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## **A Study On Urdu Speakers' Use Of English Stress Patterns: Phonological Variation From Native Speakers**

**Dr. Shahid Nawaz** Assistant Professor, Department of English Linguistics,  
The Islamia University of Bahawalpur

**Muhammad Ramzan** M Phil Applied Linguistics, Email:ramzanalik122@gmail.com

**Dr. Muhammad Akbar Khan** Associate Professor, Department of English, University of  
Lahore Gujrat Campus

**Waheeda Rehman** Ph.D Scholar Linguistics AIOU Islamabad

**Zohaib Ahmed Tanoli** M.Phil English Literature

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### **ABSTRACT**

The aim of this research paper is to study Urdu Speakers' use of English Stress Patterns and their phonological variation from native speakers of Pakistani EFL learners. The stress patterns of English language are affected by the influence of L1 Urdu speakers' perception in Pakistan which ultimately influences English pronunciation and sometimes its meanings as well. It also results difficulties faced by learners in our class rooms. Based on phonological differences between two languages, the researchers assume that there is a wide discrepancy in stress patterns among those spoken and used by native speakers and read and perceived by Pakistani students in our classrooms using English as second language. It carries a tangible impact of Urdu stress pattern with almost equal stress on all the syllables which is quite problematic both for teachers and learners of English whether it is as Second Language Learning or as Foreign Language Learning. To find out concrete results quantitative analysis of stress patterns was made on the selected sample taking from public sector university students. Findings of the research provide a useful pedagogical insight into the perspective of English language teaching with particular emphasis on spoken proficiency of English among students whose L1 is Urdu. The findings of the research suggest invariably the wrong placement of lexical stress in English words in Pakistan by Urdu speakers who have Urdu as L1 because they either place the stress on

the syllable preceding the actual syllable or following it. Finally, it is suggested to follow the native speakers tone as a final remedy.

**Keywords:** stress patterns; second language; syllable structures; Urdu speakers; L1;

## **INTRODUCTION**

In learning English as a second or foreign language, a very vital role is played by the correct pronunciation and significance of stress patterns can never be neglected for vocalization of correct pronunciation because influence of L1 pronunciation effects accent patterns of L2 as it is said by Rod Ellis (1985) that many hardships are faced by L2 learners due to the first language influence especially in Pakistan which is multilingual country and various languages are spoken in this society as L1 e.g. Punjabi, Sindhi, Pashto and Balochi (Medriano& De Vera, 2019: Rahman,1998).But there are specific areas where Urdu is spoken as L1 and English is spoken as L2, and these issues are concerned to this study because these are existing there prominently due to the L1(Urdu) and L2(English) difference although in Pakistan the speakers of Punjabi , Urdu , Pashto, Balochi and Sindhi learn English as a second language(Riaz ,Kamal, & Kamran,2019).Pakistani community learns English as EFL and ESL. It frequently has been observed that there exists difference between L1 and L2 and learners' L1 knowledge tampers L2 proficiency. It is known phenomenon that communicative issues are leaded by language difference in the whole world (Seidlhofer, 2005) as well as the rules and patterns of mother tongue are tried to pronounce by the native speakers in the target language learning (Harbord, 1992). The features of stress pattern are present in all languages due to the mechanism of chest pulse which is applicable on articulators alike and cluster of sounds in a word with a peak of prominence is called syllable(Khan, 2019). The peak of prominence describes the quantity of syllables in the words whereas vowel sounds create peak of prominence and it harmonizes with chest pulse forced produced by lungs. Syllable is a very little series of sounds with height of prominence. It is a generally observed that novelty is seen in peak of prominence, it is associated with the degree of power used to articulate specific transporter (vowel). This loudness is called stress.

Stress is an additional force of chest pulse or application of an extra energy on the syllable and if there is a syllable which has more thunder as compared to neighboring one is called stressed syllable (Roach, P. 2009).Jones, D. (2006) explains that stress is known as the strength used to utter syllable in speaking process. Similarly in various languages stress is unique and the differences in meanings are associated with it. It is a known fact that stress pattern or more strictly, the force of the utterance is part of meaning in English. It is also observed that stress is phonemic in English but it is contrary to the Urdu language. Although peak of prominence is perceivable in "Urdu" but it indicates the intensity in speech. Three sounds characteristics are common to both English and Urdu

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and these are known as length, stress and intonation (Khan, S. 2019). Furthermore, in English the word stress is unstable as initial syllables are stressed among few words for example decoy, energy, and sister, further there is tendency to station stress on second syllables as in attention, digress, present, others have on third (decoration, histrionic, referee) and few have on the fourth (e.g. exasperation). But contrary to this, it has been observed in numerous languages that they have stress on fixed syllable, as in Hungarian, Finnish, Czech and Slovakian languages, there always very first syllable is stressed. In some other languages stress is seen on penult e.g., Polish and Swahili, stress also occurs on the antepenult e.g. Macedonian. So the mechanism of stress pattern in these languages is not any matter of interest. On the other side of scenario there are many languages where no rule is applicable for the placement of stress for example Sanskrit, Russian and Slovene but fall of the stress on each syllable is required to be learnt individually for every word. Furthermore, due to the inflection, stress manipulates to happen and it takes multidimensional rules.

During the teaching experiences it is observed by writers those phonological variations are made very significantly by the students of English language learners during English speech pronunciation in stress patterns whose L1 is Urdu because there exists a wide inconsistency in the stress patterns and system of both languages as in Urdu language syllables take equal time for pronunciation and English is language which takes stress syllables in regular intervals. Furthermore, there is not only orthographical variation in writing and speaking of both languages but also the phonetic and phonological principles are unique. Similarly the figures of sounds i.e., consonants and vowels are different and in the writing system of Urdu pronunciation is represented by the sounds and spellings of words because Urdu has phonemic writing system but in English spellings and sounds mislead towards pronunciation as it is non-phonetic language. Moreover, it is justified that stress is known as supra segmental feature of speech and it is placed on the separate vowels and consonants as well as on the complete syllable. The utterance of stressed syllable takes larger force of power as compared to stress free syllable (Ladefoged & Johnson, 2004). Around the world, different accents are spoken by English speakers which are called World Englishes (Abbasi, et.al.2018) and in Pakistan also, it is spoken in various accents like Urdu, Punjabi, Pashto, Sindhi, Brehvi, Balochi, Kashmiri, Pothohari and Balti. However, researchers observe that the teaching of stress pattern to Urdu speakers has been one of the most neglected fields in Pakistani institutions. There has been a sustained struggle to extend rigorous training to teachers and students in the lexical, syntactic and morphological spheres with scanty attention on phonological/phonetics aspects or the teaching of pronunciation of the language. In this study, the researchers make a contrastive analysis of both the languages i.e., Urdu and English on phonological level with special emphasis on placement of stress, shortening of

unstressed syllables before and after the stressed syllable and the problems faced by the learners. The analysis of the issue then leads to devise strategies and means to resolve the issue for facilitation of both teachers and students.

Contrastive analysis hypothesis explains that there is visible structural clash and analogy between the languages. At the start of child language acquisition in the native linguistics exposure, children are supposed to acquire their native language and its behavior is developed in their mind which grow gradually and finally become more powerful. This acquisition phenomenon influences to the children when they start to learn their second language and it looks visible in their language learning behavior. So when there is found difference between learners' L1 and L2, difficulties are faced by the teachers and learners both as indicated in contrastive analysis hypothesis (Rod Ellis, 1985).

Second language learning is like the process of L1 and the habits of L1 are occupied by L2 learning. The phonological rules of L1 are used unconsciously by the learners of English as L2. There can be existing sounds similarities between L1 and L2 but the differences exist on monophthongs, diphthongs, and consonantal sounds. It finally leaves influences speech of learners (Talaat, 2002). It can be said that L2 learning changes the behavior of L1. In such kinds of environment contrastive analysis is very helpful and can predict difficulties of L2 learners as well as difference between the L1 and L2 which creates hurdles for them. Structural differences between languages are of utmost significance, in this context. In Pakistan, teachers and students have shown great zeal in conducting research on lexical, morphological and syntactic level interference of L1 into the target language. But scanty attention has been paid to the phonological aspect of this interference with special emphasis on stress in L1 Urdu areas. The advent of audio-lingual method has, however, witnessed a change in this regard and the teachers are increasingly becoming aware of the vital role of the teaching of pronunciation. So in this research, it is endeavored to dig out the concrete problem as well as its remedies that the teachers and learners are provided as guidelines for their better reading and pronunciation. By mediating at this issue and considering the hitches in English correct pronunciation, the researchers are desired to know the problems and highlight these problems so that Pakistani ESL/EFL students and teachers may be facilitated. Moreover researchers are determined to overcome the issue by adjusting the problem in remedial manners for the better understanding and proficiency of stress patterns among Pakistani learners who are speaking Urdu as L1 and English as L2.

### **STATEMENT OF THE PROBLEM**

Stress is traditionally associated with an increase in chest pulse force which causes any one syllable of a word to sound louder than the others. Jones, D. (2006) has said that power used in syllable utterance is called stress. Phoneticians are almost unanimous in

putting languages generally in two main categories as far as the concept of stress is concerned i.e. syllable timed and stress timed languages. But Ball, J.M. and Rahilly, J. (1990) include English in the latter category and opine that in such a language, stressed syllables occur at regular time intervals. Traditionally, the teaching of English pronunciation is considered the same as the teaching of English sounds i.e. vowels and consonants. Most of the learners of English language unwittingly believe that just a command on individual English sounds guarantees them good pronunciation of the language but it may be kept in mind that only learning of these sounds does not guarantee good pronunciation.

Stress is so important in English that accenting the wrong syllable often leads to a change of meanings. This is particularly true of homographs which have same spelling but different meanings and stress patterns. It is shown in the following table.

TABLE 1. Homographs different meanings and stress patterns

Noun	Verb
<b>conduct</b> (n)	<b>conduct</b> (v)
<b>increase</b> (n)	<b>increase</b> (v)
<b>object</b> (n)	<b>object</b> (v)

In Urdu, every syllable is pronounced with almost same stress although the syllables may be in different lengths depending upon the nature of vowels involved. A most conspicuous difference between stress patterns of English and Urdu is as follows. Contrary to English, stress in an Urdu word hardly involves the concept of unstressed syllable. In English, a stressed syllable is most often preceded by or followed by an unstressed syllable.

Most of our English teachers are not phonetically trained and ultimately the concept of correct pronunciation is quite alien to them. It is a common observation that even if some teachers make genuine efforts to learn and teach correct pronunciation, they can hardly step beyond aspirating /p/ and /t/ sounds, let alone teaching how to stress the exact syllable.

The hypothesis based on the above premise is that the main reason behind this issue is the existence of `phonetic construct` of Urdu in which, though syllables sometimes seem stressed, there is hardly involved any concept of unstressed syllables. As L1 interferes with the teaching/learning of the target language at lexical and morphological levels, its interference in the learning of pronunciation (particularly the word stress) is no exception. Here L1 interference is as frequent as in other aspects of language teaching. As a result, English speech of our students sounds almost exactly like

their speech in Urdu language. In other words, they speak English with almost equal stress on each syllable. Rather, they sound more artificial while speaking English because Urdu vowels show greater variation in length than their counterparts in English.

The researchers are concerned over the miserable plight of Pakistani students/teachers who despite years of hard work remain unaware of the right use of word-stress, not to speak of the learning of intonation pattern of English due to the cause of L1 Urdu language effects. Starting from nursery classes to masters, the teachers and ultimately the students have been oblivious to this extremely important aspect of language. As a result, their speech in L2 is not comprehensible to the native speakers of the language and vice versa, although they may not face such problems in their own settings. A lot needs to be done on this front because stress patterns of Urdu are quite different from that of English. Our experience as a teacher has convinced us that teaching of supra-segmental features of pronunciation such as stress is utmost important because despite having learnt segmental phonology, the pronunciation of our students still remains below the mark and they sound unnatural. It results in the improper English rhythm.

### **RESEARCH HPOTHESIS**

There is phonological variation in articulating English Stress Patterns by Urdu as L1 speakers when compared to Native Speakers of English Language.

### **RESEARCH QUESTION**

What phonological variations /Errors are observed in articulating English Stress Patterns by Pakistani Urdu L1 speakers?

### **LITERATURE REVIEW**

After the detailed study of related literature it was found that basic focus remained on the accents and attitudes towards learning English as SLA. However it was also endeavored to explore the causes which effect accent of non-native speakers in learning foreign languages. A fact is authenticated by Derakhshan, A. and Karimi, E.(2015) that learners of second language always come across the issues in learning it due to the variation in supra segmental features of L1 on L2.They opine that a lot of factors are responsible for the interference of first language on the target language and in this aspect if structures of both languages is resembling and previous knowledge of speaker/learner is matching to the target language then it will be comparatively easier process. But if the variation is appearing between structure of target language and mother tongue, L2 learning will be difficult. Furthermore it is elucidated that in Urdu-accented English words stress pattern is relocated according the Urdu stress patterns. It comparatively more affects words rhythm than other supra segmental features of language. It is also explained that rules of

pronunciation, intonation patterns and sounds system are varying in different languages and similarly phonological variations are also made in speech production by Urdu speaking English learners in syllable and stress patterns (Abbasi, A.M et.al. 2018). It is rectified by Ali, S. A. (2009) that “Stress is the emphasis on a sound or syllable by pronouncing it more loudly than other syllables in the same word string whereas, intonation is the rising or falling pitch of voice while pronouncing a word or speech”

Stress issues are faced by L2 learners because their mother tongue always interfere in L2 (Nadeem, M & Rahman, A., 2013). But Rajimwali (2006) ponders on the issues and according to his analysis, the pronunciation teaching has never been the preference in educational institutions of Asia. He believes, though he does not suggest, that a controlled introduction to the supra-segmental features is very useful for developing speech skills among foreigners. It is also negotiated by Ullah, I., (2011) regarding the interfering consequences of L1 on L2 and he finally concluded by claiming that L1 knowledge effect the proficiency of L2 learners. The consonantal difference between English and Pashto is investigated by him. It is founded in his work that English consonant sounds like /t/, /v/, and /z/ which are absent in Pashto language are problematic for Pashto L1 learners in learning English as L2.

The generalized remarks are made by Gimson ,A.C (1994) during the discussion about stress patterns on English at the level of words that: “The accentual pattern of English words is fixed, in the sense that the main accent always falls on a particular syllable of any given word, but free in the sense that the main accent is not tied to any particular situation in the chain of syllables constituting word”. Jones, D. (2006) has done a pioneering work in this regard and probably for the first time highlighted the significance of stress on syllables or a syllable of the word. He remarks that “cases do occur where a strong stress fails to give much carrying power to a sound, and therefore, fails to make it objectively prominent.” His treatise on pronunciation definitely provides spadework for the successive generations of philologists. The discussion about word- stress finds its full expression in Roach, P. (2009) who deals with word stress of English in detail interspersed with several useful examples. Connor, J. D.O. (1980) elucidates that wrong placement of stress on syllable either crushes the shape of word or creates difficulties in hearing or understanding it. Roach, P. (2009) explains that stress is rate of power required to pronounce various syllables and he (2009) further describes the stress in two ways and elucidates that it can be understand and perceive at two levels i.e. producing or perceiving the sounds. The basic feature of stress is to make the syllable prominent and there are four factors which contribute to highlight stress patterns and they are known as loudness, length, pitch and quality of vowel. He further justifies that these four elements make the stress prominent or one or two features are enough in stress patterns regulation in speech. The stress is recognizable with the help of three principles e.g. primary stress,

secondary stress and lack of stress on the syllable (Ashby, 2011). The strongest syllable takes primary stress and it differentiates the other syllables from the stressed syllable (Roach, P.2009). Primary stress is symbolized by vertical mark (ˈ) and it is fixed in front of syllable at above site whereas secondary stress is placed on also with vertical mark but it is placed before the concerned syllable at lower side (ˌ) (Collins. & Mess, I.M, 2013). Jones, D. (2006) suggests that the learners of foreign or second language of English should learn the stress patterns separately and minutely. It is required to understand that how main stress falls differently for instance as following.

TABLE 2, Change of stress patterns

Syllable Stress Display	Explanation of Stress
On the first syllable in	ˈphotograph (Stress on first syllable)
On the second syllable in	phoˈtography (Stress on second syllable)
On the third syllable in	Photogˈraphy (Stress on third syllable)

Jones, D. (2006) describes that “The relative sonority or carrying power of sounds depends on their inherent quality (timber) and must be distinguished from the relative ‘prominence’ of sounds in a sequence; prominence depends on combinations of quality with length, stress and (in the case of voiced sounds) intonation. When length and stress (degrees of push from the chest wall) are constant and the intonation is level, the sounds defined as vowels are more prominent than the sounds defined as consonants. ‘Open’ vowels are mostly more prominent than ‘close’ vowels; voiced consonants are more prominent than voiceless consonants.” MaeCarthy (1978) explains that stress –timed in English language creates complications and becomes a problem for those individuals and communities to utter correct pronunciation of English where it is not L1 and is spoken as L2. Hussain (2010) states that weight of syllable is linked with stress patterns in Urdu and syllable weight is coincided with the counting of mora. Mora is equal to two short vowels and one long vowels and single mora is equivalent to each coda consonant. A study has been conducted by Vijay. G. (2014) named Constraints of Teaching English in Engineering College and he discloses that it is faced difficulties by the teachers when they have to teach the unmotivated students in learning English and they come across the issues like



wrong pronunciation, irrelevant understanding of syllables, and wrong stress placement. It is contended by the Masica, C.P. (1991) stress can be anticipated in new Indo-Aryan languages and it is placed on the syllables in the response to few restrictions e.g. word class and syllable weight etc. The differences are found to have from language to language in new Indo-Aryan languages and these languages are either syllable timed or Mora timed. Mahmood, et.al (2020) repents on postcolonial dilemma that western nation's techniques e.g. accents, dialects, intonation and pronunciation are imitated by the non-native speakers. But due to the language variation and cultural differences in their communicative style, non-native speakers are handicapped to do so. Language barriers are produced by the different language varieties and such kind of situations are seen in combination of different dialects and language heterogeneities (Abourqoub). Finally it is known phenomenon that many research studies have been done by taking the hypothesis of mispronunciation and Habib (2012) summed up that there are few problematic sounds which are responsible for variation in pronunciations and these sounds are /r/, /w/, /v/, and /ə/.

### **SIGNIFICANCE OF THE STUDY**

By exploring the problems in second language learning, the aim of this research work is to bridge over the gap in the previous literature by highlighting the difficulties and hardships faced by English speakers who have Urdu as their LI as second language learners due the similarities and contrasts between phonological features of Urdu and English and suggest remedies for the learners as well as the teachers. Secondly, this study is aimed to highlight the awareness and significance about English stress patterns for those who speaks Urdu as their LI and English as their L2 because change of stress pattern can either cause the change in meaning or in pronunciation. Furthermore stress pattern wrong perception in English as L2 will eventually cause the spellings mistakes as well. It is endeavored to elucidate and explain the actual stress patterns in English given in Oxford Advance Learners Dictionary by comparing pronounced stress patterns of English among the Undergraduates Public Sector the Islamia University Bahawalpur Pakistan to indicate the errors committed by the Pakistani Urdu L1 learners. Finally it will be helpful for those who are leaning English as L2 learners.

Pakistan is a post colonial region. English is an official language, as well as it is taught as a second language in the country. The issues like pronunciation, accent and lack of proficiency in supra segmental phonological paradigms are excessively faced by the learners which are creating hindrances in the competency of speakers but difficulty in stress pattern is one of the most leading factors in this country. Furthermore to research on this issue is not given any priority. Though the concept of correct pronunciation is controversial, as Rajimwale (2006) suggests, yet it carries great importance for the

students as well as the teachers. The significance of this research Urdu Speakers' Language Effects on English Stress Patterns can never be ignored. Similarly, it has been observed in research that most Asian speakers of English put stress on wrong syllables because of which their pronunciation becomes unintelligible to the native listeners of English.

### **RESEARCH METHODOLOGY**

The researchers mainly get the idea to explore this issue from their own teaching experiences when the students are asked to pronounce the words with original degree of stress for the outcome of correct pronunciation. The classes of BS English Public the Islamia University Bahawalpur are selected as population and forty students from third year and fourth year's classes each are chosen as a sample of the study that are taken keeping in view that their mother tongue (L1) is Urdu. The informants are selected dividing twenty each from both rural and urban areas of Bahawalpur in both classes but nineteen students from third year and eighteen students from fourth year's classes participated in the recording for final analysis of pronunciation to see the stress pattern. The ratio was sixty percent boys and forty percent girls in sample. Other sources are Oxford Advanced Learners' English Dictionary, Standard Twentieth Century Dictionary: Urdu in to English. A quantitative mode of enquiry has been adopted for analysis of stress-related phonetic differences of Urdu speakers' English language using as L2 because most of the inferences have been derived through interpretation of the differences in stress patterns of these two languages. To delimit the topic within the scope of the present research paper only fifty cardinals' words with more than one syllable have been selected by the researchers from the standard dictionary Oxford advanced learner's 7<sup>th</sup> edition so that common mistakes in placing the stress on the right syllable may be detected and analyzed for the benefit of the students as well as teachers. Fifty selected words data is considered equal to 100 % in the research study and out of fifty words nine are disyllabic words which are equal to 18 % of whole data, 23 are trisyllabic words which are equal to 46% of whole data, 12 are quadrisyllabic words which are equal to 24 % of data and 6 are pentasyllabic words which are equal to 12 % of data. It is also shown in the following diagram number one.



It is asked by the researchers to the participants of study to pronounce the list of words in loud readings that were specified as a sample words in study. This method is adopted for this research is dependent on the performance of oral-verbal stimuli. The speech production of all participants were recorded and analyzed with the help of Audacity Software to look the place of stress in EFL learners and finally it was rated by the researchers. The interpreted data were displayed in the form of table and graphs of stress patterns used by the EFL learners.

To explore satisfactory answers for the research questions, this research is defining the features of Urdu stress patterns which are adopted by the user of Urdu as L1 and English as L2 and in this paper it is attempted to identify the features and suggest a number of techniques for helping students speak English with stress on the right syllable of a word.

## DATA ANALAYSIS

For the purpose of phonological analysis and to find out contrasts in the original stress patterns of native English speakers as L2 and pronounced stress patterns of Urdu speakers as L1, following fifty words are taken from Oxford Advanced Learner's

Dictionary 7<sup>th</sup> edition for stress patterns and pronunciation. These selected words were asked to pronounce by students who participated in research and recording was made at the smart phone for the perception and analysis of all researchers. After making the recording of all students, it is attentively assessed and analyzed the recording of all sounds pronunciation by the researchers after hearing it again and again to get the findings. A separate opinion was taken by all researchers for correct and valuable analysis.

**TABLE 3. All the data of research column wise description**

- Column Number. 1 shows the serial numbers of words selected for pronunciation.
- Column Number. Two shows the correct pronunciation of selected words given in Oxford Advance Learner’s Dictionary 7<sup>th</sup> Edition for research study and analysis of stress patterns. Red colour is used in writings to highlight the original stress in column two.
- Column Number. Three shows the wrong pronunciation of selected words pronounced by the students and participants of research study. Red colour is used in writings to highlight the stress placed by Urdu speakers who have English as a second language in Pakistan.
- Column Number Four shows the number of syllable in words.
- Column Number Five shows analysis of Audacity program and observations on the pronunciation about participants’ spoken pronunciations and degree of stress is placed at wrong syllable.
- Column Number Six sows the semantic situation whether meanings are changed or not.

Serial No	Correct Pronunciations given in Oxford Dictionary	Words Spoken by Urdu Speakers wrong Pronunciation Pakistani EFL Learners	Analysis of Audacity Program and observations on pronunciation of participants	Semantic Situation	
			Number Of	Stress Pronunciation	Meanings Changed/Not

			Syllable		Changed
1	<b>Ad</b> dict	Ad <b>dict</b>	2	Wrong	Not Changed
2	<b>Ad</b> man	Ad <b>man</b>	2	Wrong	Not Changed
3	<b>Ag</b> ile	<b>Ag</b> ile	2	Correct	Not Changed
4	<b>Ad</b> ore	<b>Ad</b> ore	2	Wrong	Not Changed
5	<b>Ad</b> vance	<b>Ad</b> vance	2	Wrong	Not Changed
6	<b>Ad</b> vent	<b>Ad</b> vent	2	Correct	Not Changed
7	<b>Ad</b> vert	Ad <b>vert</b>	2	Wrong	Not Changed
8	<b>Ag</b> ent	<b>Ag</b> ent	2	Wrong	Not Changed
9	<b>Ar</b> my	<b>Ar</b> my	2	Wrong	Not Changed
10	<b>Ac</b> idly	<b>Ac</b> idly	3	Wrong	Not Changed
11	<b>Al</b> ignment	<b>Al</b> ignment	3	Wrong	Not Changed
12	<b>Ad</b> ditive	Ad <b>dit</b> ive	3	Wrong	Not Changed
13	<b>Ad</b> jutant	Ad <b>ju</b> tant	3	Wrong	Not Changed
14	<b>Ad</b> ressee	<b>Ad</b> ressee	3	Wrong	Not Changed
15	<b>Ad</b> vertise	Ad <b>vert</b> ise	3	Wrong	Not Changed
16	<b>Ad</b> vocate	Ad <b>vo</b> cate	3	Wrong	Not Changed
17	<b>Ag</b> ony	<b>Ag</b> ony	3	Wrong	Not Changed
18	<b>Aff</b> luent	<b>Aff</b> luent	3	Wrong	Not Changed
19	<b>Ag</b> ency	<b>Ag</b> ency	3	Wrong	Not Changed
20	<b>App</b> ointment	<b>App</b> ointment	3	Wrong	Not Changed
21	<b>Acc</b> urate	Accu <b>rate</b>	3	Wrong	Not Changed

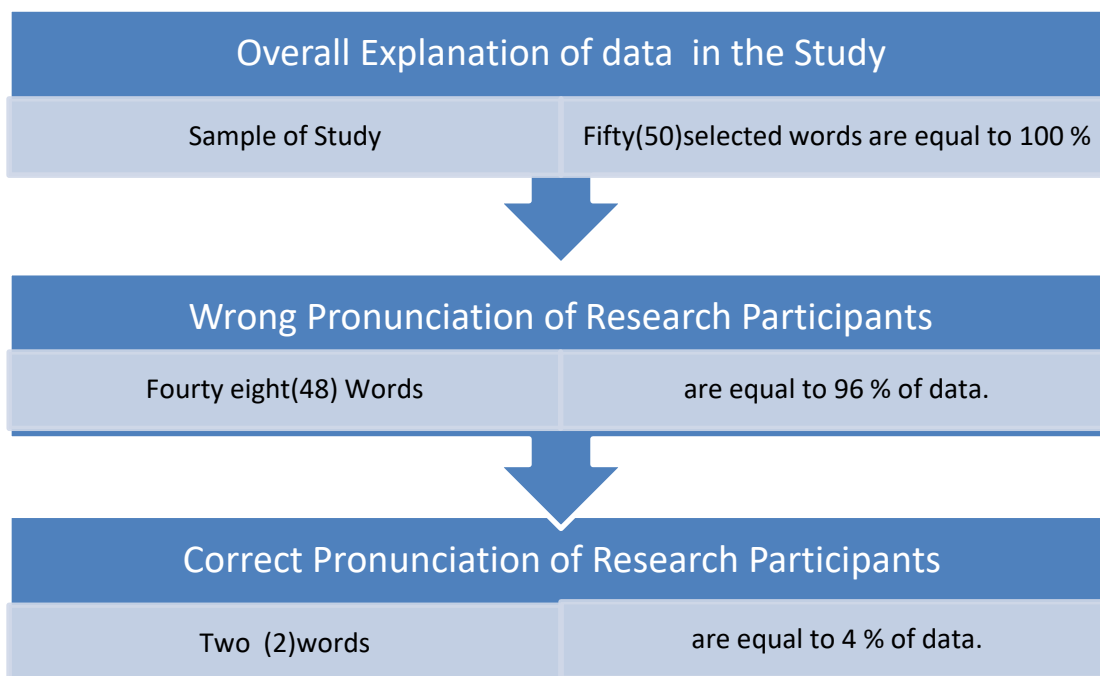
22	Adjective	Adjective	3	Wrong	Not Changed
23	Agonize	Agonize	3	Wrong	Not Changed
24	Alcohol	Alcohol	3	Wrong	Not Changed
25	Amendment	Amendment	3	Wrong	Not Changed
26	Acknowledge	Acknowledge	3	Wrong	Not Changed
27	Adjacent	Adjacent	3	Wrong	Not Changed
28	Already	Already	3	Wrong	Not Changed
29	Addition	Addition	3	Wrong	Not Changed
30	Agreement	Agreement	3	Wrong	Not Changed
31	Alphabet	Alphabet	3	Wrong	Not Changed
32	Appellant	Appellant	3	Wrong	Not Changed
33	Advocacy	Advocacy	4	Wrong	Not Changed
34	Admirable	Admirable	4	Wrong	Not Changed
35	Alternative	Alternative	4	Wrong	Not Changed
36	Adolescent	Adolescent	4	Wrong	Not Changed
37	Agriculture	Agriculture	4	Wrong	Not Changed
38	Administer	Administer	4	Wrong	Not Changed
39	Adaptation	Adaptation	4	Wrong	Not Changed
40	Appropriate	Appropriate	4	Wrong	Not Changed
41	Allegation	Allegation	4	Wrong	Not Changed
42	Allocation	Allocation	4	Wrong	Not Changed
43	Apparently	Apparently	4	Wrong	Not Changed

44	Anthology	Anthology	4	Wrong	Not Changed
45	Anonymity	Anonymity	5	Wrong	Not Changed
46	Ambiguity	Ambiguity	5	Wrong	Not Changed
47	Angioplasty	Angioplasty	5	Wrong	Not Changed
48	Analytical	Analytical	5	Wrong	Not Changed
49	Aristocracy	Aristocracy	5	Wrong	Not Changed
50	Ambulatory	Ambulatory	5	Wrong	Not Changed

### FINDINGS OF RESEARCH

The above given column number four shows invariably the wrong placement of word stress mostly spoken by Urdu speakers because they either place the stress on the syllable preceding the actual syllable or following it. The confusion is multiplied when the same lexical item assumes different grammatical form as is the case of 'photograph and photography'. Moreover, the study shows that lack of information about the unstressed syllable is the major stumbling block for Urdu speaking community who try to speak English in Pakistan.

#### A. Data Explanation and Finding of Stress Patterns in the study:



**Diagram Number .2**

Diagram 1 shows data explanation and finding of research in stress patterns of EFL learners by the effects of L1 Urdu language. According to sample of study, by participants fifty selected words are pronounced by the participants, these are equal to 100 % data and out fifty, 48 words are pronounced wrong by the participants and these are equal to 96 % of the data. Two words from selected data are pronounced correctly by participants and these are equal to 4 % of data.

But contrary to this, Radford, A., et al. (1999) have said that in speech producing, the speakers are required to originate plan for the movements of articulators in fixed orders for the production of sounds and it can be due to the motor control problems in humans. The movement of different muscles creates various strengths which creates variation of the speech. Due to this complexity very minute changes occur and the speech is altered in rhythm, loudness, and intonation .Finally these changes also cause fluctuations in stress pattern and also provide different implications of meanings although in present there is not any glimpse of meaning change.

English is stress- timed language and stress -timing phenomenon delivered the opinions that it exists the equivalent time period among the two successive syllables and English native speakers are bestowed with a capability to extend or minimize syllables structures intuitively as the stress can be placed regularly as required. The second most common rhythm used in languages pronunciation is syllable-timing and the interval of



each syllable is equal in this occurrence. This rhythm of languages is called monotone as equal duration happens in syllable pronunciation without considering placement of any stress and Urdu language stands under this criteria. In Urdu, although the syllables may be having different lengths depending upon the nature of vowels involved. A most conspicuous difference between stress patterns of English and Urdu is as follows. Contrary to English, stress in an Urdu word hardly involves the concept of unstressed syllable. In English, a stressed syllable is most often preceded by or followed by an unstressed syllable. According to Contrastive Analysis Hypothesis, L1 interferes with the teaching/learning of the target language at lexical and morphological levels; its interference in the learning of pronunciation (particularly the word stress) is no exception. Here L1 interference is as frequent as in other aspects of language teaching. As a result, English speech of our students sounds almost exactly like their speech in Urdu language. In other words, they speak English with almost equal stress on each syllable. Rather, they sound more artificial while speaking English because Urdu vowels show greater variation in length than their counterparts in English.

The placement of stress has functional distinction grammatically and semantically in English but happening of physiological chest pulse is suitable in Urdu because the prominence of stress just only distinguishes the syllable division and it is not linked with functional perspectives as compared to English.

## **CONCLUSION**

In this research analysis, the researchers have depended on the data taken from the students' utterances and analyzed by Audacity Program for confirmation of observation. The results derived from the above data indicate that language is a culture oriented phenomenon, and the effects of L1 prevail on L2 learning. However there is dire need to train English teachers on IPA standards in our institutions in phonetics and phonological studies with a view for the better training and teaching of their students in perception of actual English stress patterns. For this purpose, they ought to be aware of the fact that stress patterns of Urdu are quite different from that of English and the one cannot be imposed upon the other. This is not to suggest that they should forget or ignore their native language that is Urdu; rather, they need to dissociate phonetic constructs of Urdu from the teaching of English speech to acquire an optimum level of spoken English easily comprehensible to the natives, though their speech may or may not sound exactly like the speech of the native speakers.

## **RECOMMENDATIONS**

1. To avoid this controversy, the best advice for a teacher is to try his best to sound as natural as possible. So a teacher who is well-conversant with the rules of Phonetics

can help his students to not only differentiate between problematic sounds but also between stressed and unstressed syllables.

2. As a second language learners, the students of Urdu speakers (First Language Learners) should be provided exposure towards second language pronunciation like L1 to enable them for the correct usage of supra segmental features like stress.
3. It is advised the students to listen the videos recordings lectures of native English language speakers on you tube, news on television and finally, they should make practice for the errors repeatedly in stress patterns.
4. It is recommended that English pronunciation lectures should be included in the curriculum for the awareness of supra segmental features and understandings.
5. As mentioned earlier, Urdu and English are usually known as syllable-timed and stress-timed languages respectively. We need to evolve a pedagogical framework for teaching word-stress of English to Urdu speakers who are totally unaware of the concept of weak stress or contraction of unstressed syllables after a syllable that has been stressed. And this is where the problem lies.
6. Phonetic transcription of English is necessary to understand and learn for correct usage of stress in SLA domain and it must be included in curriculum.
7. Division of English words into syllable is very vital to perceive according to IPA standards for Urdu speakers.
8. The pronunciation of unstressed syllable should be uttered quickly and rapidly.
9. Audio-Lingual and Direct Method ELT methodologies will be helpful in English stress patterns learning strategy.

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