

UNIVERSIDADE DO EXTREMO SUL CATARINENSE

Post-Graduation Program in English Language

AN ANALISYS OF THE STRESS PATTERNS OF ENGLISH WORDS

JULIANA ALBERTON RAUPP

CRICIÚMA, OCTOBER 2010

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Monografia apresentada à Diretoria de Pós-graduação da Universidade do Extremo Sul Catarinense- UNESC, para a obtenção do título de especialista em Língua Inglesa

Orientador: Prof. Dr Rosane Silveira

CRICIÚMA, OCTOBER 2010

**For all teachers who believe we change the way of
teaching with research and study to provide the
world a better and clearer communication.**

THANKFULNESS

I thank my husband John Lenon who has contributed with love and patience along this final project. I thank God because He was the first one to tell me that I was capable to do this work and all my family who always believed in my capacity. I thank my Professors, in special Rosane, who has always been patient to help me during the organization and elaboration of this study.

ABSTRACT

The present study contains a general analysis of the stress patterns of English words. This work tried to focus in the difficulties Brazilian English students have to use English stress patterns correctly. The difficulties were studied based on bibliographic data and a test administered to fluent English students from an English school which follows the communicative methodology. Both the test results and the author's ideas used in this study showed that Brazilian students of English really face difficulties to apply the English stress patterns in speech. Also, this study contributes with some pedagogical ideas to reinforce the teaching of stress patterns in class in order to provide students of English with a great amount of input about the issue. This work tries to demonstrate the importance and the utility of correct use of stress patterns in a communicative context and shows some misunderstandings caused because of wrong use of word stress.

Key words: stress patterns, stress patterns teaching, English stress patterns and Brazilian learners

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1 INTRODUCTION

There are many points to consider when teaching English. Among all these are stress patterns and intonation. Many cases of misunderstanding, confusion and changing of meaning are caused because the speaker does not use the correct stress pattern of a word or sentence. Sometimes the problem is serious and the situation may be really embarrassing or also, the speaker who uses incorrect rhythm patterns or who does not connect words together may simply not be understood (Murcia, Brinton & Goodwin 1996). The incorrect use of stress patterns by non-native speakers is due to the different stress patterns of each language in particular. The present study attempts to analyze, according to the authors' contributions, the phenomenon of word stress patterns in the English language from the Brazilian learners' perspective and to understand how much these learners' first language (L1) influence the stress patterns of English words. With this information, I hope to provide learners with a valuable source to get a better pronunciation and to be better understood while speaking English; also, this monograph presents some pedagogical suggestions to teach pronunciation in English classes.

The study of stress patterns of English words is relevant to English learners and researchers of English language teaching because the right placement of stress can help people understand what they are listening from the interlocutor. English stressed syllables are more salient than Brazilian Portuguese stressed syllables, due to the strong contrast between English reduced and stressed vowels (for example, compare the vowels in “because”). According to Celce-Murcia et al (1996), “the increase in muscular energy and respiratory activity is undoubtedly what allows native English speakers to tap out the rhythm of syllables within a word or words within an utterance” (p. 131). Nonetheless, as will be exposed in this

work, Brazilian speakers have a very strong tendency to give the penultimate syllable primary stress, for example saying opeRAtor and summaRIZing instead of the correct forms Operator and SUMmarizing (Rauber, Watkins, Silveira, & Koerich, 2010). In this work, the stressed syllables of words that will serve as examples will be written in capital letters. Brazilian English learners make mistakes when they follow Brazilian Portuguese stress patterns when speaking English, especially regarding cognates. Therefore, this research will show the results of a test administered to Brazilian teachers of English to verify the prediction that Brazilian learners of English have a tendency to place the stress on the penultimate syllable.

English language has its own stress patterns to words and utterances, so, for Brazilians English students it is extremely important to understand this phenomenon in order to produce the L2 patterns. As mentioned by Mahandru (1975), when an English word is wrongly stressed, the meaning may be different from the intention of the speaker. The author affirms that “The word *adoLEscent*, which, if wrongly stressed on the second syllable, sounds like a – DOLLer-cent” (pp. 97-8 apud Baptista 1981, p. 12). It is clear the importance of teaching pronunciation; English teachers need to know the rules to orient the English students better, and thus, prevent possible errors of pronunciation and comprehension, especially in advanced levels of English communication.

2 ENGLISH WORD STRESS PATTERNS

2.1 Definition of word stress

More and more English is being taught as a second or a foreign language, and it is important to have a good pronunciation for communicating effectively. Because it is an international language, English has been used in many different countries by speakers that use non-target stress patterns, generally resulting from L1 transfer. The stress patterns of English words have not a clear and unique rule. There are many contributions about this topic, but each one approaches the issue in a different and particular way. To explain the phenomenon of stress pattern is not just to say that stress is the strongest syllable of a pronounced word; this definition will need to be seen from distinct perspectives. One of the important references about the study of word stress in Brazil is in Bapstista (1981). She explains that despite the term word stress has been used more and more frequent by contemporary linguists, stress has not a single, simple, clear definition. Murcia, Brinton and Goodwin (1996) give their contribution to understand the stress pattern phenomenon better. They argue that “stressed syllables are most often defined as those syllables within an utterance that are longer, louder, and high in pitch” (p.131). Furthermore, what is really perceptible from the listener’s point of view is the longest vowel duration in the stressed syllable and higher 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 stress 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 (1981) research, 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.

Prator and Robinet (1985) explain that “when sentence-stress falls on a word of more than one syllable, it usually falls on the syllable that normally receives word-stress: “I’ll *meet* you *tomorrow*” (p. 28 apud Silveiro, 2004, p. 11); these are normally content words (nouns, verbs, adjectives, etc.). However, there is the exception when the speaker wants to give emphasis to a certain kind of information; then, the speaker tends to stress the word that carries information that is more important to call the attention of the interlocutor, even if this is a function word, that is a word that expresses grammatical function, such as articles and prepositions,. This kind of change of stress pattern position is done just for communicative and clarification purposes.

The stress of English words usually falls on the root of the word. According to Murcia (2001), the stress patterns of English words are not so simple and there are some factors that may interfere with the stress of a word. The author cites some of them in the following: Stress falls more often on the root or base of a word and less on the prefix; compound nouns tend to receive primary stress on the first element and secondary stress on the second; the suffixes can also influence taking the primary stress themselves, changing the

original stress to other syllable, or they may simply not affect the stress pattern of a word. Celce-Murcia (2001) still contributes with the idea that “while our students may still look up the stress of an unfamiliar word in the dictionary, these basic rules will aid them in understanding how the system can function in English” (p. 124). This idea reinforces the usefulness of the present research. Of course, as many authors affirm, the stress patterns of English words are not a simple system of rules, but according to many current studies it is clear the necessity of a good pronunciation for an effective communication and in this research, it will be explored the potential of pronunciation teaching to achieve this goal.

2.2 The influence of other languages on the stress patterns of English words

To understand the phenomenon of stress patterns of English words, it is necessary to know a little about the construction of this language through the times. Stress placement in English derives from the rather colorful history of the language (Celce-Murcia, Brinton & Goodwin, 1996). Through wars and conquests the English language has borrowed many words that enriched its vocabulary. Many English words have their stress patterns explained by their origin. According to Celce-Murcia, Brinton and Goodwin (1996), Germanic words, for example, have the stress on the first syllable, as in the words: FAther, SISter, OFten, FINger, and WAter. As the authors point out, Germanic contributions are really relevant because these borrowed words are not so many, but they are frequently used such as: kinship terms, body parts, numbers, prepositions, phrasal and irregular verbs.

Moreover, borrowed French words tend to have the suffix stressed. Celce-Murcia Brinton and Goodwin (1996) contribute with the ideas that “French often causes the final syllable of a word to receive strong stress, with other syllables receiving light or no stress” (p. 136). This aspect will influence the stress of English words that originate from the French

language. Some French suffixes that cause this phenomenon are: -aire, -ee, -eer, -ese, -esque, -ique, -eur/-euse, -oon, -ette, -et/ey. Some words are provided as example: milioNAIRE, trusTEE, engiNEER, LebaNESE, groTESQUE, bouTIQUE, masSEUSE, chanTEUSE, balloON, basiNETTE, and balLET. Some words are frequently used, some are not that much, but if an English student has an explanation about the issue of French borrowed words and its suffixes, s/he will probably have more facility to apply the stress correctly.

2.3 Differences in word stress between North American English (NAE) and British English

When we compare the North American to the British English there are many differences to consider, and one of these is the stress patterns of the words. According to Celce-Murcia, Brinton & Goodwin (1996) “there are also numerous words in British and American English in which the primary difference in pronunciation can be traced to differences in word stress” (p. 367). Based on the reference cited above, some of the main differences in the stress patterns of American and British English will be listed below.

Verbs ending in *-ate*:

With verbs ending in *-ate*, in many words American English tends to stress the root syllable and the British English the suffix:

NAE	British English
DICtate	dictate
FIXate	fixate
Rotate	rotate
Vibrate	vibrATE

Words of French origin:

Furthermore, with words of French origin, British English has a stronger tendency to stress the first syllable. Thus, NAE tends to stress the last syllable and British English tends to stress the first one. Thus, NAE tends to follow the French stress pattern placing the stress on the last syllable. Some examples are presented below:

NAE	British English
Garage	GARage
Ballet	BALlet
Frontier	FRONtier
Bourgeois	BOURgeois
Cabaret	CABaret
Debutante	DEButante

p.367

Stress in three or four syllable words:

There are several words with three or four syllables whose stress falls on the second syllable in NAE but on the first one in British English, as in the examples below:

NAE	British English
ComPOSite	COMposite
SubALtern	SUBAltern
ArIStocrat	Aristocrat
PriMARily	PRImarily

p.368

Secondary stress differences in words ending in *-ily*

There are also many words that end with *-ily* for which British English places primary stress on the first syllable, whereas NAE places primary stress on the third syllable. In these same words, British English speakers also tend to reduce or drop the third syllable, thus pronouncing them with four rather than five syllables. (p.368)

Word	NAE	British English
Customarily	kʌstəˈmerəli	ˈkʌstəm(ə)rli
Momentarily	mowmənˈterəli	ˈməʊmənt(ə)rəli
Necesserally	nəsəsˈerəli	ˈnəsəs(ə)rəli
Ordinarily	ɔːdɪnˈerəli	ˈɔːdɪn(ə)rəli
Voluntarily	vələnˈterəli	ˈvələnt(ə)rəli

Words ending in *-ary, -ory, and -mony*

Some stress is given to penultimate syllables in NAE, which tend to be dropped out in British English. This changes the rhythmic patterns in these two language varieties; as in the following examples:

Word	NAE	British English
Necessary	ˈnəsəsəri	ˈnəsəsri
Territory	ˈterətəri	ˈterətri
Monastery	ˈmənəstəri	ˈmɒnəstri
Testimony	ˈtɛstəmɔːni	ˈtɛstəməni

As shown above, there are many reasons for English teachers to teach some basic differences between NAE and British English. As it is known, in British English the sound /r/ is usually excluded whereas in NAE this sound is pronounced in most dialects. Besides that, British English tends to reduce syllables and NAE tends to have a greater use of light stress and the tendency to retain syllables. If a Brazilian learner of English exposed just to the NAE variety travels to a country where British English is more used than NAE, surely this learner will notice the differences in many words according to the stress patterns. Some teachers may say there are no big differences to cause misunderstanding, but depending on the context where a certain word is pronounced maybe there will be a kind of confusion. One more reason for English students to be taught about these differences because English teachers never know where the students will use the English learned. As Poedjosoedarmo (2004) writes:

“when there is no historical and cultural reasons for teaching a certain kind of native speech and when the students’ intention is not to migrate to a country of English language, maybe the best option is not to focus on a specific accent, but to teach important contrasts” (my translation, p. 23)

2.4 Stress pattern of prefixes and suffixes of English words

Besides the influence of foreign words and particular emphasis on words, another important point to consider is the prefixes and suffixes of English words, because some of these affixes affect the stress patterns of the words, as examples extracted from Celce-Murcia, Brinton and Goodwin (1996) and reproduced below will show. Also, according to the authors, words that have not been assimilated to the Germanic pattern have less predictable word stress in their base forms, but even these words become more predictable if certain affixes or

spellings are involved. When talking about stress pattern it is very important to mention the role prefixes and suffixes in word stress placement. In the next paragraphs, first the role of prefixes will be explored, followed by the suffixes.

As the authors points out, as a general rule words containing prefixes tend to be strongly stressed on the first syllable of the base root element, with prefix either unstressed or lightly stressed as in the words *surPRISE*, *unHEALTH*, *deCLARE* and *forGET* for example. The rule is general, but it is good to reinforce that prefixes are divided as being of Germanic and Latin origin. The Germanic prefixes *a-*, *b-*, *for-* and *with-* are always unstressed. The other prefixes *fore-*, *mis-*, *out-*, *over-*, *un-*, *under-*, and *up-* receive light stress as in the examples *unDO*, *outLAST*, *overTAKE*, and *undersTAND*, that is, when they form verbs. However, prefixes are strongly stressed when words with prefixes such as *fore-*, *out-*, *over-*, *under-*, or *up-* function as a noun and have the same pattern as a noun compound. “in this case, the prefix or its first syllable tends to be strongly stressed, with the noun receiving only light stress” (Celce-Murcia et al., 1996, p.134), for example: *FOREcast*, *OUTcry*, *OVERcoat*, *UNDERdog* and *UPsurge*. If students have these points in mind the probability to make mistakes will be less and the speaker will be better understood when speaking.

Unlike Germanic prefixes that receive light stress, many, but not all Latin prefixes, when forming verbs, are unstressed. Some prefixes of Latin origin are: *a(d)-*, *com-*, *de-*, *dis-*, *ex-*, *an-*, *in-*, *ob-*, *per-*, *pre-*, *pro-*, *re-*, *sub-*, and *sur-*. As Celce-Murcia et al. (1996) affirm, “when these prefixes are part of a word that functions as a noun, the prefix often receives strong stress, unlike from verbs” (p. 135). Some examples may emphasize the idea cited above about Latinate prefix stress. They are in the following chart:

Noun	Verb
He’s working on a difficult PRO ject.	Their pro JECT will be excellent.
French PRO duce is expansive.	The new company will pro DUCE more.

According to Celce-Murcia et al. (1996), Germanic suffixes are in great part neutral, in other words, Germanic suffixes usually do not affect the stress pattern of the root words. Some examples of neutral suffixes are: *-en*, *-er*, *-ful*, *-hood*, *-ing*, *-ish*, *-less*, *-ly*, and *-ship*. Furthermore, there are some other suffixes that are from other origins that work on the same way and do not interfere on the stress pattern of the base form of the words. These suffixes are: *-able*, *-al*, *-dom*, *-ess*, *-ling*, *-ness*, *-some*, *-wise*, and *-y*. In addition, there are the suffixes from French origin. These suffixes usually promote a strong stress on the final syllable, such as *-aire*, *-ee*, *-eer*, *-ese*, *-esque*, *-ique*, *-eur/-euse*, *-oon*, *-ette*, *-et/-ey*.

Nevertheless, “suffixes can also cause a shift of stress in the root word, that is, when certain suffixes are added to a word, they can cause stress to shift to the syllable immediately preceding the suffix” (Celce-Murcia et al. p. 137). Some examples are: *-eous* in the word *adVANge* is *advanTAgeous*, and the suffix *-ial* in the word *PROVverb* is *proVERbial*. Other suffixes that cause this phenomenon are: *-graphy*, *-ian*, *-ic*, *-ical*, *-ious*, *-ity*, and *-ion*. Ellen (1953 apud Babtista, 1981, pp. 12-13), adds some suffixes which usually cause stress to fall on the preceding syllable: *-cient*, *eous*, *ual*, *uous*, *ety*, *-itous*, *-itive*, *-itude*, *-itant*, *-ate* (verbs only), *-fy* and *-ise(-ize)*, which cause antepenultimate stress.

Celce-Murcia et al. (1996) still contributes with information about the stress pattern of numbers. They mention that cardinal and ordinal numbers that represent multiples of ten have predictable stress on the first syllable; as in the following:

Cardinal numbers	Ordinal numbers
TWENTy	TWENTieth
THIRty	THIRtieth
FORty	FORtieth
FIFty	FIFieth
SIXty	SIXtieth
SEVENTy	SEVENTieth

Also, two different stress patterns are acceptable and probable with the *-teen* numbers and their ordinal counterparts; it happens because sometimes there may exist confusion between the ten and the teen digits. So when a pair of words such as thirteen and thirty might be confused, native speakers tend to use the second pattern, in other words, with the stress on the second syllable; as in the following:

Pattern 1	Pattern 2
THIRteen(th)	thirTEEN(th)
FOURteen(th)	fourTEEN(th)
FIFteen(th)	fifTEEN(th)
SIXteen(th)	sixTEEN(th)
SEVENteen(th)	sevenTEEN(th)
EIGHteen(th)	eighTEEN(th)
NINEteen(th)	nineTEEN(th)

A similar contrast happens with hyphenated numbers (eight-four, twenty-nine) because as in the *-teen* numbers, they are compounds, or in other words, they are

combinations of two or more base elements. The hyphenated numbers may have different stress depending on the context they are used. For example, if they are used in a sentence without another number to make a contrast, the first pattern is used. On the other hand, if the hyphenated numbers are placed as the last information in a sentence, the stress used will be the second, as follows in the example:

Pattern 1: I have TWENTY-three dollars.

Pattern 2: John is only twenty-THREE.

2.5 Compounds names and their stress pattern

On the present study another aspect of stress intonation deserves to be pointed out, that is the compound words of English language. According to Celce-Murcia, Brinton & Goodwin (1996), it does not matter if the compound is simple or complex, the stress will be strongest on the first word. It is possible to understand this affirmation in the examples: simple compounds→ BLACKboard, AIRplane, CAWboy, HOT dog and TAP dance; complex compounds: → BLACKboard nest, AIRplane wing, CAWboy hat, HOT dog bun and TAP dance school p.139. Also, Celce-Murcia et al. (1996) still contribute with the information that there are two major noun compound patterns: the first is formed by adjective + noun compound and the second is formed by a noun + noun. Since both elements of these two patterns compounds receive stress, they do not exhibit any vowel reduction. In the following is possible to see some examples about what has been explained:

Adjective + noun compounds	Noun + noun compounds
BLACKboard	DRUGstore
DARKroom	MAILbox
EAZy street	HUBcap
GREENhouse	LIPstick

One detail to consider is that sometimes the compound noun may vary according to one point: when the “true noun compounds and words that look like noun compounds but are functioning as adjectives + noun sequences. The author brings two examples to compare this situation: *Noun compound: The president lives in the WHITE house. *Adjective + noun sequence: John lives in a white HOUSE. Thus, in the first example, “white house” is functioning as a noun compound; therefore, the stress is placed on the first element of the compound. On the other hand, in the second example, “white house” has the meaning of an adjective modifying the noun house; for this reason the second compound name is lightly stressed and the strongest stress falls on the second element of the compound. Other compounds that vary (being noun compounds or adjective + noun compounds) depending on the stress and the context are: greenhouse, blackbird, cold cream, yellow jacket, blackboard, and hot plate.

2.6 Reflexives and phrasal verbs stress pattern

The reflexives pronouns are very easy predictable. According to **Murcia, Brinton & Goodwin 1996**, *self/selves* receive strong stress in virtually any environment. As an example: mySELF, yourSELF, himSELF, ourSELVES and themSELVES. But other relevant aspect to be studied is the phrasal verbs stress pattern. As the author points out, “phrasal verbs

consist of two or three words and are composed of verbs followed by adverbial particles and/or prepositions. They are informal colloquial verbs of Germanic origin that can often be paraphrased with a more formal single verb of Latinate origin. p.143-142.” Thus, in the following there are some examples about what was explained:

Phrasal verb	Latinate verb
Look at	Regard
Look over	Peruse
Talk about	Discuss
Talk up	Promote
Look out for	Protect
Talk out of	Dissuade

2.7 The adjective case

Further more, there is the adjective case. Hornby (1973) has an important contribution about the use of English adjectives according to their stress pattern. The author’s idea is in the following:

Many two-syllable adjectives with stress on the first syllable may be compared in either manner: *pleasanter/pleasantest*, or *more/most pleasant*, *crueler*, *cruellest*, or *more/most cruel*. Some two-syllable adjectives with stress on the second syllable may also, be in either manner: *remoter*, *remotest*, or *more/most remoter*; *profounder*, *profoundest* or *more/most profound* (p2).

According to the author, through the adjective intonation it is possible to analyze the manners an adjective may be used into a determined context. The superlative and the comparative forms always require an adjective, thus it is extremely necessary for English

learners to know and to understand this one more rule that involves the stress patterns of English words.

3 THE IMPORTANCE OF TEACHING PRONUNCIATION

To emphasize the importance of teaching suprasegmentals, McNerney and Mendelsohn (1992, cited in Hahan, 2004) claim that “a short term pronunciation course should focus first and foremost on suprasegmentals as they have the greatest impact on the comprehensibility of English learners”. According to Hahn’s (2004) point of view, suprasegmentals are stress, rhythm, intonation, etc. Also, it is clear that if a non native speaker follows the suprasegmental patterns from the second language, this speaker may speak in a clear and comprehensible way. Thus, the interlocutor will not have difficulties to understand what the other person says. Some mispronunciations involving numbers, for example, are a kind of typical mistake and consequently lead to misunderstanding. According to the situation, it is necessary to change the stress of some numbers, as THIRteen and THIRty, for example. It is common to face this kind of difficulty in English classes. If students are not exposed to a clear explanation about this issue, the probability these students have to face misunderstandings in communication is much higher.

Teaching pronunciation has not been the priority in many English language classrooms. The goal has always been to teach grammar. Also, skills such as reading and writing have been very well explored with the exposure to grammatical rules about writing. To use tools such as CDS and DVDS in language classrooms is less common, especially in English classes taught in primary and secondary school, and when these materials are used, the listening is not explored as it should be. Thus, the oral production tends to be poor and the aspects of pronunciation teaching too. When exposed to a listening activity, students may feel insecure about what they really understood and the same insecurity appears when students are required to speak. It is not easy to make students understand they are going to make many

mistakes while they are learning. Some of them may feel shy, or as mentioned before, insecure. Maybe these are some of the fears that prevent teachers from teaching pronunciation to their students. Wong (1987) explains clearly these feelings experienced by many of the English language students.

For example, some feel that if they were to produce these foreign sounds precisely, they would be losing a part of their own identity. Pronunciation learning also puts learners in a position of great risk: They risk making mistakes, being embarrassed, failing, and losing self-esteem. [...] Considering what learners face, it is not surprising that pronunciation does not have a high priority for many learners. (p. 7)

Nevertheless, not only students face difficulties with pronunciation; teachers also have doubts and feel unsure. Many English teachers do not have a well developed guide for teaching pronunciations and still believe it is limited to teach discrete sounds. Wong (1987) adds that there is an essential connection between pronunciation and the other skills. The author still mentions that in the past 15 years the linguistic analysis and teaching methodology have undergone a shift in emphasis from a focus on the form to an interest in function and meaning. Still, the materials that guide English teachers are not very well developed to give enough support for the teachers. Thus, the author advises that each teacher, based on good research, should collect some materials, and after a careful selection study the best way to apply these materials to the students of English in order to practice and improve the English students' pronunciation. As the author explains "One alternative is for teachers to design their own materials and learning programs based on an updated view of teaching pronunciation so that more students could be served more immediately." (p. 2)

The English language has many particularities, as this study has shown until here, and it is not enough for English teachers to teach just minimal pairs. From the pronunciation perspective, for English students to improve speaking skills and to become more intelligible it

is necessary to work with more exposure to listening activities and pronunciation exercises. Also, many teaching guides do not bring these supports for teaching pronunciation, but English teachers can look for extra activities to complement the material so that students have some kind of pronunciation practice. The first step for teachers is to make students realize the role an intelligible pronunciation plays in communication. After, teachers should expose the students to practice, because it is through the exchange and negotiation of meaning that students will experience what was explained by the teacher in theory. The clearer the pronunciation is, the easier it will be the understanding by the listener and vice-versa. Therefore, before deciding on a program for teaching pronunciation it is essential for teachers to know a little about the students' background knowledge about the English language. The experiences each student has had with this language and the perspective the students have about their learning. All these students' aspects will influence considerably their pronunciation learning.

One important point must be taken into account when teaching pronunciation; the connection between pronunciation and communication is evident when interacting, but many teachers and students do not perceive this prominent link. According to Wong (1987), once students recognize the role of pronunciation in the communication process, they are then ready for focused pronunciation work. For this reason, students have to be clear about this connection and the importance of a good pronunciation; because as mentioned before, if each one decides to follow his/her own rules about pronunciation, there would be no communication. To consider the first experiences and the background of each student will contribute positively to the process of good pronunciation learning. To clarify how important this idea is, the author mentions that depending on the background knowledge a student has, the learning experience will be different. For example, "A sophisticated language user, such as one who has had experience speaking more than one language, will approach the new

pronunciation system differently from one whose total life experience has been with a single language” (p. 6).

There is another aspect that is relevant to be mentioned in this research, which is how can English teachers identify students proficiency in English? About this issue there are some ideas of activities that can be applied to learn more about each student in class before using a specific pronunciation activity. The teacher may use an interview; the students can read a short passage or dialog; to describe some pictures and so on. To analyze students’ proficiency will contribute for teachers to know not just the English level of students, but also to know the best activity to use with the learners. Wong (1987) claims that it helps teachers to identify areas of emphasis for the student. Many students do not know how to identify the main difficulties they have or maybe some of them have no idea if they have any kind of difficulty or not.

To discuss about phonetic and stress patterns of English words, it is relevant to mention that sometimes English teachers feel unsure about some phonetic symbols, but even those educators who are familiar with this issue may have another point to learn about: the stress patterns of English words. For teaching pronunciation it is not enough to know about the phonetic symbols, but to understand how the stress patterns of English words work. It is not possible to teach students about everything related to this theme, but it is possible to make a review of the words that may cause more confusion when wrongly stressed. For instance, as previously discussed, it is interesting to discuss how prefixes and suffixes may cause changes in word stress. Also, teachers never know in which places the students will listen to or will speak the English learned. Thus, in some situations the students may have more contact with the NAE or with the British variety. Therefore, it is necessary to teach students to understand different types of accents and to reproduce them in an intelligible way.

Why should English teachers teach pronunciation is one of the topics approached by Poedjosoedarmo (2004) on her work about pronunciation *O Ensino da Pronúncia: Por quê, o quê, e quando e como*. According to the author, one of the main reasons for teaching pronunciation is the improvement of intelligibility. Another reason is that sometimes a learner may wish to use the English learned for a job interview; so, if this person presents bad or not understandable English, this student has a great probability to lose the job opportunity. The author still mentions some aspects of pronunciation that may cause misunderstanding. Such as use of a wrong sound, the omission or the addition of a sound in a word, error on the stressed syllable of a word, stress on the wrong word in a sentence and finally, the wrong use of the stress pattern of English words, which is the focus of this research. She brings two examples of words that may be wrongly interpreted if the stress misplaced, such as in the word ‘animism’, in which if the stress fall on the second and not on the first syllable, the word is understood as ‘anaemia’; and the word ‘mature’, if the stress falls on the first and not on the second syllable, it will be heard as ‘macho’ (p. 3).

This research has presented some characteristics of the stress patterns of English words and how the wrong use of stress on certain syllables can cause many misunderstandings. Also, as exposed in the beginning of this monograph, this research has one more goal, which is to provide some suggestions for English teachers to teach pronunciation, in particular, the stress pattern aspect of the English language. Therefore, this section will deal with some ideas that can be easily used in class to help English students to learn more about the stress pattern of English words. For teaching pronunciation, it is not necessary to stop the subject that is being taught in class; on the contrary, it is possible to use the context of an activity to introduce the theme of stress patterns.

Furthermore, English teachers should have in mind that as Poedjosoedarmo (2004) points out, productive pronunciation teaching depends on the identification of

objectives that are relevant to and attainable by the students. The teacher's goal must be always to help students to speak more clearly and effectively. Wong (1987) mentions some points that pronunciation instruction can accomplish in learning: show students the major components of the spoken English system; demonstrate how these components contribute to the expression of meaning and to communication in general; teach students how to perceive these features in natural speech; teach students how to perceive these features in their own speech; and give students tools to develop their pronunciation on their own (p. 8). It is clear the importance of teaching some rules of pronunciation in English classes. The teachers have a powerful tool in their hands, although they must be more prepared to teach pronunciation and have in mind the importance clear communication roles in students' lives English teachers when teaching English as second or as a foreign language (FL) cannot forget that they are also teaching students to communicate with the rest of the world.

After discussing the importance of teaching pronunciation, it is relevant to mention the role explicit instruction play when teaching pronunciation. One study about this issue has pointed out the prominence of instruction when teaching English as an L2 or as a FL. Silveira and Zimmer (2002) have stressed that based on some experiments testing the effects of pronunciation instruction, which show that some results are positive. These authors still observe that sometimes the lack of explicit instruction in class is due to teachers' insufficient preparation regarding pronunciation issues. As analyzed by the authors on the paper, the syllabic patterns have improved after pronunciation instruction in term of perception and production. Concluding, effective pronunciation is a "mix of explicit instruction and controlled practice leading to more communicative practice". (Silveira and Zimmer, 2002 p.10)

That input is really important to second language acquisition it is out of doubt; although, when teaching stress pattern it is really important to add some rules by means of

explicit instruction parallel to input, even in a communicative context, because if a determined structure is less frequent in the input, it is understood that these aspects are not important for communication. According to Zimmer, Silveira and Alves (2009) explicit instruction is justified by the necessity to arouse student's perception, what causes a more intense exposure to the input of the L2, and the conception of dynamic interaction between explicit and implicit knowledge. Relating this idea to the word stress patterns of English, it is secure to affirm that it is essential to expose students to the rules that organize and explain the stress patterns of English words. All the ideas that were cited before must be taken into account before teaching.

3.1 The relevance of listening practice for the teaching of English stress patterns

When discussing about stress patterns of English words, English teachers can't deny the relevance of listening practice while teaching. As Rost (1990), points out, "as we become familiar with the sound system of a language, we gain a sort of phonologically motivated context sensitivity which enables us to hear variations." (p. 38). This concept of listening practice shows that it is possible to teach students about stress patterns of English words using the phonetic knowledge in classroom.

To teach explicit rules in a communicative approach is possible, and more than that, it is fundamental, because students must know about the rules to use and understand how they are going to apply these rules in different contents. There are some contributions from many authors about how to use listening to expose English learners to the rules and to the input necessary for their learning process and the teacher is the main character to intermediate these two points: knowledge and learners. Taking into account that many points were mentioned about English word stress patterns, listening activities may contribute a lot for

students to understand and practice speaking. As Bowen and Marks (1994) affirm, when listening there are other aspects to consider:

There is also a gray area between the question of comprehensible pronunciation and that of comprehensible accent, with, for example, a learner pronouncing a particular sound or sequence of sounds in a way that is demonstrably not a normal native-speaker variant of those sounds but is nonetheless still comprehensible to the receiver of the message, and a learner pronouncing the same sound or sequence of sounds in a way that is demonstrably French or German (p.59)

Thus listeners may have a great amount of input while listening. The teachers' goal may not have the intention to make students speak as English native speakers do, but to make them sound as comprehensible as possible. To deal with stress patterns of English words it is really necessary to use listening activities in class, because as Anderson and Lynch 1998 write "for the L2 learner to be a proficient partner in conversation, he needs to be skilled as both speaker and listener" (p. 15), and before being a good speaker the English learner must be a good listener, because it will provide conditions for an interaction in a conversation. As Silveira, Zimmer and Alves (2006) mention, it is necessary to guarantee to students not only exposition, but use of the linguistic forms in context.

There are many factors that may influence on the process of understanding the English stress pattern rules, such as origin of some English words and the Brazilian stress pattern, but there are many factors that may help English learners to understand and really comprehend how and when to use certain stress patterns. One of these factors is the exposition to the English language varieties, and to use listening as input to understand the English stress pattern rules is not so complicated because English listening is everywhere. Among many theories and researches, teachers have the powerful tool in class called listening materials. Through this, to teach stress patterns may be good and easy, it just requires planning and studying the best way to do it according to the group teachers are teaching.

According to Wong (1987) it does not work if students are exposed to listening activities and receive no explanation about the aspects of the language they have to pay attention to. After analyzing the great amount of difficulties a group have, it is possible to think and to prepare a good listening activity for students to practice and to improve their pronunciation. The author still mentions that the listening input must be as authentic as possible. A listening activity must be always interactive. It can be done individually, in pairs or in a big group as a competition, for example, but it has to have some kind of interaction. As the author points out, students must have a purpose when listening to a song, story or passage, they need to listen and link the listening to the activity they are doing. For teaching the stress patterns of certain words, for example, it is essential to use listening. It does not matter if it is to complete, mark true or false, to underline the stressed syllable to match or to fill in the blanks, what is true is that listening plays an important role in the teaching of pronunciation.

Finally, here are some ideas about how prominent listening is and what it represents for the students: listening gives further practice and revision of previously-taught language items; it serves to introduce new language items in context; to practice the skill of listening; listening practice helps students to build their confidence; to expose students to different varieties and accents of English and to help learners to realize that they shouldn't be in panic if they don't understand everything. These ideas are based on Bowen and Marks (1994). As listening activities can be used to discriminate a determined sound of English, it can be surely used to introduce or to promote further practice about the stress patterns of English words. The only thing teachers need to think is to select a listening that is appropriate to the students' level.

4 PEDAGOGICAL SUGGESTIONS TO TEACH THE STRESS PATTERNS OF ENGLISH WORDS

Poedjosoeadarmo (2004) brings one point to be considered before using pronunciation activities; it can take no more than five or ten minutes of a class. Also, she affirms, it is better to start teaching pronunciation at the first levels, because it is possible to teach some of the characteristics related to pronunciation that may cause more confusion of meaning. Reading aloud may help beginners to practice the stress patterns of the words and the intonation in the sentence. Another activity that may be done for teaching supra-segmental characteristics is to collect information and present it to the whole group, but this last one, the author advises to apply with more advanced levels. The focus can not be on pronunciation but on the context and on the meaning of the exposed message. Another relevant aspect to think before applying a pronunciation activity is to take into account the problems that most students are facing to speak and to understand what is listened. Therefore, English teachers have to know the learners' difficulties very well before deciding to introduce the stress patterns of English words.

Furthermore, as Celce-Murcia et al. (1996) claim, English students need to understand that even if they have a great individual sound pronunciation, if they place the stress on the wrong position in a word, it may cause misunderstanding or confusion. Thus, the author brings some steps English teachers should have in mind to clarify to students. First, how native speakers highlight a stressed syllable by relying on aspects such as length, volume and pitch; second, how they produce unstressed syllables, in other words, often with vowel reduction; and finally, the intensity of the stress levels: strongly stressed, lightly stressed and unstressed. As mentioned along this research, it is known that English words do not have a

predictable stress as in other languages such as French, Polish and Spanish; therefore, it is understood that English words are governed by a system of rules that must be explicitly taught to students. Even if the methodology used for teaching pronunciation is the communicative approach, it is possible to teach the English word stress rules in an effective way. Celce-Murcia et al. (1996) give some suggestions for introducing the subject of stress pattern of English words:

We suggest beginning the presentation of stress with a brief discussion of the nature of stress and its historical origins in English. This can be followed up with an introduction to the fixed stress patterns that occur in certain categories of words such as cardinal and ordinal numbers, compound words, words beginning with prefixes, and other categories such as reflexive pronouns. Because of the complexity of word stress rules in general, we encourage teachers to reinforce classroom explanation of specific word stress rules with both-class and out-of-class opportunities for students to make predictions about stress placement and apply any new rules they have been exposed to in class. (p. 144)

To understand these stress patterns mentioned above, the English learners must take into consideration the context where the words are used, because it is in context that it will be possible to identify if the word is a noun or a verb. Henderson (1985) describes an easy activity English teachers may do in class for more practice about stress patterns with prefixes. The use of words such as ‘perfect’, ‘project’, ‘present’ and ‘conduct’ are interesting because depending on which context these words are used, the meaning will change, thus the stress on the word will change too. In the examples: “the PROject was nice” and “I’m planning to proJECT this film here” (p.145), it is possible to visualize first a noun and in the second sentence a verb. Thus, when the word is a verb the stressed syllable will be the last, and when the word is a noun the stressed syllable will be the first.

To teach compound nouns, for example, it is not so complicated. Students need to know that in compound words the first word will be strongly stressed while the second will take the more general meaning. As Celce-Murcia et al. (1996) affirm, this explanation is a useful pedagogical tool: “In compounds, distinguishing information tends to be highlighted

through stress. Urging students to consider which element of the compound carries more specific meaning” (p.145). One idea mentioned by the author is to use activities such asking the following question to students: what kind of brush is it?

* a HAIRbrush

* a TOOTHbrush

* a PAINTbrush

Other way is to ask students to complete a list of household items by adding another word.

_____knife

_____book

_____clock

Celce-Murcia et al. (1996) also claim that stress in compound nouns is usually misplaced by learners of English, as they tend to place the stress on the second and not on the first word of the compound. Another activity for practicing compound nouns is called “Shop Till You Drop” where the teacher draws a grid on the board and writes down some items on it. Then, the teacher distributes among students many different compound names, and each compound must be classified by students in one item on the grid. Some compounds to be classified follow below.

Sunglasses	Coffee table	Screwdriver	Thumbtacks
Ice cream	Bookshelf	Foot stool	Coffee beans
Notepad	Pork chops	Floor lamp	Pain brush
Toothbrush	Note book	Cassette rack	Sleeper sofa
Toilet paper	Pickle relish	Hairbrush	End table
Picture frame	Paper clips	Beach ball	File cabinet
Armchair	Suntan lotion	Pencil sharpener	Wastebasket

Furniture store	Hardware store	Drugstore	Grocery store	Stationary store

Another way to use this activity is to divide students in groups and each group will decide which product they want to buy, so with the list the teacher gives to students, they may discuss and buy. To do the accountability for checking how much students have learned the content, it is a good suggestion to ask each person from each group to share their responses, so that each one has an opportunity to produce orally the stress pattern that is applied with compounds. Thus, students can practice pronunciation and pay attention to the rule applied in this case, to place the stress on the first word. Besides that, as Celce-Murcia et al. (1996) point out, depending on the level of the student, the utterances might be quite controlled, as in “I’m going to theso I can buy a/some..... . At a more advanced level, students can actually role play clerks and customers” (p.150).

Celce-Murcia et al. (1996) still mention that the second pattern to be introduced to students is the one that involves prefixes + verb combinations that function as verbs, such as *understand*, *overlook*, and *redo*. The teacher may give an activity such as asking students to solve the following situation:

Bob has done a project for his boss. Now that boss tells him the project is unsatisfactory.

What advice can you give Bob?

Answer: Bob should redo/reorganize/redesign/retype/rethink/reevaluate the project.

In any of these cases, the students are supposed to use the pattern *-re* to organize the answer. It will make students have a practical experience on how to form new words and predict their stress pattern.

For teaching some further vocabulary involving affixation, the students can play a game where they have to say their occupations; because as was explained before, suffixes can change the stress pattern of a word. One example is the word PHOtograph, phoTOGraphy, photoGRAPHic. As Celce-Murcia et al. (1996) write, one of the endings that draws strong stress to the syllable preceding it is *-ian*. Therefore, the activity that will be described next will deal with this kind of suffix. The name of the game is “what am I?” In this activity, the teacher gives to students some slips of paper with simple phrases such as: I do magic or I play music, and the students act out the situations by making questions like: What do you do? And the second student answers: I do magic. So, the first student says, “you are a magician”; or “what do you do?” the second student says: “I play music”, then the first student says: “you are a musician”. Do not forget to model the activity with some students first, it will make them understand better what they are supposed to do and will make them feel more secure while speaking in English. Another way to apply this activity not in pairs, but with the whole group is: One student picks a card and reads what is on it, for example: “I fix electrical appliances” and the other students answer: “you’re an electrician”. There are other possibilities to use this kind of stress pattern, such as:

- I work in a library. (librarian)
- I study history (historian)
- I work in politics (politician)
- I do technical work (technician)
- I make people beautiful (beautician)
- I study grammar (grammarian)

Wong (1987) brings us one important point to consider. She mentions that reading can be a powerful tool for teaching or reinforcing pronunciation. It is relevant especially from the teacher's point of view to identify some difficulties or facilities students have to deal with the English language pronunciation. The advantages are many. Also, some researches criticize reading because there is a great difference between reading and speaking; reading is a receptive skill and speaking is a productive one. Thus, the advantages of using reading to evaluate students' proficiency are important to be considered. First, it will provide just one text for all the students, so teacher's analysis can be more efficient. The length of the text can be controlled according to the student's difficulty and also, teachers can participate in the activity so that students can find the activity enjoyable and fun. In this way, the teacher may perform one part of a dialog and the student another one. After doing this experience, the teacher will have a good notion of students' level of English and, what is more important, teachers will have a good idea about the general students' pronunciation difficulty and problems.

5 THE DIFFERENCES BETWEEN ENGLISH AND PORTUGUESE WORD STRESS

It has been shown along this research that Brazilian learners of English may face difficulties to use the stress patterns of the English language. These difficulties exist because the differences in stress patterns of Portuguese and English words are great. It will be exposed in this session the main aspects and differences between these two completely distinct languages. There are some explanations for better understanding the transfer Brazilian students of English do about stress. The stress patterns of Portuguese are different from English, as explained by Baptista (1981). The author describes this difference is because while in English there are four levels of word stress, Portuguese has just two. The four levels of English stress are described in the following.

(1) Primary stress is the strongest stress of any word or phrase. (2) Secondary stress exists only in compound words or phrases, and along with syllable division, distinguishes between pair such as *nitrate* and *night-rate*. (3) Tertiary is phonemically different from secondary, as in the previous example, and from weak stress, distinguishing verbs such as *animate* from adjectives like *animate*. (4) Weak stress is the stress (or absence of stress) of all syllables which do not receive primary, secondary, or tertiary stress. The vowels of weak-stressed syllables are quite different from those of stressed syllables. Trager and Smith apud Baptista (1981) p. 10-11.

As perceived above, the stress rules of English are more complex than in Portuguese where stress is limited to only two, strong and weak syllable. Baptista (1981) has also concluded through her research that Portuguese primary stress is limited in distribution to the last three syllables, whereas English primary stress can be followed by three or more weaker stressed syllables. Furthermore, compound words in English are more commonly stressed on the first element and in Portuguese on the last. Relating this affirmation to the teaching of English as a second language, it is relevant to mention that it is important for an English teacher to know these basic differences between these two languages to better face

the teaching in class and to help the students with more confidence. As Lado (cited in Baptista, 1981, p. 43) emphasizes, “the teacher must be familiar with the similarities and differences of the two languages, as these differences as the chief source of difficulty in learning a second language”. The words above make clear the objective of this research, because the English teachers really need to know about this issue before teaching English. The students will face difficulties and the teacher must be prepared to deal with this situation providing activities and giving support for the students to learn more and better.

5.1 The interference of Brazilian stress patterns when learning English

To understand how Brazilian learners of English may transfer Portuguese language stress patterns to English, one study was carried out about the inadequate stress collocation on suffixed English words by Brazilian learners of English. In her study, “Stress Placement in Suffixed words by Brazilian Students of English” Albini (2007) applied a test using words whose stress falls from the fourth syllable from the end, as this is a rare pattern in Portuguese, thus, it was possible to diagnose if English students acquired the English stress patterns or if they transfer the Brazilian pattern into English. She points out that the Brazilian English students have more difficulty when the stress of words does not exist or is rare in their mother tongue. Albini (2007) also explains that the errors must be linked to some aspects such as interference of first language, lack of correction during classes and little exposure to this kind of words. The two last aspects can be solved with correction and practice in class. Activities that reinforce the rules applied with determined kinds of suffixes can be more explicit in class. The use of listening and choral repetition can also be used for more practice.

Albini (2007) brings an important consideration about stress patterns in a second language; she writes that when a student is exposed to a new word his/her tendency is to look

for a stress pattern of his/her first language. This transfer can be natural, but it must be seriously taken into consideration when teaching English, once the wrong use of stress patterns can cause misunderstandings and confusions in communication. The test applied in the research could prove that there was transfer from Portuguese to English. The words with stress on the fourth syllable from the end received the biggest number of mistakes while the words with stress on the second and third syllable generated fewer mistakes. Albini (2007) could conclude that students in advanced levels use the stress rules of Portuguese when they are dealing with words with marked rhyme in their language. To prove the validity of teaching suprasegmentals in English classes, one test was applied with advanced students of English from an English school. The students have been exposed to the communicative methodology through their learning process.

6 RESEARCH APPLIED TO BRAZILIAN LEARNERS OF ENGLISH

The test applied to Brazilian learners of English was based on Albini's (2007) study, because the topic of her research is similar to the discussion that has been done until here. The present study also uses additional sources, such as Baptista (1981), which has given a lot of contribution to this paper. However, Albini's (2007) study is more summarized and focuses on suffixed words, which is also the case of the present study. More specifically, the present study tested how efficient students were to indicate the stressed syllable of English words containing suffixes. These words are cognates, but their stress patterns differ in English and in Brazilian Portuguese. As discussed before, the stress patterns of English words are completely different from Brazilian Portuguese, but there are some rules students can follow to minimize this difference. Before analyzing the results of the test, it will be given an explanation about the rules students could use in order to apply the stress patterns correctly.

There are two points of difficulty for students to face when stressing English words such as the ones included in the test used to collect data for the present study. The first one is that at least half of the words have stress falling on the fourth syllable from the end. This stress pattern does not exist in Brazilian Portuguese, as this language only has words containing stress on the third, second or first syllable from the end. When the word stress patterns do not exist in Portuguese, Brazilians tend to transfer the stress patterns of their first language into English. Thus, it is expected that the Brazilian learners who provided data for the present study will make more mistakes when stressing words with the stress falling on the fourth syllable from the end than when stressing words that receive stress on the third or second syllable from the end.

METHODOLOGY

34 students participated in this study. Their levels of English are high intermediate and advanced. The learners who participated are studying at Yázigi Internexus and have fluency in the English language. They were informed about the research and accepted to participate because they wanted to learn more and improve their pronunciation. They study around two or three hours a week and have online activities to do that involve listening, reading and writing. The materials used in class for the students tested are all formulated based on the communicative approach and students have to use the English language to communicate during the activities in class. The teachers, in the school where the test was administered are oriented to use only English in class. A large number of the students who took the test had not been exposed to the stress pattern rules before, and had not lived in an English speaking country. They were supposed to read a list of words and to circle, underline or mark the strongest syllable. All students who took the test reported how difficult it was to identify the stress and they got surprised with the number of errors they did. The objective of choosing high intermediate and advanced students who have never lived in an English speaking country is to identify if after some years of study the students got to internalize the English stress patterns rules or if they needed more exposure to the rules during their learning.

Data were gathered by using 94 words containing Latinate suffixes. The words have no different stress patterns in NAE and British English to avoid any kind of confusion. The students read the words in silence and some circled and others underlined the stressed syllable. The selection of the words (see Tables 1 and 2) used in this study follows Albini's (2007) test. The exception is that in the present study I used only words and not sentences for the students to analyze. The words were all cognates, but they differed from Brazilian

Portuguese in terms of stress patterns. Two groups of words were included in the test: (a) words with stress in the fourth syllable from the end, and (b) words with stress in the third or second syllable from the end.

The words with stress in the fourth syllable from the end were all from Latin origin, to ensure that students would be familiar with the tested words. These words have suffixes such as -ize, -ly, -able, -ate, -ator, -ive, -er, -ably, -ure, and -ary. There were no differences in the American and British pronunciation that could change the stress position in the tested words. The selection of the words with stress on the second or third syllable from the end followed some criteria too. As the words with stress falling on the fourth syllable from the end, the words used in the second classification are all from Latin origin and have suffixes, such as -al, -tion, -ive, -ity, -ly, -able, -ate, -ar, -ary, -ous, and -ant. All tested words have a different stress pattern from their cognates in Portuguese, which means that if the students transfer the Portuguese stress patterns, they will apply the wrong stress pattern to the English words. All words have four syllables to guarantee the possibility of stress assignment on the fourth syllable from the end.

Albini (2007) used suffixed words in her test because according to her “they have specific rules for stress assignment which could be assimilated by students through practice and frequent use. Also, as Baptista (1981) demonstrated, suffixes rules are more easily applied by native speakers than phonological generative rules. It could also happen with non-native speakers.” (p. 3). It has been shown through the present study that there are ways for practicing not just the sounds in English, but the stress patterns too. As seen before, it is easily possible to assimilate rules with the communicative approach and the results of the present study show that students must be more exposed to rules through practice.

Table 1- List of words with stress on the fourth syllable from the end:

materialize	speculative	fortunately
naturally	commentator	virtually
marginally	definitely	commemorative
noticeable	inevitably	comparatively
investigator	memorable	cooperative
manipulative	legislative	navigator
communicative	legislature	administrative
investigative	architecture	administrator
generative	qualitative	reasonable
organizer	personally	customary
characterize	personalize	consequently
categorize	radiator	indicator
considerable	refrigerator	elevator
particularly	relatively	illustrator
fascinating	difficulty	subsequently
calculator	supervisor	operator
sophisticated	industrialize	

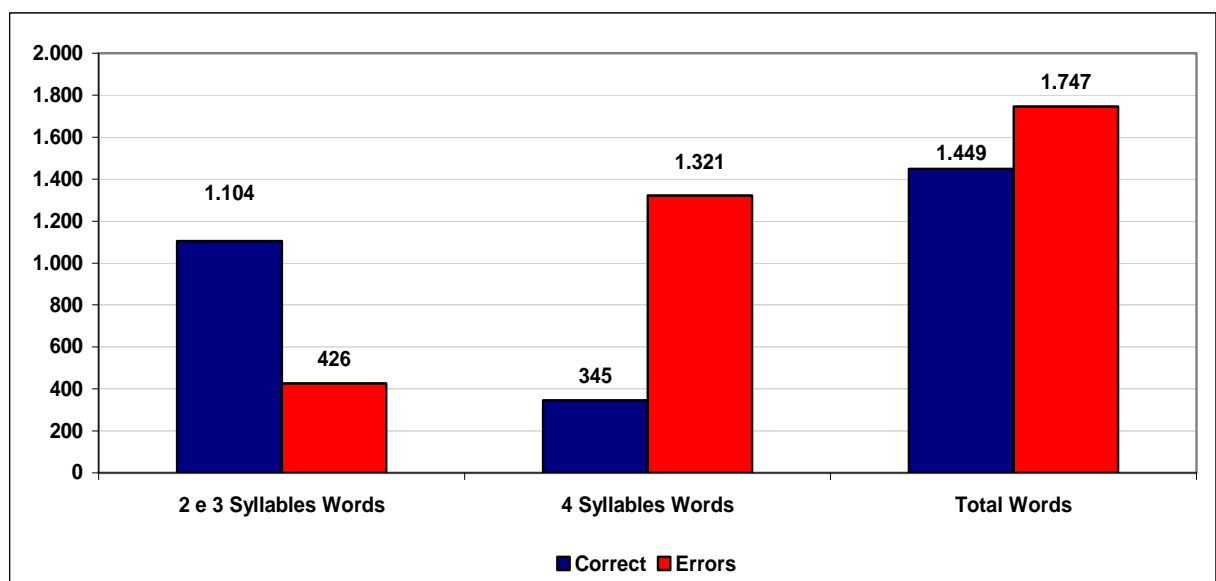
Table 2 - List of words with stress on the third or second syllable from the end:

horizontal	speculation	respectable
additional	reconciliation	adaptable
emotional	celebration	immediate
fundamental	interruption	eternally
experimental	competitive	familiar
exceptional	nationality	elementary
industrial	electricity	documentary
ceremonial	personality	mysterious
editorial	officially	alternative
confidential	maternity	ability
association	maturity	significant
graduation	masculinity	individualist
education	celebrity	politician
concentration	intensity	vegetarian
identification	sensitivity	

RESULTS

The present study set out to investigate whether the prediction that Brazilian learners of English have difficulty with the stress patterns of polysyllabic English words formed with suffixes. As stated by other authors (e.g., Rauber, Watkins, Silveira, & Koerich, 2010), these learners tend to transfer the stress patterns of Brazilian Portuguese when stressing these English words, which means that they are more likely to stress the English polysyllabic words on the penultimate syllable. To test these predictions, a test was administered to a group of advanced learners, who were instructed to underline the stress of two lists containing four-syllable words (see Appendices A and B). The results for the list of words with stress falling on the second and third or on the fourth syllable are summarized in Graph 1, which shows the number of words with correct and incorrect stress placements. The total number of test tokens is 3,196, that is, 94 words (44 words with stress falling on the second or third syllable, and 50 words with stress falling on the fourth syllable) times 34 participants.

Graph 1 - List of words with stress on the third or second syllable from the end:



As can be visualized in the graph, the errors in the words with stress falling on the fourth syllable from the end are greater than in the words with stress falling on the second and third syllable from the end. The test confirms that the differences in stress patterns really interfere when Brazilian students of English are pronouncing the words. Thus, it seems that the exposure to the L2, with extensive listening and practice without explanation of rules about stress patterns can help but it is not enough. Maybe if these students had been taught about the issue, they could have had more correct responses. The students who took the test for this research had not had special exposure to the stress pattern rules.

Table 3 presents the results for the words with stress falling on the fourth syllable from the end in more details. The scores were organized starting with students from the intermediate level (participant 1 to 25) and then with advanced ones (participant 26 to 34). To understand better the student's levels, it is important to point out that the students participating in this study were attending different courses at their language institute. There are four levels of high intermediate students in this part of the Yázigi course; they are: Levels 1, 2, 3 and 4. Students from level 3 (participants 1 to 5) and 4 (participants 6 to 25) have been chosen because they have more fluency in English conversations during classes, and they have to communicate using the second language all the time. The advanced level students (participants 26 to 34) have still more fluency and showed a better performance on the results of the test as can be observed in table 3. Then, it can be hypothesized that students can learn more if they are taught more time and if they can practice pronunciation under the teacher's monitoring. There are two points of view to analyze these results. The first is that the students who took the test can not be compared with students from regular schools, because their classes focus on the four language skills each class: listening, speaking, reading and writing. Nevertheless, the other point of view is that the number of errors could be smaller because they have enough exposure to English to be familiar with English word stress patterns.

Table 3 - List of words with stress on the fourth syllable from the end:

Words	Test																																		Correct	Erros		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34				
refrigerator						1																		1			1	1	1	1	1				8	26		
materialize	1					1	1	1			1						1									1		1			1	1	1	1		12	22	
personally		1	1	1				1	1	1	1						1			1		1			1	1	1		1	1		1			16	18		
consequently																												1			1				2	32		
commemorative								1						1																		1			3	31		
memorable		1	1						1	1		1			1		1		1		1		1				1		1	1		1	1		14	20		
generative									1		1		1													1								1	1	5	29	
personalize						1		1	1																					1						5	29	
noticeable			1	1							1													1												4	30	
legislature		1							1		1		1			1																				5	29	
comparatively	1	1						1	1					1		1	1					1				1	1	1	1		1	1	1		14	20		
industrialize	1							1	1		1						1									1	1	1	1		1	1		1		11	23	
radiator		1																														1		1		3	31	
particularly	1	1	1	1		1		1	1	1		1		1		1	1		1		1	1	1		1	1	1	1	1	1	1		1	1	23	11		
sophisticated	1		1		1	1		1			1						1		1		1		1		1	1	1	1	1	1	1		1	1	17	17		
illustrator																																					34	
fascinating							1	1																1					1	1					1	6	28	
indicator			1																				1													2	32	
relatively									1									1	1													1			1	5	29	
supervisor			1				1	1										1		1				1									1			7	27	
subsequently	1		1																															1		3	31	
fortunately			1																1					1					1	1			1			6	28	
considerable	1		1	1	1			1	1	1	1					1		1				1				1		1	1		1	1			16	18		
cooperative																																		1		1	33	
inevitably										1		1	1					1	1										1	1				1		8	26	
navigator						1			1		1																		1							3	31	
speculative					1			1		1									1	1									1		1					8	26	
administrative								1																												1	33	
marginally			1						1		1	1			1		1							1					1	1						9	25	
legislative															1			1																		2	32	
reasonable		1		1				1	1	1	1		1					1	1				1		1		1	1	1			1	1			16	18	
commentator										1																										1	33	
qualitative												1	1					1		1														1	1	9	25	
naturally	1	1	1				1	1		1	1	1	1		1							1		1		1		1					1	1	18	16		
investigator			1					1	1		1							1										1	1	1	1					8	26	
definitely			1	1				1	1	1	1	1	1		1		1					1	1	1				1	1			1	1		17	17		
communicative								1	1		1							1																1	1	6	28	
manipulative					1					1														1			1		1	1						7	27	
categorize												1	1																							2	32	
administrator			1																														1			2	32	
investigative	1					1		1	1		1	1																1	1		1					9	25	
organizer			1																																	1	33	
elevator																																					34	
characterize											1							1															1		1	4	30	
calculator						1					1														1										1	5	29	
architecture																										1										1	33	
operator										1																								1		2	32	
difficulty							1	1	1	1		1			1			1				1								1					10	24		
customary		1		1							1																							1	1		8	26
Total	8	8	15	10	4	8	3	16	21	14	15	12	10	2	7	5	15	13	4	3	7	5	11	7	6	8	15	7	14	26	9	17	9	11	345	1321		

The table above shows clearly how the differences in stress patterns from Portuguese words and English ones really interfere as in the words “Illustrator” and “Elevator” that were

not stressed correctly by any student, or even the words “coOperative”, “adMInistrative”, “COMmentator”, “ORganizer” and “ARchitecture”, which received just one correct response each. As mentioned before, the greatest amount of correct responses in the words with stress falling on the fourth syllable from the end were obtained by students who are studying at the advanced levels.

The advanced students have more vocabulary and are studying more particularities of the English language, although the numbers of errors did not differ in a considerable quantity from levels 3 and 4, but it was a little easier for them to apply the rules correctly. However, they did it without being conscious about the rules, which suggests that if they had known the rules, then, they could have performed better on the test. The school where the test was applied is planning to develop with the teachers a kind of training for them to feel more confident about the phonetic aspects of the English language to help more effectively students to improve their pronunciation for a better and clearer communication.

The present study has corroborated the findings reported by authors who investigated the theme of English words stress patterns, thus showing that Brazilian learners of English really have difficulty to apply the English word stress correctly. Even in the words with the stress falling on the third and second syllable from the end, there were a great amount of errors. The students exposed to the test were all fluent English speakers and had a great exposure to English in their classes. As they are all students that use the communicative approach, they have to communicate always in English during the activities they are supposed to do. The results of the test reported here have shown a significant percentage of errors in the words with stress falling on the fourth syllable from the end comparing with the words with stress on the second or third syllable from the end.

The suffixes are simple and easy to be learned, as there are clear rules that can be used to predict how suffixes affect word stress. But if students do not receive adequate

instruction about the relationship between suffixes and word stress, they will probably take more time to grasp and to understand how to apply the English stress pattern rules correctly. As the learners who completed the test were advanced learners, their performance seems to suggest that the exposure can help to perform well with words receiving stress on the third or second syllable from the end, but the words with stress on the fourth syllable from the end are more difficult to learn and deserve special attention in the classroom. These students in general have never been exposed to English stress patterns rules, they have just been exposed to listening and speaking, but the activities were not focused in explicit rules. The test showed what usually happens in English classes that have as their main objective to communicate, but in regular schools students are taught mostly grammar and the difficulties in pronunciation will increase still more.

CONCLUSION

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.

Celce-Murcia (2001) and Celce-Murcia et al. (1996) suggest many applicable pedagogical ideas, but English teachers must be sure about the importance of teaching pronunciation. Many teachers I know do not know even the phonetic symbols, then, another worry is to make sure English teachers really know how to teach pronunciation. Will students be effective speakers if they are just exposed to grammar rules and less listening and pronunciation practice? It is a point to consider especially in public schools, where English is mandatory, but students do not know how to use the language effectively to communicate in real situations. The test applied with students from a language school that works with the communicative approach shows that students have difficulty to use the stress in Latin

suffixes, then there is much work to do and many changes to happen on English teaching for Brazilian learners of English to improve their performance in communication.

It was discussed in this study the importance of listening activities in class for students to have more input and consequently more practice and confidence to speak. If a Brazilian student is frequently exposed to listening, such as songs and teachers speaking English in class, for example, the probabilities of this students to know how to use the pronunciation correctly is bigger than for a student that rarely has this kind of experience while learning. Listening activities linked with pronunciation instruction and practice will surely make students learn more. Learning English is not easy, but learning the wrong forms and having to correct them afterwards will be hard and may take some time. Thus, this work can not, and will not stop here. There are many things to do in order to become a better English teacher, and one of them is to study more to try to improve English students' pronunciation.

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APPENDICES

UNIVERSIDADE DO EXTREMO SUL CATARINENSE

AN ANALYSIS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

refrigerator x	industrialize x	horizontal c	administrator x
materialize x	ability x	cooperative x	virtually c
masculinity x	radiator x	inevitably c	investigative x
mysterious x	vegetarian x	intensity c	personality x
industrial x	particularly x	navigator x	competitive x
personally c	politician x	emotional x	concentration c
respectable x	sophisticated x	sensitivity x	association x
graduation x	individualist x	speculative c	identification x
consequently x	speculation x	cereemonial x	electricity x
nationality x	significant c	administrative x	experimental c
additional c	illustrator x	marginally x	organizer x
commemorative x	celebration c	legislative c	education x
memorable x	fascinating x	reasonable c	elevator x
eternally x	alternative x	commentator x	adaptable x
generative x	interruption x	qualitative c	characterize x
elementary c	indicator x	naturally x	celebrity x
personalize x	relatively c	exceptional x	calculator x
confidential x	reconciliation x	investigator x	maternity c
noticeable x	supervisor c	definitely c	officially x
immediate x	maturity c	communicative x	architecture x
legislature x	fundamental c	editorial x	operator x
documentary c	subsequently x	manipulative x	difficulty c
familiar x	fortunately c	categorize x	customary c
comparatively c	considerable x		

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AN ANALISYS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

réfrigerator × materialize × masculin <u>ity</u> c myst <u>erious</u> c ind <u>ustrial</u> c pers <u>onally</u> × res <u>pectable</u> c graduat <u>ion</u> c cons <u>equently</u> × nation <u>ality</u> c addit <u>ional</u> c comm <u>emorative</u> × memor <u>able</u> c etern <u>ally</u> c generat <u>ive</u> × elem <u>entary</u> c pers <u>onalize</u> × confid <u>ential</u> c not <u>iceable</u> × im <u>mediate</u> c leg <u>islature</u> × docum <u>entary</u> c fam <u>iliar</u> c comparat <u>ively</u> ×	ind <u>ustrialize</u> × ab <u>ility</u> c rad <u>iator</u> × vegetari <u>an</u> c particul <u>arly</u> × politic <u>ian</u> c soph <u>isticated</u> × indiv <u>idualist</u> c specul <u>ation</u> c signific <u>ant</u> c illu <u>strator</u> × celebrat <u>ion</u> c fascinat <u>ing</u> × alternat <u>ive</u> c interr <u>uption</u> c ind <u>icator</u> × relat <u>ively</u> c reconciliat <u>ion</u> c superv <u>isor</u> × matur <u>ity</u> c fundam <u>ental</u> × subsequ <u>ently</u> × fortunat <u>ely</u> × consid <u>erable</u> c	hori <u>zontal</u> × coop <u>erative</u> × in <u>evitably</u> × intens <u>ity</u> × navigat <u>or</u> × emot <u>ional</u> c sensit <u>ivity</u> c specul <u>ative</u> c ceremon <u>ial</u> c administrat <u>ive</u> × margin <u>ally</u> × leg <u>islative</u> × reason <u>able</u> × commentat <u>or</u> × qualitat <u>ive</u> × natur <u>ally</u> × except <u>ional</u> c investigat <u>or</u> × definit <u>ely</u> × communicat <u>ive</u> × editor <u>ial</u> c manipulat <u>ive</u> × categor <u>ize</u> ×	administrat <u>or</u> × virtu <u>ally</u> c investigat <u>ive</u> × person <u>ality</u> c competit <u>ive</u> × concentrat <u>ion</u> c associat <u>ion</u> c identifi <u>cation</u> × electric <u>ity</u> c experim <u>ental</u> × organiz <u>er</u> × educat <u>ion</u> c elevat <u>or</u> × adapt <u>able</u> × charact <u>erize</u> × celeb <u>riety</u> c calculat <u>or</u> × matern <u>ity</u> c offic <u>ially</u> c archit <u>ecture</u> × operat <u>or</u> × difficu <u>lty</u> × custom <u>ary</u> ×
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UNIVERSIDADE DO EXTREMO SUL CATARINENSE

AN ANALISYS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

re'frigerator x ma'terialize x ma'sculinity c my'sterious c in'dustrial c 'personally x re'spectable c gra'duation c 'consequently x na'tionality x ad'ditional c co'mmemorative x 'memorable x et'ernally c 'generative x el'ementary x pe'rsonalize x co'nfidential x 'noticeable x im'mediate c 'legislature x do'cumentary x fa'miliar c co'mparatively x	in'dustrialize x ab'ility x 'radiator x ve'getarian c pa'rticularly c po'litician c so'phisticated c in'dividualist x spe'culation c si'gnificant x 'illustrator x ce'lebration c fa'scinating x al'ternative x in'terruption x 'indicator x 'relatively x re'conciliation c su'pervisor c ma'turity x fu'ndamental c su'bsequently x 'fortunately x co'nsiderable x	ho'izontal c co'operative x in'evitably x in'tensity x 'navigator x e'motional x se'nitivity c 'speculative x ce'remonial c ad'ministrative x 'marginally x 'legislative x 'reasonable x 'commentator x 'qualitative x 'naturally x ex'ceptional x in'vestigator x 'definitely x co'mmunicative x e'ditorial c ma'nipulative x 'categorize x	ad'ministrator x 'virtually x in'vestigative x pe'rsonality x co'mpetitive x co'ncentration x as'sociation x id'entification x el'e'ctricity x ex'perimental c 'organizer x edu'cation x 'elevator x ad'aptable c 'characterize x ce'lebrity c 'calculator x ma'ternity c of'ficially c 'architecture x 'operator x 'difficulty x 'customary x
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Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

réfrigerator × materialize × masculin <u>ity</u> c mysteri <u>ous</u> c industri <u>a</u> l k person <u>ally</u> c respect <u>able</u> c gradu <u>ation</u> c consequ <u>ently</u> × nation <u>ality</u> c add <u>itional</u> × comm <u>emorative</u> × memor <u>able</u> c etern <u>ally</u> c gener <u>ative</u> × elem <u>entary</u> × person <u>alize</u> × confid <u>ential</u> c notic <u>eable</u> × im <u>mediate</u> × leg <u>islature</u> × docum <u>entary</u> × fam <u>iliar</u> c compar <u>atively</u> ×	ind <u>ustrialize</u> × ab <u>ility</u> c radi <u>ator</u> × veget <u>arian</u> c particul <u>arly</u> × politic <u>ian</u> c soph <u>isticated</u> × indiv <u>idualist</u> c specul <u>ation</u> c signific <u>ant</u> c illu <u>strator</u> × celebr <u>ation</u> c fascinat <u>ing</u> × altern <u>ative</u> c interr <u>uption</u> c indic <u>ator</u> c relat <u>ively</u> × reconcili <u>ation</u> c supervi <u>sor</u> × matur <u>ity</u> c fundam <u>ental</u> × subsequ <u>ently</u> × fortun <u>ately</u> × consid <u>erable</u> ×	horizont <u>al</u> c cooper <u>ative</u> × in <u>evitably</u> × intens <u>ity</u> c navig <u>ator</u> × emoti <u>onal</u> c sensit <u>ivity</u> c specul <u>ative</u> × ceremon <u>ial</u> c administr <u>ative</u> × margin <u>ally</u> × leg <u>islative</u> × reason <u>able</u> c comment <u>ator</u> × qualitat <u>ive</u> × natur <u>ally</u> c exception <u>al</u> c investig <u>ator</u> × definit <u>ely</u> c communic <u>ative</u> × editor <u>ial</u> c manipul <u>ative</u> × categor <u>ize</u> ×	administr <u>ator</u> × virtu <u>ally</u> c invest <u>igative</u> × person <u>ality</u> c competit <u>ive</u> × concentr <u>ation</u> c associ <u>ation</u> c identifi <u>cation</u> c electric <u>ity</u> c experim <u>ental</u> c organiz <u>er</u> × educat <u>ion</u> c elevat <u>or</u> × adapt <u>able</u> × charact <u>erize</u> × celeb <u>rity</u> c calculat <u>or</u> × matern <u>ity</u> c offici <u>ally</u> c archit <u>ecture</u> × operat <u>or</u> × difficu <u>lty</u> c custom <u>ary</u> ×
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réfrigerator × materialize × masculin <u>ity</u> c myst <u>erious</u> × ind <u>ustrial</u> × p <u>ersonally</u> × res <u>pectable</u> c graduat <u>ion</u> c c <u>onsequently</u> × national <u>ity</u> c addit <u>ional</u> c comm <u>emorativ</u> e × m <u>emor</u> able × et <u>ernally</u> c g <u>ener</u> ative × el <u>ementary</u> c p <u>ersonal</u> ize × confid <u>ential</u> c n <u>otice</u> able × im <u>mediate</u> × l <u>egisla</u> ture × docum <u>entary</u> × fam <u>iliar</u> c comparat <u>ively</u> c	ind <u>ustrial</u> ize × ab <u>ility</u> c r <u>adi</u> ator × vege <u>tarian</u> × part <u>icular</u> ly c polit <u>ician</u> c sophist <u>icated</u> c ind <u>ividu</u> alist c s <u>pecul</u> ation × sign <u>ifican</u> t c i <u>llustr</u> ator × cele <u>br</u> ation c f <u>ascin</u> ating × al <u>tern</u> ative c interr <u>upt</u> ion c i <u>ndic</u> ator × r <u>elativ</u> ely × reconc <u>ili</u> ation × s <u>uperv</u> isor × mat <u>urity</u> c fundam <u>ental</u> c s <u>ubsequ</u> ently × f <u>ortun</u> ately × cons <u>ider</u> able c	hor <u>izont</u> al c co <u>oper</u> ative × in <u>evit</u> ably × int <u>ens</u> ity c n <u>avig</u> ator × e <u>mot</u> ional × sensit <u>iv</u> ity c s <u>pecul</u> ative × cer <u>emon</u> ial c ad <u>ministr</u> ative × m <u>argin</u> ally × l <u>egisla</u> tive × r <u>ea</u> sonable × c <u>omment</u> ator × q <u>ualit</u> ative × n <u>atur</u> ally × ex <u>cept</u> ional c in <u>vestig</u> ator × def <u>init</u> ely c co <u>mmun</u> icative × edit <u>or</u> ial c ma <u>nipul</u> ative × c <u>ategor</u> ize ×	ad <u>ministr</u> ator × v <u>irtu</u> ally × in <u>vestig</u> ative × p <u>erson</u> ality c co <u>mpet</u> itive × co <u>ncentr</u> ation c asso <u>ci</u> ation c id <u>entifi</u> cation c elect <u>ric</u> ity c exper <u>iment</u> al c o <u>rgan</u> izer × edu <u>cat</u> ion c e <u>lev</u> ator × ad <u>apt</u> able × c <u>haracter</u> ize × cele <u>br</u> ity c c <u>alcul</u> ator × mat <u>ern</u> ity c off <u>ic</u> ially c a <u>rchite</u> cture × o <u>per</u> ator × d <u>iffi</u> culty × c <u>ustom</u> ary ×
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'questionnaire

ne'gotiate

réfrigerator x matérialize x masculin <u>ity</u> c myst <u>erious</u> c ind <u>ustrial</u> c pers <u>onally</u> c respect <u>able</u> c gradu <u>ation</u> c 'con <u>sequently</u> x nation <u>ality</u> c add <u>itional</u> c comm <u>emorative</u> x mem <u>orable</u> c et <u>ernally</u> c 'gen <u>erative</u> x elem <u>entary</u> c 'pers <u>onalize</u> x conf <u>idential</u> c not <u>iceable</u> c im <u>mediate</u> c 'leg <u>islature</u> x docum <u>entary</u> c fam <u>iliar</u> c compar <u>atively</u> x	ind <u>ustrialize</u> x ab <u>ility</u> c 'radi <u>ator</u> x veget <u>arian</u> c partic <u>ularly</u> c politic <u>ian</u> c s <u>ophisticated</u> x ind <u>ividualist</u> x 'spec <u>ulation</u> ✓ sign <u>ificant</u> x 'ill <u>ustrator</u> x celeb <u>ration</u> c 'fasc <u>inating</u> x alt <u>ernative</u> c interr <u>uption</u> c 'ind <u>icator</u> x 'rel <u>atively</u> x reconc <u>iliation</u> c 'sup <u>ervisor</u> x mat <u>urity</u> c fundam <u>ental</u> c 'sub <u>sequently</u> x fort <u>unately</u> c cons <u>iderable</u> x	hor <u>izontal</u> x co <u>operative</u> x in <u>evitably</u> x int <u>ensity</u> c 'nav <u>igator</u> x em <u>otional</u> x sensit <u>ivity</u> c 'spec <u>ulative</u> x cer <u>emonial</u> c admin <u>istrative</u> c 'marg <u>inally</u> x 'leg <u>islative</u> x re <u>asonable</u> c 'com <u>mentator</u> x qual <u>itative</u> c nat <u>urally</u> c excep <u>tional</u> c inv <u>estigator</u> x def <u>initely</u> c com <u>municative</u> x edit <u>orial</u> c ma <u>nipulative</u> x 'categor <u>ize</u> x	adm <u>inistrator</u> x v <u>irtually</u> c inv <u>estigative</u> x pers <u>onality</u> c comp <u>etitive</u> c conc <u>entration</u> c assoc <u>iation</u> c ident <u>ification</u> x elect <u>ricity</u> c exper <u>imental</u> x 'org <u>anizer</u> x edu <u>cation</u> c 'elev <u>ator</u> x ad <u>aptable</u> c 'char <u>acterize</u> x celeb <u>rity</u> c 'calcu <u>lator</u> x mat <u>ernity</u> c off <u>icially</u> c 'arch <u>itecture</u> x 'oper <u>ator</u> x diff <u>iculty</u> ✓ cust <u>omary</u> ✓
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UNIVERSIDADE DO EXTREMO SUL CATARINENSE

AN ANALISYS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

refrigerator c	industrialize y	horizontal x	administrator x
materialize x	ability c	cooperative x	virtually x
masculinity c	radiator y	inevitably x	investigative x
mysterious x	vegetarian c	intensity c	personality c
industrial c	particularly x	navigator x	competitive x
personally x	politician c	emotional c	concentration c
respectable c	sophisticated c	sensitivity c	association c
graduation c	individualist y	speculative x	identification c
consequently x	speculation c	ceremonial c	electricity c
nationality c	significant x	administrative x	experimental c
additional c	illustrator x	marginally x	organizer x
commemorative x	celebration c	legislative x	education c
memorable x	fascinating c	reasonable x	elevator x
eternally c	alternative c	commentator x	adaptable c
generative x	interruption c	qualitative x	characterize x
elementary c	indicator x	naturally x	celebrity x
personalize x	relatively x	exceptional c	calculator c
confidential c	reconciliation c	investigator x	maternity c
noticeable x	supervisor c	definitely x	officially x
immediate x	maturity c	communicative x	architecture c
legislature x	fundamental x	editorial x	operator x
documentary c	subsequently x	manipulative c	difficulty x
familiar c	fortunately x	categorize x	customary x
comparatively x	considerable x		

UNIVERSIDADE DO EXTREMO SUL CATARINENSE

AN ANALYSIS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

refrigerator × materialize c masculinity × mysterious c industrial c personally c respectable c graduation × consequently × nationality c additional c commemorative × memorable × eternally × generative × elementary c personalize × confidential c noticeable × immediate × legislature × documentary c familiar c comparatively ×	industrialize × ability c radiator × vegetarian c particularly c politician c sophisticated × individualist c speculation c significant c illustrator × celebration × fascinating × alternative c interruption c indicator × relatively × reconciliation c supervisor × maturity c fundamental c subsequently × fortunately × considerable ×	horizontal c cooperative × inevitably × intensity c navigator × emotional c sensitivity c speculative × ceremonial c administrative × marginally c legislative × reasonable c commentator × qualitative × naturally c exceptional c investigator × definitely × communicative × editorial c manipulative × categorize ×	administrator × virtually c investigative × personality × competitive × concentration c association c identification c electricity c experimental c organizer × education c elevator × adaptable × characterize × celebrity × calculator × maternity c officially × architecture × operator × difficulty × customary ×
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refrigerator x	industrialize c	horizontal x	administrator x
materialize x	ability c	cooperative x	virtually x
masculinity x	radiator x	inevitably x	investigative x
mysterious c	vegetarian c	intensity x	personality c
industrial x	particularly c	navigator x	competitive c
personally c	politician x	emotional c	concentration c
respectable c	sophisticated c	sensitivity x	association x
graduation c	individualist c	speculative x	identification c
consequently x	speculation c	ceremonial c	electricity x
nationality c	significant c	administrative x	experimental x
additional c	illustrator x	marginally x	organizer x
commemorative x	celebration c	legislative x	education c
memorable x	fascinating x	reasonable c	elevator x
eternally c	alternative c	commentator x	adaptable x
generative c	interruption c	qualitative c	characterize x
elementary c	indicator x	naturally x	celebrity x
personalize x	relatively x	exceptional x	calculator x
confidential c	reconciliation c	investigator x	maternity x
noticeable x	supervisor x	definitely x	officially x
immediate c	maturity c	communicative x	architecture x
legislature x	fundamental c	editorial x	operator x
documentary c	subsequently x	manipulative x	difficulty x
familiar c	fortunately x	categorize x	customary x
comparatively c	considerable x		

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refrigerator ^c	industrialize ^c	horizontal ^x	administrator ^x
materialize ^c	ability ^c	cooperative ^x	virtually ^x
masculinity ^x	radiator ^x	inevitably ^x	investigative ^c
mysterious ^c	vegetarian ^c	intensity ^c	personality ^c
industrial ^c	particularly ^c	navigator ^x	competitive ^c
personally ^c	politician ^c	emotional ^x	concentration ^c
respectable ^c	sophisticated ^c	sensitivity ^x	association ^c
graduation ^c	individualist ^c	speculative ^x	identification ^c
consequently ^c	speculation ^x	ceremonial ^c	electricity ^x
nationality ^c	significant ^c	administrative ^x	experimental ^c
additional ^c	illustrator ^x	marginally ^x	organizer ^x
commemorative ^x	celebration ^c	legislative ^x	education ^c
memorable ^c	fascinating ^x	reasonable ^c	elevator ^x
eternally ^c	alternative ^c	commentator ^x	adaptable ^c
generative ^x	interruption ^c	qualitative ^x	characterize ^x
elementary ^c	indicator ^x	naturally ^c	celebrity ^c
personalize ^x	relatively ^x	exceptional ^c	calculator ^x
confidential ^c	reconciliation ^x	investigator ^c	maternity ^c
noticeable ^x	supervisor ^x	definitely ^x	officially ^c
immediate ^c	maturity ^c	communicative ^x	architecture ^x
legislature ^x	fundamental ^x	editorial ^c	operator ^x
documentary ^c	subsequently ^x	manipulative ^c	difficulty ^x
familiar ^c	fortunately ^x	categorize ^x	customary ^x
comparatively ^c	considerable ^c		

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ne'gotiate

refrigerator <i>c</i>	industrialize <i>c</i>	horizontal <i>x</i>	administrator <i>x</i>
materialize <i>x</i>	ability <i>c</i>	cooperative <i>x</i>	virtually <i>x</i>
masculinity <i>x</i>	'radiator <i>x</i>	inevitably <i>x</i>	investigative <i>c</i>
mysterious <i>x</i>	vegetarian <i>c</i>	intensity <i>c</i>	personality <i>x</i>
industrial <i>c</i>	particularly <i>x</i>	'navigator <i>x</i>	competitive <i>x</i>
personally <i>x</i>	politician <i>x</i>	emotional <i>c</i>	concentration <i>c</i>
respectable <i>c</i>	sophisticated <i>c</i>	sensitivity <i>c</i>	association <i>c</i>
graduation <i>c</i>	individualist <i>x</i>	'speculative <i>x</i>	identification <i>c</i>
'consequently <i>x</i>	speculation <i>x</i>	ceremonial <i>c</i>	electricity <i>c</i>
nationality <i>x</i>	significant <i>c</i>	administrative <i>x</i>	experimental <i>c</i>
additional <i>c</i>	'illustrator <i>x</i>	'marginally <i>x</i>	'organizer <i>x</i>
commemorative <i>x</i>	celebration <i>c</i>	'legislative <i>x</i>	education <i>c</i>
'memorable <i>x</i>	'fascinating <i>x</i>	'reasonable <i>x</i>	'elevator <i>x</i>
eternally <i>x</i>	alternative <i>c</i>	'commentator <i>x</i>	adaptable <i>x</i>
'generative <i>x</i>	interruption <i>c</i>	'qualitative <i>x</i>	'characterize <i>x</i>
elementary <i>x</i>	'indicator <i>x</i>	'naturally <i>x</i>	celebrity <i>x</i>
'personalize <i>x</i>	'relatively <i>x</i>	exceptional <i>c</i>	'calculator <i>x</i>
confidential <i>c</i>	reconciliation <i>c</i>	investigator <i>c</i>	maternity <i>c</i>
'noticeable <i>x</i>	'supervisor <i>x</i>	'definitely <i>x</i>	officially <i>c</i>
immediate <i>x</i>	maturity <i>c</i>	communicative <i>x</i>	'architecture <i>x</i>
'legislature <i>x</i>	fundamental <i>c</i>	editorial <i>x</i>	'operator <i>x</i>
documentary <i>c</i>	'subsequently <i>x</i>	manipulative <i>x</i>	'difficulty <i>x</i>
familiar <i>c</i>	fortunately <i>x</i>	'categorize <i>x</i>	customary <i>c</i>
comparatively <i>c</i>	considerable <i>x</i>		

UNIVERSIDADE DO EXTREMO SUL CATARINENSE

AN ANALYSIS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

refrigerator <i>c</i>	industrialize <i>x</i>	horizontal <i>x</i>	administrator <i>x</i>
materialize <i>x</i>	ability <i>✓</i>	cooperative <i>x</i>	virtually <i>c</i>
masculinity <i>x</i>	radiator <i>x</i>	inevitably <i>c</i>	investigative <i>x</i>
mysterious <i>✓</i>	vegetarian <i>c</i>	intensity <i>x</i>	personality <i>c</i>
industrial <i>c</i>	particularly <i>c</i>	navigator <i>x</i>	competitive <i>x</i>
personally <i>c</i>	politician <i>c</i>	emotional <i>c</i>	concentration <i>c</i>
respectable <i>c</i>	sophisticated <i>c</i>	sensitivity <i>x</i>	association <i>c</i>
graduation <i>c</i>	individualist <i>c</i>	speculative <i>c</i>	identification <i>c</i>
consequently <i>x</i>	speculation <i>c</i>	ceremonial <i>c</i>	electricity <i>x</i>
nationality <i>x</i>	significant <i>✓</i>	administrative <i>x</i>	experimental <i>x</i>
additional <i>x</i>	illustrator <i>x</i>	marginally <i>c</i>	organizer <i>x</i>
commemorative <i>x</i>	celebration <i>c</i>	legislative <i>x</i>	education <i>c</i>
memorable <i>c</i>	fascinating <i>c</i>	reasonable <i>x</i>	elevator <i>x</i>
eternally <i>x</i>	alternative <i>c</i>	commentator <i>x</i>	adaptable <i>c</i>
generative <i>x</i>	interruption <i>c</i>	qualitative <i>x</i>	characterize <i>x</i>
elementary <i>c</i>	indicator <i>x</i>	naturally <i>x</i>	celebrity <i>c</i>
personalize <i>x</i>	relatively <i>x</i>	exceptional <i>c</i>	calculator <i>x</i>
confidential <i>x</i>	reconciliation <i>c</i>	investigator <i>c</i>	maternity <i>c</i>
noticeable <i>x</i>	supervisor <i>x</i>	definitely <i>c</i>	officially <i>c</i>
immediate <i>c</i>	maturity <i>c</i>	communicative <i>x</i>	architecture <i>x</i>
legislature <i>x</i>	fundamental <i>c</i>	editorial <i>c</i>	operator <i>x</i>
documentary <i>x</i>	subsequently <i>x</i>	manipulative <i>c</i>	difficulty <i>x</i>
familiar <i>c</i>	fortunately <i>c</i>	categorize <i>x</i>	customary <i>x</i>
comparatively <i>x</i>	considerable <i>c</i>		

UNIVERSIDADE DO EXTREMO SUL CATARINENSE

AN ANALYSIS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

refrigerator <i>e</i>	industrialize <i>e</i>	horizontal <i>e</i>	administrator <i>x</i>
materialize <i>e</i>	ability <i>e</i>	cooperative <i>e</i>	virtually <i>e</i>
masculinity <i>e</i>	radiator <i>e</i>	inevitably <i>e</i>	investigative <i>e</i>
mysterious <i>e</i>	vegetarian <i>e</i>	intensity <i>e</i>	personality <i>e</i>
industrial <i>e</i>	particularly <i>e</i>	navigator <i>e</i>	competitive <i>e</i>
personally <i>e</i>	politician <i>e</i>	emotional <i>e</i>	concentration <i>e</i>
respectable <i>e</i>	sophisticated <i>e</i>	sensitivity <i>e</i>	association <i>e</i>
graduation <i>e</i>	individualist <i>e</i>	'speculative <i>x</i>	identification <i>e</i>
consequently <i>e</i>	speculation <i>e</i>	ceremonial <i>e</i>	electricity <i>e</i>
nationality <i>e</i>	significant <i>e</i>	administrative <i>x</i>	experimental <i>e</i>
additional <i>e</i>	'illustrator <i>x</i>	marginally <i>e</i>	'organizer <i>x</i>
commemorative <i>x</i>	celebration <i>e</i>	'legislative <i>x</i>	education <i>e</i>
memorable <i>e</i>	fascinating <i>e</i>	'reasonable <i>x</i>	'elevator <i>x</i>
eternally <i>e</i>	alternative <i>e</i>	'commentator <i>x</i>	adaptable <i>e</i>
'generative <i>x</i>	interruption <i>e</i>	qualitative <i>e</i>	'characterize <i>x</i>
elementary <i>e</i>	'indicator <i>x</i>	naturally <i>e</i>	celebrity <i>e</i>
personalize <i>e</i>	'relatively <i>x</i>	exceptional <i>e</i>	'calculator <i>x</i>
confidential <i>e</i>	reconciliation <i>e</i>	investigator <i>e</i>	maternity <i>e</i>
'noticeable <i>x</i>	'supervisor <i>x</i>	definitely <i>e</i>	officially <i>e</i>
immediate <i>e</i>	maturity <i>e</i>	communicative <i>x</i>	'architecture <i>x</i>
'legislature <i>x</i>	fundamental <i>e</i>	editorial <i>e</i>	'operator <i>x</i>
documentary <i>e</i>	'subsequently <i>x</i>	manipulative <i>e</i>	difficulty <i>e</i>
familiar <i>x</i>	fortunately <i>e</i>	'categorize <i>x</i>	customary <i>e</i>
comparatively <i>e</i>	considerable <i>e</i>		

UNIVERSIDADE DO EXTREMO SUL CATARINENSE

AN ANALISYS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

refrigerator <i>c</i>	industrialize <i>c</i>	horizontal <i>x</i>	administrator <i>c</i>
materialize <i>c</i>	ability <i>x</i>	cooperative <i>x</i>	virtually <i>x</i>
masculinity <i>x</i>	radiator <i>x</i>	inevitably <i>x</i>	investigative <i>x</i>
mysterious <i>c</i>	vegetarian <i>x</i>	intensity <i>c</i>	personality <i>c</i>
industrial <i>c</i>	particularly <i>c</i>	navigator <i>x</i>	competitive <i>c</i>
personally <i>x</i>	politician <i>c</i>	emotional <i>x</i>	concentration <i>c</i>
respectable <i>x</i>	sophisticated <i>x</i>	sensitivity <i>x</i>	association <i>c</i>
graduation <i>x</i>	individualist <i>c</i>	speculative <i>c</i>	identification <i>c</i>
consequently <i>x</i>	speculation <i>x</i>	ceremonial <i>c</i>	electricity <i>x</i>
nationality <i>c</i>	significant <i>c</i>	administrative <i>x</i>	experimental <i>c</i>
additional <i>x</i>	illustrator <i>x</i>	marginally <i>x</i>	organizer <i>x</i>
commemorative <i>x</i>	celebration <i>c</i>	legislative <i>x</i>	education <i>c</i>
memorable <i>x</i>	fascinating <i>x</i>	reasonable <i>x</i>	elevator <i>x</i>
eternally <i>x</i>	alternative <i>x</i>	commentator <i>x</i>	adaptable <i>x</i>
generative <i>x</i>	interruption <i>c</i>	qualitative <i>x</i>	characterize <i>c</i>
elementary <i>✓</i>	indicator <i>x</i>	naturally <i>x</i>	celebrity <i>c</i>
personalize <i>x</i>	relatively <i>c</i>	exceptional <i>c</i>	calculator <i>x</i>
confidential <i>c</i>	reconciliation <i>x</i>	investigator <i>x</i>	maternity <i>c</i>
noticeable <i>x</i>	supervisor <i>x</i>	definitely <i>x</i>	officially <i>x</i>
immediate <i>x</i>	maturity <i>c</i>	communicative <i>x</i>	architecture <i>x</i>
legislature <i>x</i>	fundamental <i>x</i>	editorial <i>c</i>	operator <i>x</i>
documentary <i>c</i>	subsequently <i>x</i>	manipulative <i>x</i>	difficulty <i>x</i>
familiar <i>c</i>	fortunately <i>x</i>	categorize <i>x</i>	customary <i>x</i>
comparatively <i>c</i>	considerable <i>x</i>		

UNIVERSIDADE DO EXTREMO SUL CATARINENSE

AN ANALISYS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

refrigerator <i>c</i>	industrialize ×	horizontal ×	administrator ×
materialize <i>c</i>	ability <i>c</i>	cooperative ×	virtually ×
masculinity <i>c</i>	radiator <i>c</i>	inevitably ×	investigative ×
mysterious ×	vegetarian ×	intensity <i>c</i>	personality ×
industrial <i>c</i>	particularly ×	navigator ×	competitive ×
personally <i>c</i>	politician <i>c</i>	emotional ×	concentration <i>c</i>
respectable <i>c</i>	sophisticated <i>c</i>	sensifivity ×	association <i>c</i>
graduation ×	individualist ×	'speculative ×	identification <i>c</i>
consequently ×	speculation ×	ceremonial <i>c</i>	electricity ×
nationality ×	significant <i>c</i>	administrative ×	experimental ×
additional <i>c</i>	illustrator ×	marginally ×	organizer ×
commemorative <i>c</i>	celebration <i>c</i>	legislative ×	education ✓
memorable <i>c</i>	fascinating ×	reasonable <i>c</i>	elevator ×
eternally <i>c</i>	alternative ×	commentator ×	adaptable ×
generative <i>c</i>	interruption <i>c</i>	qualitative <i>c</i>	characterize ×
elementary ×	indicator ×	naturally ×	celebrity ×
personalize ×	relatively ×	exceptional ×	calculator ×
confidential <i>c</i>	reconciliation ×	investigator ×	maternity ×
noticeable ×	supervisor <i>c</i>	definitely <i>c</i>	officially <i>c</i>
immediate <i>c</i>	maturity <i>c</i>	communicative <i>c</i>	architecture ×
legislature ×	fundamental ×	editorial ×	operator <i>c</i>
documentary ×	subsequently <i>c</i>	manipulative ×	difficulty ×
familiar <i>c</i>	fortunately ×	categorize ×	customary ×
comparatively <i>c</i>	considerable <i>c</i>		

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'personally x	politician c	emotional x	concentration c
respectable c	sophisticated c	sensitivity c	association c
graduation x	individualist c	'speculative x	identification c
'consequently x	speculation c	ceremonial c	electricity x
nationality c	significant x	administrative x	experimental c
additional x	'illustrator x	'marginally x	'organizer x
commemorative x	celebration c	legislative x	education c
memorable c	fascinating x	reasonable c	elevator x
eternally x	alternative c	'commentator x	adaptable c
'generative x	interruption c	'qualitative x	'characterize x
elementary c	'indicator x	naturally c	celebrity c
'personalize x	'relatively x	exceptional c	'calculator x
confidential c	reconciliation x	investigator x	maternity c
'noticeable x	'supervisor x	definitely x	officially x
immediate c	maturity c	communicative x	'architecture x
'legislature x	fundamental c	editorial c	'operator x
documentary c	'subsequently x	manipulative x	difficulty x
familiar c	fortunately ✓	'categorize x	'customary x
comparatively x	considerable c		

UNIVERSIDADE DO EXTREMO SUL CATARINENSE

AN ANALISYS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

réfrigerator × matérialize × masculin <u>ity</u> c myst <u>er</u> ious × ind <u>ust</u> rial c p <u>er</u> sonally × respect <u>ab</u> le × graduat <u>ion</u> c c <u>on</u> sequently × national <u>ity</u> c addit <u>ion</u> al × comm <u>em</u> orative × m <u>em</u> orable × etern <u>al</u> ly c g <u>en</u> erative c elem <u>en</u> tary × p <u>er</u> sonal <u>ize</u> × confid <u>en</u> tial c n <u>ot</u> iceable × im <u>me</u> diate c l <u>eg</u> islature × docum <u>en</u> tary × fam <u>il</u> iar × comp <u>ar</u> atively ×	ind <u>ust</u> rialize × ab <u>il</u> ity c r <u>adi</u> ator × veget <u>ar</u> ian c particu <u>lar</u> ly c politic <u>ian</u> c soph <u>ist</u> icated × indiv <u>id</u> ualist c s <u>pe</u> culation c sign <u>if</u> icant × illu <u>str</u> ator × celeb <u>ra</u> tion c fascinat <u>ing</u> c al <u>ter</u> native c interr <u>u</u> ption c i <u>nd</u> icator × relat <u>iv</u> ely c reconciliat <u>ion</u> c s <u>up</u> ervisor × mat <u>ur</u> ity × fundam <u>en</u> tal c s <u>ub</u> sequently × f <u>ort</u> unately × cons <u>id</u> erable ×	hor <u>iz</u> ontal c co <u>op</u> erative × in <u>ev</u> itably c int <u>en</u> sity c n <u>av</u> igator × em <u>oti</u> onal c sensit <u>iv</u> ity c s <u>pe</u> culative × cerem <u>on</u> ial c adm <u>in</u> istrative × marg <u>in</u> ally × l <u>eg</u> islat <u>iv</u> e × r <u>ea</u> sonable × c <u>om</u> mentator × qualitat <u>iv</u> e c nat <u>ur</u> ally c excep <u>ti</u> onal c inv <u>est</u> igator × def <u>in</u> itely c c <u>om</u> municative c edit <u>ori</u> al × ma <u>n</u> ipulative × c <u>ate</u> gorize ×	adm <u>in</u> istrator × virt <u>u</u> ally c inv <u>est</u> igative × p <u>er</u> sonal <u>ity</u> c comp <u>et</u> itive c concentrat <u>ion</u> c associat <u>ion</u> c identifi <u>ca</u> tion c elect <u>ric</u> ity × experim <u>en</u> tal c o <u>rg</u> anizer × educat <u>ion</u> c e <u>lev</u> ator × ad <u>ap</u> table c c <u>har</u> acterize c celeb <u>ri</u> ty c calcu <u>lat</u> or c mat <u>er</u> nity c offic <u>ia</u> ly c a <u>rch</u> itecture × o <u>per</u> ator × d <u>iff</u> iculty × c <u>ust</u> omary ×
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UNIVERSIDADE DO EXTREMO SUL CATARINENSE

AN ANALISYS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

refrigerator x	industrialize c	horizontal x	administrator x
materialize c	ability c	cooperative x	virtually x
masculinity x	radiator x	inevitably x	investigative c
mysterious c	vegetarian c	intensity c	personality x
industrial c	particularly c	navigator x	competitive x
personally x	politician c	emotional x	concentration c
respectable x	sophisticated c	sensitivity c	association c
graduation x	individualist x	speculative x	identification x
consequently x	speculation x	ceremonial c	electricity c
nationality x	significant x	administrative x	experimental x
additional c	illustrator x	marginally x	organizer x
commemorative x	celebration c	legislative x	education x
memorable x	fascinating x	reasonable x	elevator x
eternally c	alternative c	commentator x	adaptable x
generative x	interruption x	qualitative x	characterize x
elementary x	indicator x	naturally x	celebrity x
personalize x	relatively x	exceptional x	calculator x
confidential c	reconciliation x	investigator x	maternity c
noticeable x	supervisor x	definitely x	officially c
immediate x	maturity c	communicative x	architecture x
legislature x	fundamental x	editorial x	operator x
documentary x	subsequently c	manipulative x	difficulty x
familiar x	fortunately x	categorize x	customary x
comparatively c	considerable c		

UNIVERSIDADE DO EXTREMO SUL CATARINENSE

AN ANALYSIS OF THE STRESS PATTERNS OF ENGLISH WORDS

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ne'gotiate

refrigerator x	industrialize x	horizontal x	administrator x
materialize x	ability c	cooperative x	virtually c
masculinity c	'radiator x	inevitably x	investigative x
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'personally c	politician c	emotional c	concentration c
respectable c	sophisticated x	sensitivity c	association c
graduation c	individualist x	'speculative x	identification c
consequently x	speculation c	ceremonial c	electricity x
nationality x	significant c	administrative x	experimental c
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'generative x	interruption c	qualitative x	'characterize x
elementary x	'indicator x	'naturally c	celebrity c
'personalize x	'relatively x	exceptional c	'calculator x
confidential c	reconciliation c	investigator x	maternity c
'noticeable x	'supervisor x	'definitely x	officially c
immediate c	maturity c	communicative x	'architecture x
legislature c	fundamental c	editorial x	'operator x
documentary c	'subsequently x	manipulative x	'difficulty x
familiar c	'fortunately x	'categorize x	'customary c
comparatively c	considerable x		

UNIVERSIDADE DO EXTREMO SUL CATARINENSE

AN ANALYSIS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

réfrigerator ^x	industrialize ^x	horizontal ^x	administrator ^c
materialize ^x	ability ^c	coóperative ^x	virtually ^c
masculinity ^c	radiator ^x	inevitably ^x	investigative ^x
mysterious ^c	vegetarian ^c	intensity ^c	personality ^x
industrial ^c	particularly ^c	navigator ^x	competitive ^x
personally ^c	politician ^c	émotional ^x	concentration ^x
respectable ^c	sophisticated ^c	sensitivity ^x	association ^x
graduation ^c	individualist ^x	speculative ^x	identification ^x
consequently ^x	speculation ^x	ceremonial ^c	electricity ^x
nationality ^x	significant ^c	administrative ^x	experimental ^x
additional ^c	illustrator ^x	marginally ^x	organizer ^c
commemorative ^x	celebration ^c	legislative ^x	education ^c
memorable ^c	fascinating ^x	reasonable ^x	elevator ^x
eternally ^x	alternative ^x	commentator ^x	adaptable ^c
generative ^x	interruption ^x	qualitative ^x	characterize ^x
elementary ^c	indicator ^c	naturally ^c	celebrity ^c
personalize ^x	relatively ^x	exceptional ^c	calculator ^x
confidential ^x	reconciliation ^x	investigator ^c	maternity ^x
noticeable ^c	supervisor ^c	definitely ^c	officially ^c
immediate ^c	maturity ^x	communicative ^x	architecture ^x
legislature ^x	fundamental ^x	editorial ^c	operator ^x
documentary ^x	subsequently ^c	manipulative ^x	difficulty ^x
familiar ^x	fortunately ^c	categorize ^x	customary ^x
comparatively ^x	considerable ^c		

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UNIVERSIDADE DO EXTREMO SUL CATARINENSE

AN ANALISYS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

réfrigerator ^x	industrialize ^x	horizontal ^x	ad ^m inistrator ^x
materialize ^x	ability ^c	co ^o perative ^x	virtually ^c
masculinity ^c	radiator ^x	inevitably ^x	investigative ^x
mysterious ^c	vegetarian ^c	intensity ^c	personality ^x
industrial ^k	particularly ^c	navigator ^x	competitive ^c
personally ^c	politician ^c	emotional ^c	concentration ^c
respectable ^c	sophisticated ^x	sensitivity ^c	association ^c
graduation ^x	individualist ^x	'speculative ^x	identification ^c
consequently ^x	speculation ^c	ceremonial ^c	electricity ^x
nationality ^c	significant ^c	administrative ^x	experimental ^c
additional ^c	'illustrator ^x	marginally ^c	'organizer ^x
commemorative ^x	celebration ^c	'legislative ^x	education ^c
memorable ^c	'fascinating ^x	reasonable ^c	'elevator ^x
eternally ^c	alternative ^c	'commentator ^x	adaptable ^c
'generative ^x	interruption ^c	'qualitative ^x	'characterize ^x
elementary ^c	'indicator ^x	naturally ^c	celebrity ^c
'personalize ^x	'relatively ^x	exceptional ^c	'calculator ^x
confidential ^c	reconciliation ^c	investigator ^x	maternity ^c
noticeable ^c	'supervisor ^x	definitely ^c	officially ^x
immediate ^c	maturity ^c	communicative ^x	'architecture ^x
'legislature ^x	fundamental ^c	editorial ^k	'operator ^x
documentary ^c	'subsequently ^x	manipulative ^x	'difficulty ^x
familiar ^c	'fortunately ^x	'categorize ^x	customary ^c
comparatively ^x	considerable ^c		

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Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

refrigerator ^x	industrialize ^x	horizontal ^x	administrator ^x
materialize ^x	ability ^c	cooperative ^x	virtually ^x
masculinity ^c	radiator ^x	inevitably ^x	investigative ^x
mysterious ^c	vegetarian ^x	intensity ^x	personality ^c
industrial ^c	particularly ^x	navigator ^x	competitive ^c
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consequently ^x	speculation ^c	ceremonial ^c	electricity ^c
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commemorative ^x	celebration ^c	legislative ^x	education ^c
memorable ^x	fascinating ^x	reasonable ^x	elevator ^x
eternally ^c	alternative ^c	commentator ^x	adaptable ^c
generative ^x	interruption ^c	qualitative ^x	characterize ^x
elementary ^x	indicator ^x	naturally ^x	celebrity ^c
personalize ^x	relatively ^x	exceptional ^c	calculator ^x
confidential ^c	reconciliation ^c	investigator ^x	maternity ^c
noticeable ^x	supervisor ^x	definitely ^x	officially ^x
immediate ^c	maturity ^c	communicative ^x	architecture ^x
legislature ^x	fundamental ^c	editorial ^c	operator ^x
documentary ^x	subsequently ^x	manipulative ^c	difficulty ^x
familiar ^c	fortunately ^x	categorize ^x	customary ^x
comparatively ^x	considerable ^c		

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ne'gotiate

refrigerator <i>c</i>	industrialize <i>x</i>	horizontal <i>c</i>	administrator <i>x</i>
materialize <i>c</i>	ability <i>c</i>	cooperative <i>x</i>	virtually <i>x</i>
masculinity <i>x</i>	radiator <i>x</i>	inevitably <i>x</i>	investigative <i>c</i>
mysterious <i>x</i>	vegetarian <i>x</i>	intensity <i>x</i>	personality <i>x</i>
industrial <i>c</i>	particularly <i>c</i>	navigator <i>c</i>	competitive <i>x</i>
personally <i>x</i>	politician <i>x</i>	emotional <i>x</i>	concentration <i>x</i>
respectable <i>x</i>	sophisticated <i>c</i>	sensitivity <i>c</i>	association <i>c</i>
graduation <i>x</i>	individualist <i>x</i>	speculative <i>x</i>	identification <i>x</i>
consequently <i>x</i>	speculation <i>x</i>	ceremonial <i>x</i>	electricity <i>x</i>
nationality <i>x</i>	significant <i>c</i>	administrative <i>x</i>	experimental <i>x</i>
additional <i>c</i>	illustrator <i>x</i>	marginally <i>x</i>	organizer <i>x</i>
commemorative <i>x</i>	celebration <i>x</i>	legislative <i>x</i>	education <i>x</i>
memorable <i>x</i>	fascinating <i>x</i>	reasonable <i>x</i>	elevator <i>x</i>
eternally <i>c</i>	alternative <i>c</i>	commentator <i>x</i>	adaptable <i>x</i>
generative <i>x</i>	interruption <i>x</i>	qualitative <i>x</i>	characterize <i>x</i>
elementary <i>c</i>	indicator <i>x</i>	naturally <i>x</i>	celebrity <i>x</i>
personalize <i>c</i>	relatively <i>x</i>	exceptional <i>x</i>	calculator <i>c</i>
confidential <i>x</i>	reconciliation <i>x</i>	investigator <i>x</i>	maternity <i>x</i>
noticeable <i>x</i>	supervisor <i>x</i>	definitely <i>x</i>	officially <i>x</i>
immediate <i>x</i>	maturity <i>c</i>	communicative <i>x</i>	architecture <i>x</i>
legislature <i>x</i>	fundamental <i>c</i>	editorial <i>c</i>	operator <i>x</i>
documentary <i>c</i>	subsequently <i>x</i>	manipulative <i>x</i>	difficulty <i>x</i>
familiar <i>x</i>	fortunately <i>x</i>	categorize <i>x</i>	customary <i>x</i>
comparatively <i>x</i>	considerable <i>x</i>		

UNIVERSIDADE DO EXTREMO SUL CATARINENSE

AN ANALYSIS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

refrigerator x	industrialize x	horizontal c	administrator x
materialize c	ability c	cooperative x	virtually x
masculinity c	radiator x	inevitably x	investigative x
mysterious c	vegetarian c	intensity c	personality c
industrial c	particularly x	navigator x	competitive c
personally x	politician c	emotional c	concentration c
respectable c	sophisticated x	sensitivity x	association c
graduation c	individualist x	speculative x	identification c
consequently x	speculation c	ceremonial c	electricity x
nationality c	significant x	administrative x	experimental c
additional c	illustrator x	marginally x	organizer x
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materialize ✓	ability c	coöperative x	virtually c
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graduation c	individualist c	'speculative x	identification x
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AN ANALYSIS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

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'questionnaire

ne'gotiate

réfrigerátor ✕ materialize ✕ masculin <u>ity</u> c mysteri <u>ous</u> c ind <u>ust</u> rial c pers <u>on</u> ally c resp <u>ec</u> table c gradu <u>at</u> ion c consequ <u>ent</u> ly ✕ nation <u>al</u> ity c add <u>it</u> ional c comm <u>em</u> orative ✕ mem <u>or</u> able c et <u>er</u> nally c gener <u>at</u> ive ✕ elem <u>en</u> tary c pers <u>on</u> alize ✕ confid <u>en</u> tial c not <u>ic</u> eable ✕ im <u>me</u> diate c leg <u>is</u> lature ✕ docum <u>en</u> tary c fam <u>il</u> iar c compar <u>at</u> ively ✕	ind <u>ust</u> rialize ✕ ab <u>il</u> ity c radi <u>at</u> or ✕ veget <u>ar</u> ian c particu <u>lar</u> ly c politici <u>an</u> ✕ soph <u>is</u> ticated ✕ ind <u>iv</u> idualist c specu <u>lat</u> ion c signific <u>an</u> t c illu <u>str</u> ator ✕ celeb <u>rat</u> ion c fascinat <u>ing</u> ✕ altern <u>at</u> ive c interr <u>u</u> ption c indic <u>at</u> or ✕ relat <u>iv</u> ely ✕ reconcili <u>at</u> ion c superv <u>is</u> or ✕ matur <u>it</u> y c fundam <u>en</u> tal c subsequ <u>en</u> tly ✕ fortun <u>at</u> ely ✕ consid <u>er</u> able c	horiz <u>on</u> tal c coop <u>er</u> ative ✕ in <u>ev</u> itably c int <u>en</u> sity c navig <u>at</u> or c em <u>ot</u> ional ✕ sensit <u>iv</u> ity c spec <u>ul</u> ative ✕ ceremon <u>ial</u> c administr <u>at</u> ive ✕ margin <u>al</u> ly c leg <u>is</u> lative ✕ reason <u>ab</u> le c comm <u>en</u> tator c qual <u>it</u> ative ✕ natur <u>al</u> ly c excep <u>ti</u> onal c invest <u>ig</u> ator c definit <u>ely</u> c commu <u>nic</u> ative ✕ editor <u>ial</u> c manipu <u>lat</u> ive c categor <u>iz</u> e ✕	administr <u>at</u> or ✕ virtu <u>al</u> ly c invest <u>ig</u> ative ✕ pers <u>on</u> ality c comp <u>et</u> itive c concentr <u>at</u> ion c associ <u>at</u> ion c identifi <u>cat</u> ion c electric <u>it</u> y c experim <u>en</u> tal c organ <u>iz</u> er ✕ educ <u>at</u> ion c elev <u>at</u> or ✕ adapt <u>ab</u> le c charact <u>er</u> ize ✕ celeb <u>rit</u> y c calcul <u>at</u> or ✕ matern <u>it</u> y c offic <u>ial</u> ly c archit <u>ec</u> ture ✕ oper <u>at</u> or ✕ difficu <u>lt</u> y c custom <u>ar</u> y ✕
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UNIVERSIDADE DO EXTREMO SUL CATARINENSE

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graduation c	individualist c	'speculative x	identification c
'consequently x	speculation c	ceremonial c	electricity x
nationality c	significant x	administrative x	experimental c
additional x	'illustrator x	'marginally x	'organizer x
commemorative x	celebration c	'legislative x	education c
'memorable x	'fascinating x	reasonable c	'elevator x
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'generative x	interruption c	'qualitative x	characterize c
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personalize c	'relatively x	exceptional c	calculator c
confidential c	reconciliation c	investigator x	maternity c
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legislature c	fundamental c	editorial c	'operator x
documentary x	'subsequently x	manipulative x	'difficulty x
familiar c	'fortunately x	'categorize x	customary c
comparatively x	considerable c		

UNIVERSIDADE DO EXTREMO SUL CATARINENSE

AN ANALISYS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

refrigerator ×	industrialize ×	horizontal ×	administrator ×
materialize ×	ability c	cooperative ×	virtually c
masculinity c	radiator ×	inevitably c	investigative c
mysterious c	vegetarian c	intensity c	personality c
industrial c	particularly c	navigator ×	competitive ×
personally c	politician c	emotional c	concentration c
respectable c	sophisticated ×	sensitivity c	association c
graduation c	individualist c	speculative c	identification c
consequently ×	speculation c	ceremonial c	electricity c
nationality c	significant c	administrative ×	experimental ×
additional c	illustrator ×	marginally c	organizer ×
commemorative ×	celebration c	legislative ×	education c
memorable ×	fascinating ×	reasonable ×	elevator ×
eternally c	alternative c	commentator ×	adaptable c
generative c	interruption c	quantitative c	characterize ×
elementary c	indicator ×	naturally c	celebrity c
personalize ×	relatively ×	exceptional c	calculator ×
confidential c	reconciliation ×	investigator ×	maternity c
noticeable ×	supervisor ×	definitely c	officially c
immediate c	maturity c	communicative ×	architecture ×
legislature ×	fundamental c	editorial c	operator ×
documentary c	subsequently ×	manipulative ×	difficulty ×
familiar c	fortunately ×	categorize c	customary ×
comparatively ×	considerable c		

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AN ANALISYS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

refrigerator ^x	industrialize ^x	horizontal [✓]	administrator ^x
materialize ^x	ability ^c	cooperative ^x	virtually ^c
masculinity ^c	radiator ^x	inevitably ^c	investigative ^x
mysterious ^c	vegetarian [✓]	intensity ^c	personality ^c
industrial ^c	particularly ^x	navigator ^x	competitive ^c
personally ^x	politician ^c	emotional ^c	concentration ^c
respectable ^c	sophisticated ^x	sensitivity ^c	association ^c
graduation ^c	individualist ^c	'speculative ^x	identification ^x
consequently ^x	speculation ^c	ceremonial ^c	electricity ^c
nationality ^c	significant ^x	administrative ^x	experimental ^c
additional ^c	illustrator ^x	marginally ^c	organizer ^x
commemorative ^x	celebration ^c	'legislative ^x	education ^c
memorable ^c	fascinating ^x	reasonable ^c	'elevator ^x
eternally ^c	alternative ^c	'commentator ^x	adaptable ^x
generative ^x	interruption ^c	qualitative ^c	'characterize ^x
elementary ^x	'indicator ^x	naturally ^c	celebrity ^x
personalize ^x	'relatively ^x	exceptional ^c	'calculator ^x
confidential ^c	reconciliation ^c	investigator ^x	maternity ^c
noticeable ^x	'supervisor ^x	definitely ^c	officially ^c
immediate ^x	maturity ^c	communicative ^x	'architecture ^x
legislature ^c	fundamental ^c	editorial ^c	'operator ^x
documentary ^x	'subsequently ^x	manipulative ^x	difficulty ^c
familiar ^c	'fortunately ^x	categorize ^c	'customary ^x
comparatively ^x	considerable ^x		

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AN ANALISYS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

réfrigerator x	industrialize x	horizóntal x	admiñistrátor x
materialize x	ábilítý x	coóperative x	virtually x
masculínity x	radiátor x	inevitably x	investigative x
mysteriouse	vegetarián	intensity x	personality
industrial	particularly	'navigator x	competitive x
'personally x	polítician x	émotional x	concentration
respectable	sophisticated x	sensitivity	association x
graduation	individualist x	'speculative x	identification
'consequently x	'speculation	ceremonial	electricity x
natióñality x	significant	administrative x	experimental
additióñal x	'illustrator x	'marginally x	'organizer x
cómmemorative	celebration	'legislative x	educatióñ x
'memorable x	'fascinating x	'reasonable x	'elevator x
eternally	alternatióñ x	'commentator x	adaptable x
'generative x	interruption	'qualitative x	'characterize x
elementary x	'indicator x	naturally x	celebrity x
'personalize x	'relatively x	exceptióñal x	'calculator x
confidentiál	reconciliation	investigátor x	maternity
'noticeable x	'supervisor x	'definitely x	officially x
immediate x	maturity	cómmunicative x	'architecture x
'legislature x	fundamentál x	editorial	'operator x
documentary x	'subsequently x	manipulative x	'difficulty x
familiar x	'fortunately x	'categorize x	'customary x
comparatively x	considerable x		

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AN ANALISYS OF THE STRESS PATTERNS OF ENGLISH WORDS

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'questionnaire

ne'gotiate

réfrigerator x	industrialize x	horizontal x	administrato <u>r</u> x
materialize x	ability c	cooperati <u>v</u> e x	virtually c
masculinity x	radiator x	inevitably x	investigati <u>v</u> e x
mysterious c	vegetarian c	intensity c	personality c
industri <u>a</u> l	particularl <u>y</u> x	navigato <u>r</u> x	competiti <u>v</u> e x
personall <u>y</u> x	politici <u>a</u> n x	emotional c	concentratio <u>n</u> c
respectabl <u>e</u> c	sophisticat <u>e</u> d x	sensitivity c	associatio <u>n</u> c
graduati <u>o</u> n x	individualist <u>e</u> c	speculati <u>v</u> e c	identificatio <u>n</u> c
consequentl <u>y</u> x	speculatio <u>n</u> c	ceremonial c	electricity c
nationalit <u>y</u> x	significan <u>t</u> x	administrati <u>v</u> e x	experiment <u>a</u> l c
addition <u>a</u> l c	illustrator x	marginall <u>y</u> c	organizer x
commemorat <u>i</u> vex	celebrati <u>o</u> n c	legislati <u>v</u> e c	educati <u>o</u> n c
memorabl <u>e</u> x	fascinat <u>i</u> ng x	reasonabl <u>e</u> x	elevator x
eternall <u>y</u> c	alternati <u>v</u> e c	commentator x	adaptabl <u>e</u> x
generati <u>v</u> e x	interruption c	qualitati <u>v</u> e x	characteriz <u>e</u> x
elementar <u>y</u> c	indicator x	naturall <u>y</u> c	celebrity x
personaliz <u>e</u> x	relativel <u>y</u> x	exceptional c	calculator x
confidenti <u>a</u> l c	reconciliati <u>o</u> n c	investigato <u>r</u> x	maternity c
noticeabl <u>e</u> x	supervisor x	definitel <u>y</u> x	officiall <u>y</u> x
immediat <u>e</u> x	maturit <u>y</u> c	communicati <u>v</u> e x	architectur <u>e</u> x
legislatur <u>e</u> x	fundament <u>a</u> l c	editorial c	operator x
documentar <u>y</u> c	subsequentl <u>y</u> x	manipulati <u>v</u> e x	difficult <u>y</u> c
famili <u>a</u> r c	fortunatel <u>y</u> x	categoriz <u>e</u> x	customar <u>y</u> c
comparativel <u>y</u> c	considerabl <u>e</u> x		

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'questionnaire

ne'gotiate

refrigerator x	industrialize x	horizontal c	administrator x
materialize x	ability c	cooperative x	virtually c
masculinity c	radiator x	inevitably x	investigative x
mysterious c	vegetarian c	intensity c	personality c
industrial k	particularly c	navigator x	competitive c
personally x	politician c	emotional c	concentration c
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graduation c	individualist c	speculative x	identification c
consequently x	speculation c	ceremonial c	electricity c
nationality c	significant c	administrative x	experimental c
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commemorative x	celebration c	legislative x	education c
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eternally c	alternative c	commentator x	adaptable c
generative x	interruption c	qualitative c	characterize x
elementary x	indicator x	naturally x	celebrity c
personalize x	relatively x	exceptional x	calculator x
confidential c	reconciliation c	investigator x	maternity c
noticeable x	supervisor x	definitely c	officially c
immediate x	maturity c	communicative x	architecture x
legislature c	fundamental c	editorial c	operator x
documentary x	subsequently x	manipulative x	difficulty x
familiar c	fortunately x	categorize x	customary x
comparatively x	considerable x		

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AN ANALYSIS OF THE STRESS PATTERNS OF ENGLISH WORDS

Mark the stressed syllable according to the examples

re'volver

'questionnaire

ne'gotiate

refrigerator x materialize c masculinity x mysterious x industrial c personally x respectable c graduation c consequently x nationality x additional c commemorative x memorable x eternally c generative x elementary c personalize x confidential x noticeable x immediate x legislature x documentary x familiar c comparatively c	industrialize c ability c radiator x vegetarian x particularly c politician c sophisticated c individualist c speculation x significant c illustrator x celebration c fascinating x alternative c interruption c indicator x relatively x reconciliation x supervisor x maturity c fundamental c subsequently x fortunately x considerable c	horizontal x cooperative x inevitably c intensity c navigator x emotional c sensitivity x speculative x ceremonial x administrative x marginally c legislative x reasonable c commentator x qualitative x naturally c exceptional c investigator c definitely x communicative c editorial x manipulative c categorize x	administrator x virtually c investigative x personality c competitive c concentration c association x identification c electricity x experimental x organizer x education c elevator x adaptable c characterize c celebrity c calculator c maternity c officially c architecture x operator x difficulty x customary x
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