkeɪʃən/
 stáble /ˈsteɪˈbəl/ -- stabilitý /ˈstəˈbrɪləˈDi/ -- stabilizátion /ˈsteɪˈbələˈzeɪʃən/
 stérile /ˈsteːrɪəl/ -- sterility /ˈsteːrɪləˈDi/ -- sterilizátion /ˈsteːrɪləˈzeɪʃən/
 supervise /ˈsúːˈpɛːˈvaɪz/ -- supervísory /ˈsuːˈpɛːˈvaɪzəˈɪ/ -- supervísion /ˈsuːˈpɛːˈvɪːzən/

In the doublets and triplets, 13 vowels of English language change back and forth bidirectionally into the schwa phoneme via vowel reduction (figure 1), the recognition of which escapes from the articulation of Turkish learners of English and lead them to the commitment of horrendous pronunciation errors :

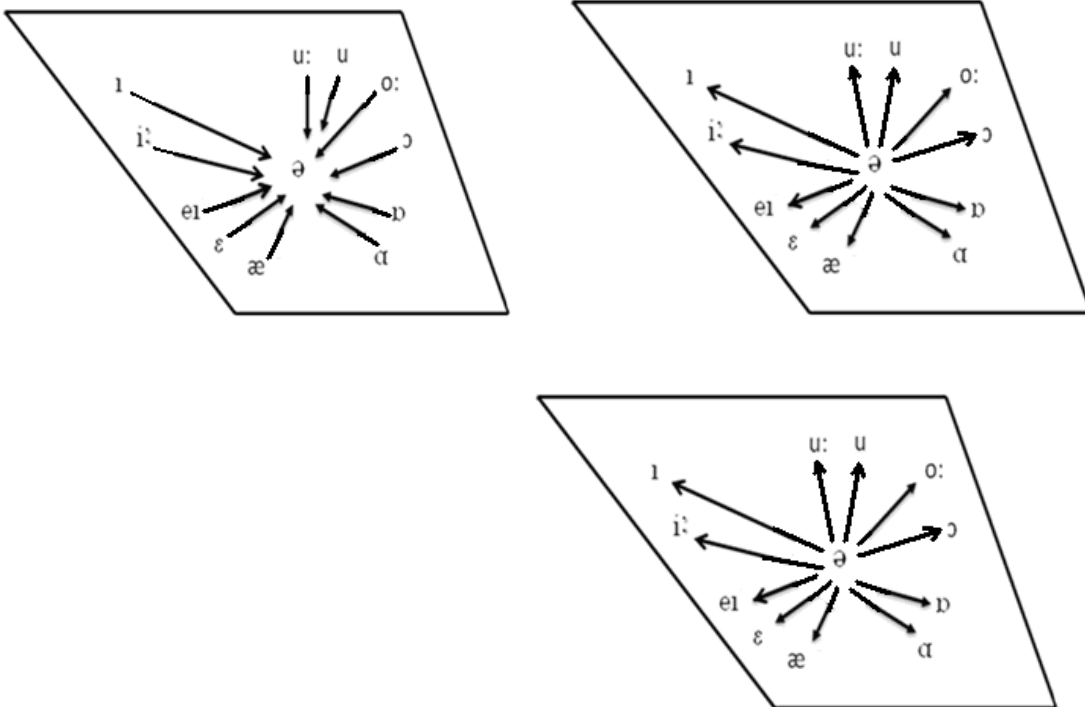


Figure 1: Vowel reduction in English

The misperception of the vowel reduction in English brings forth misarticulation, which, in turn, leads to the development of a foreign accent in English by Turks. It is because misplacement of the primary

stress in vocabulary items triggers a chain reaction through the domino effect that harms not only the pronunciation but also the related intonation patterns in sentences.

4. CONCLUSION

Needless to say, the awareness of the function and importance of word-stress have a facilitating effect on L2 vocabulary acquisition. But just awareness is not enough. A serious attention to word-stress patterns in connection with vocabulary instruction is an integral part oral communication (Demirezen, M. and Sarıçoban, 2008a). It must be noted that “Learning word-stress information is an integral part of the experience of learning a new word (Aitchison, 1994).” Due to shift of stress by the addition of certain suffixes into the words, vowel reduction brings in incredible sound changes in which almost all the vowels get reduced to schwa, which changes the articulation of words. The result is faulty pronunciation. ‘Poor pronunciation can distract the listener’ (Celce-Murcia and Goodwin, 1991; Kenworthy, 1987:28) and ‘Poor pronunciation can make comprehension of the message difficult, and this may result in negative social evaluation and discrimination’ (Lippi-Green 1997 ; Munro 2003). Non-native speakers with faultily stressed vocabulary items may not be understood by the native speakers. Celce-Murcia, et al,(1996; Kenworthy, 1987:28) state that native speakers sometimes become lost when trying to communicate with L2 English speakers who are weak in stress placement issue in the vocabulary items. In addition, the incorrect placement of stresses on the vocabulary items of the target language paves the way for accented speech (Kenworthy 1987; Munro, 2008)

Since intelligible speech in English depends upon word-stress knowledge in coordination with other pieces of lexical information (Munro 2008), the potential exists for language teachers to play a highly functional role in building learner awareness of word-stress patterns. At the same time, they are more likely to be able to access such words from the mental lexicon. Recognizing stress patterns at word-level and being able to use them with confidence both within and beyond the classroom are essential dimensions of the kinds of speaking abilities learners need in order to succeed in their future studies and careers (Murphy, 2004: 81).

Apparently, English words have certain patterns of stress which must be carefully observed by the non-native learners if they want to be understood. In addition to some stress related games, the best way to learn English stress is to listen to audio materials and to repeat them after the speaker, or learners do shadow reading, watch sitcom shows, and the like. As for non-native teachers, They must focus attention on word-level stress for purposes of English language vocabulary development, but the process of how teacher trainees and teachers-on-the-job store and learn to use word-stress information is still poorly understood. Then, to know the strategies of L2 these learners storing word-stress information in the mental lexicon is an important piece of information to bear in mind for the foreign language teachers.

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Genişletilmiş Özet

Yabancı dil eğitim ve öğretiminde, sözcük vurgusu öğretimi üzerine gereç bulma güçlüğü vardır. Bu makale, böyle bir boşluğu doldurmak için yazılmıştır. İngilizcenin eklemeli (inflectional) ve vurgu zamanlı bir dil olması, sözcüklere ön ek ve son eklerin eklenmesiyle sözcüklerin gerçek anlamını taşıyan odaklı vurgunun ileri ve geri hareketliliği, Türk öğretmen ve stajyerleri tarafından duyulmamaktadır. Bu olumsuz durumda, Türkçenin hece zamanlı bir dil olması da yatmaktadır. Böylece anadil ve hedef dil çakışması da odaklı vurgu hareketliliğinin algılanmasını engellediği bilinmektedir.

İngilizcenin dört temel vurgusu vardır ve sözcüklerin anlamlarını değiştirir. Uluslararası Sesçil Alfabe de şu şekilde gösterilirler:

- / ' / Birincil Vurgu Sesbirimi
- / ^ / İkincil Vurgu Sesbirimi
- / ` / Üçüncül Vurgu Sesbirimi
- / ~ / Zayıf Vurgu Sesbirimi

Odaklı sözcük vurgusu bazı ön ek ve son eklerin sözcüklere eklenmesiyle, sözcük içinde ileri-geri hareket eder ve bu hareketliliği yaparken üzerine düştükleri ünlülerin ve onların komşularının ses yapılarını değiştirerek, sözcüklerin içinde sesletim değişikliklerin oluşmasına neden olur. İşte bu değişikliklerin duyulması Türkler için son derece zor olmaktadır.

İngiliz dilinde, odaklı vurgu hareketliliği oluşturan son ekler şöyle sıralanabilir:

- {-ive} impressive, infinitive, expressive, inventive, intrusive
- {-ient} incipient, recipient, ingredient, inefficient, patient, insufficient
- {-iant} deviant, variant, radiant, defiant
- {-ial} substantial, potential, advertorial, initial, industrial, influential
- {-ion} inflation, invention, creation, induction
- {-ic} geographic, artistic, classic, fanatic, sadistic, alcoholic,
- {-ian} Italian, median, librarian, Chomskian, Macedonian, politician
- {-ious} infectious, insidious, precious, invidious, devious, facetious

- {-ical} economical, biological, grammatical,
- {-ity} opportunity, popularity, responsibility, personality, popularity, chastity
- {-iate} deviate, disaffiliate, intermediate, intercollegiate, irradiate
- {-iary} pecuniary, beneficiary, tertiary, pecuniary, superciliary, subsidiary
- {-iable} negotiable, pitiable, invariable, irremediable, justifiable
- {-ish} diminish, kittenish, feminish, feverish
- {-ify} identify, clarify, disqualify, beautify, quantify, terrify, certify, glorify
- {-ium} premium, compendium, symposium, planetarium,
- {-ior} superior, senior, posterior, interior, prior, ulterior
- {-io} radio, polio, portfolio, intaglio
- {-iar} familiar, peculiar, unfamiliar
- {-ible} impossible, infallible, divisible, irreversible, plausible, possible, intangible,

Dilbilimci Roach'a (2009) göre, İngilizcenin ek biçimbirimleri şöyle sınıflanabilir:

1. Kendileri odaklı vurgu taşıyan ekler: {semi-, -ation, -ee, -eer, -ese, -ette, -esque, self-}.
2. Sözcük gövdesindeki yapıları etkileyen ekler: {-eous, -graphy, -ial, -ic, -ion, -ious, -ty, -ive}.
3. Odaklı vurgu oluşturmayan ekler: {-able, -age, -al, -en, -ful, -ing, -ish, -like, -less, -ly, -ment, -ness, -ous, -fy, -wise, -y}.

Bu eklerin % 80 oranında başka dillerden ödünç alındığı düşünülürse, İngilizcede çok işlek olan odaklı sözcük vurgusunun ne kadar karmaşık bir olgu olduğu anlaşılır.

Sözcüklerin taşıdığı 4 vurgu türü hiçbir sözlükte verilmemektedir, sadece birincil ve ikinci vurgular gösterilir; bu nedenle, anadili İngilizce olmayan öğretmenler ve öğrencilerin dört temel vurguya ulaşması imkansızdır. Bu makalede, vurguların birer birer örneklerle gösterilmesi yapılacaktır:

Birincil vurgu: / ˈ/:

Örnekler:

able /'eɪbəl/, absent /'æbsənt/, balance /'bæləns/, ballad /'bæləd/, fallacious /fə'leɪʃəs/, fantastic /fæn'tæstɪk/, deepen /'di:pən/, bacteria /bæk'tɪəriə/, baggage /'bæɡɪdʒ/, balcony /'bælkəni/, factory /'fæktəri/, faculty /'fækəlti/, gala /'gælə/, gallant /'gælənt/, gangster /'gæŋstə/, gazelle /gə'zɛl/, geisha /'geɪʃə/, hamburger /'hæmbərgə/, handbook /'hænbʊk/, concentrate /'kɒnsən'treɪt/, semicolon /'semi'kəʊlən/

Bu vurgu, sözcüğün en yüksek sesle söylenen yeri olmasından dolayı rahatlıkla işitilir, ama doğru olarak sesletilmesi Türkçenin hece zamanlı bir olması nedeniyle Türklere zorluk çıkarmaktadır.

İkincil Vurgu: / ˘/:

Algılanması ikincil düzeyde zordur.

Örnekler:

bandwagon /'bændwʌgən/, /'kæfə'tɪəriə/, calculate /'kælkjə'leɪt/, deactivate /di:'æktə'veɪt/, decaffeinated /di'kæfə'neiɪd/, eccentricity /'eksən'tɪsədi/, economic /'ekə'nəmɪk, ˘i-/ , economize /i'kɒnə'maɪz/, Fahrenheit /'fæ.ɹən'haɪt/, faraway /'fɑ:ə'weɪ/, farsighted /'fɑ:sai'dɪd/, fascinate /'fæsə'neɪt/, decompose /'dɪkəm'pəʊz/, dedicate /'dedə'keɪt/, gasoline /'gæsə'li:n/, habitat /'hæbətæt/, hallucinate /hə'lu:sə'neɪt/, handicap /'hændi'kæp/, redevelop /'ri:de'veləp/, reelect /'ri:ɪ'lekt/

Üçüncül vurgu / ˘ ˘/:

Bu vurgu, Türklere tarafından çok zor işitilmektedir. Ayrıca üçüncül vurguyu hiçbir sözlük tarafından gösterilmemesi, algılama ve öğrenme güçlülerinin oranını artırmaktadır.

Örnekler:

abbreviate /ˈæbriːviːət/, abnormal /ˈæbnɔːrˈmæl/, coagulate /ˈkouːægˈjəleɪt/, cohabitation /ˈkouːhæˈbeteɪʃən/, colonial /ˈkəʊlɔːniəl/, colloquial /ˈkələʊkwiːəl/ compatriot /ˈkəmˈpeɪtriət/, December /diːsemˈbeɪ/, decentralize /diːsentrəˈlaɪz/, defendant /diːfendənt/, degree /diːɡriː/, impartial /ɪmˈpɑːʃjəl/, idealist /aɪˈdiəˈlɪzəm/, identifiable /aɪˈdenˈdeɪfəbəl/, reactionary /aɪˈækjəˈneɪv/, rebellious /rɪˈbeljəs/, receptionist /rɪˈsepʃənɪst/, recharge /riːtʃɑːdʒ/, semicircular /ˈseːmiːˈsɜːkʃʊləɪ/, sensuality /ˈsenʃuːˈæləˈDi/, recycle /ˈaɪˈsaɪkəl/, redecorate /ˈriːdeˈkəʊreɪt/

Zayıf vurgu / ˘/:

Büyük bir çoğunlukla, zayıf vurgu kıvrık-ı (schwa) sesbirimin üstüne düşmektedir. Eğer hiçbir başka ses üzerine çalışmasınız bile, kıvrık-ı sesinin öğretimine özel zaman ayırmalısınız (Kenworthy, 1987:51). Kıvrık-ı, İngilizce dilinde, ağzın alt-orta-merkezi bölgesinde üretilir ve Türkçede bulunmadığı için Türkler tarafından bir türlü algılanamayan seslerden biridir.

Örnekler:

abandon /əˈbændən/, abdomen /ˈæbdəmən/, banana /ˈbænənə/, conceivable /ˈkənˈsiːvəbəl/, congratulatory /ˈkɒŋgræˈtʃələˈtɔːri/, fabulous /ˈfæbjələs/, facilitate /ˈfəsiˈleɪteɪt/, general /ˈdʒenərəl/, generous /ˈdʒenərəs/, habitable /ˈhæbədəbəl/, hallucinate /ˈhæluːsəˈneɪt/, harassment /ˈhærəsˈment/, imaginable /ɪˈmædʒənəbəl/, immigrant /ɪˈmɪgrənt/, conceivable /ˈkənˈsiːvəbəl/, composition /ˈkɒmpəzɪʃən/, compensate /ˈkɒmpənˈseɪt/, compatible /ˈkɒmpəˈdeɪbəl/, reasonableness /ˈriːznəbəlˈnes/, colonization /ˈkɒləˈnəzəʃən/, considerable /ˈkənˈsɪdəˈrəbəl/, incomparable /ɪnˈkɒmpərəˈbəl/, maneuverable /ˈmænʊːvərəbəl/, manifestation /ˈmæˈnɪfɛˈsteɪʃən/, nationality /ˈnæʃənəˈleɪDi/, seasonable /ˈsiːzənəbəl/.

İngiliz dilinde sözcük vurgusunun hareketliliğe çok az kitapta yer almaktadır. Aşağıda verilen ikili ve üçlü sözcükler, odaksız vurgunun, sözcüklerin içinde nasıl ses değişikliği oluşturarak ileriye veya geriye doğru hareket ettiği belgelenmiştir:

Sözcük vurgusu hareketliliği :

céremony /'sɛːɹə'mouːni/ → ceremónial /'sɛːɹə'mouːniːəl/
 círcle /'sə:kəl/ → sémicircle /'semi^sə:kəl/
 cólon /'kouːlən/ → sémicolon /'sɛːmi^kouːlən/
 fámous /'fɛːməs/ → ínfamous /'m^fɛːməs/
 fínal /'famːl/ → sémifinal /'sɛːmiː^famːl, 'sɛːmar^famːl, ^sɛːmiː^famːl/
 índustry /'m^dɛstːɹi/(n) → índústriálie /'m^dɛstːɹiə^laɪz/(v)
 páncreas /'pæŋkːɹiəs/ → páncréátic /'pæŋkːɹiə^Dɪk/
 páradigm /'pɛːɹə^dɛm/ → páradigmátic /'pɛːɹə^dɪgːmæ^Dɪk/
 párasite /'pɛːɹə^sɹɪt/ (n) → párasític /'pɛːɹə^sɹi^Dɪk/(adj)
 párlíament /'pɑːlɪ^mɛnt/ → párlíaméntary /'pɑːlɪ^mɛntːɹi, -'mɛn^Dɛːɹi/
 péculíar /'pɹɪ^kjuːlˌjə/ → péculíarítı /'pɹɪ^kjuːliːə^ɹə^Dɪ/
 pédagogy /'pɛdə^gɑːdʒi/ → pédagógical /'pɛ^dəgɑːdʒi^kəl/
 plánet /'plæːnɪt/ → plánetaríum /'plæːnə'teːɹiːəm/
 plástic /'plæsːtɪk/ → plásticítı /'plæsːtɹi^sə^Dɪ/
 réject /'ɹi^dʒɛkt/ (n) → réject /'ɹi^dʒɛkt/(v)
 rémedy /'ɹɛːməːdɪ/ → rémedíal /'ɹiːmiː^diː^əl/
 rún /'ɹʌn/ → rerún /'ɹiː^rʌn/
 sále /'seɪl/ → resále /'ɹiː^seɪl/
 résíde /'ɹiːzɹaɪd/ → résídenç /'ɹɛːzə^dɛns/
 resúme /'ɹiːzjuːm/ → résumé /'ɹɛːzə^meɪ, ^ɹɛːzə^meɪ/
 resúme /'ɹiːzjuːm/ → résumé /'ɹɛːzə^meɪ, ^ɹɛːzə^meɪ/
 rhétoríc /'ɹɛ^Dɛːɹɪk/ → rhétorícál /'ɹiːtə^ɹi^kəl/
 rídícule /'ɹi^dɛ^kjuːl/ → rídícúlos /'ɹi^dɪk^jə^lɛs/
 táil /'teɪl/ → rétail /'ɹiː^teɪl/
 róbot /'ɹou^bɑt, -bɑt/ → robótíc /'ɹou^bɑ^Dɪk, rə-/
 sácrífice /'sækːɹə^fais/ → sácrífícíal /'sækːɹə^fi^ʃəl/
 sánítarı /'sæːnə^teːɹi/ → sanítaríum /'sæːnə'teːɹi^əm/

Üçlü sözcük vurgusu hareketliliği

Aşağıdaki sözcüklerde vurgu hareketliliği dikkatlice izlenmeli ve sesli olarak tekrarlanmalıdır:

acádemy /'əːkæ^dɛːmi/ → académic /'ækə^dɛːmɪk/ → académia /'æk^əːdiː^miə/
 áccess /'æksɛs/ → accésible /'æk^sɛ^səːbəl/ → accessíbilítı /'æk^sɛ^səːbrɪ^lə^Dɪ/
 álternate (n) /'ɔːl^tɛːnɛɪt/- alternátive /adj/ /'ɔːl^tɛːnə^tɹɪv/- alternátion /'ɔːl^tɛːnɛɪ^ʃən/
 ámbassador /'æm^bæsəːdɔː^ɹi, -əm/- ámbassadoríal /'æm^bæsəːdɔː^ɹi^əl/
 anésthetize /'əːnɛs^θə^taɪz/- anesthétic /'æːnəs^θɛ^Dɪk/- anesthésia /'æːnəs^θiː^zə/
 aristocrat /'əːɹɪs^tə^kɹæɪt/ - aristócracy /'æːɹə^stakːɹə^si/ - aristocrátic /'əːɹɪs^tə^kɹæ^Dɪk/
 cónfident /'kən^fɛ^dɛnt/- confídéntial /'kən^fɛ^dɛn^ʃəl/- confídéntíalítı /'kən^fɛ^dɛnʃi^əːlə^Dɪ/
 contínué /'kən^tm^juː/-- cóntinúítı /'kən^tə^nuə^Dɪ/-- contínuátion /'kən^tm^juː^eɪ^ʃən/
 cónstítute /'kən^stə^tuːt/-- cónstítúent /'kən^stɪt^fju^ənt/-- cónstítútion /'kən^stə^tuː^ʃən/
 démocrat /'dɛmə^kɹæɪt/ → demócracy /dɪ^mɑkːɹə^si/ → democrátic /'dɛ^mə^kɹæ^Dɪk/
 índícate /'mde^keɪt/ (v)-- índícátive /'m^dɹi^kə^Dɪv/ (adj)-- índícátion /'mde^keɪ^ʃən/(n)
 pátríot /'pɛɹtːɹiət/-- pátríotíc /'pɛɹtːɹi^ə^Dɪk/ -- pátríotísım /'pɛɹtːɹiə^tɹi^zəm/
 phótograph /'fou^Də^gɹæf/- phótógraphér /'fə^təgːɹə^fə/ - photógráfíc /'fou^Də^græ^fik/
 régíment /'ɹɛd^zə^mɛnt/- regíméntal /'ɹɛd^zə^mɛn^tːl/ -regíméntátion /'ɹɛd^zə^mɛn^teɪ^ʃən/
 réhab /'ɹiː^hæb/ -- réhabílítate /'ɹiː^hə^brɪ^lə^teɪt/ -- réhabílítátion /'ɹiː^hə^brɪ^lə^teɪ^ʃən/
 séntímént /'sɛn^Dɛːmɛnt/ -- séntíméntal /'sɛn^Dɛːmɛn^Dːl/ -- séntíméntalítı /'sɛn^tə^mɛn^təːlə^Dɪ/

simplify /'sɪmpˈlɪəˈfaɪ/ -- simplicity /ˌsɪmˈplɪˈsəːDi/ -- simplification /ˌsɪmpˈlɪəˈfɛiˈʃən/
 specify /'spɛːsəˈfaɪ/ -- specifics /'spɪːsɪˈfɪks/ -- specification /ˌspɛːsəˈfɛiˈʃən/
 stable /'steɪˈbəl/ -- stability /ˌstəˈbɪləˈDi/ -- stabilization /ˌsteɪˈbələˈzeɪˈʃən/
 sterile /'steɪˈaɪl/ -- sterility /ˌstɛːrɪˈləˈDi/ -- sterilization /ˌsteɪˈaɪləˈzeɪˈʃən/
 supervise /'sʊːpəˈvaɪz/ -- supervisory /ˌsuːpəˈvaɪzəˈɪ/ -- supervision /ˌsuːpəˈvɪʒən/

Sonuç olarak, öğrencilere (metrical phonology) yoluyla özel olarak eğitim verilmesi gerekir. İngilizcenin 4 temel vurgusu konuşan sözlüklerden audacity programıyla indirilerek, anadili İngilizce olan konuşucuların ağızından doğal biçimiyle seslendirilerek alıştırmalarda kullanılabilir ve gereçler geliştirilebilir. Böyle bir uygulama öğrencilere avantaj sağlayacaktır.

Burada bir kez daha vurgulamak gerekir. Odaksın sözcük vurgusunun sözcükler içindeki hareketliliği, İngilizcenin 13 adet ünlüsünün hepsinin kıvrık-ı sesine indirgenmesi, kemikleşmiş bir sesletim hatası olarak Türkler tarafından işitilmemektedir. Bu nedenle, yukarıda geliştirilen örneklerden alıştırmak için, tekerleme, kısa cümle, bilmeceler oluşturarak sesletim alıştırmaları geliştirilebilir. Özellikle kıvrık-ı sesi için özel 50 dakikalık programlar hazırlanabilir.