گۆڤارا زانستێن مرۆڤایەتی یا زانکۆیا زاخۆ
مجلة العلوم الانسانية لجامعة زاخو
Humanities Journal of University of Zakho (HJUOZ)
Vol. 11, No. 4, pp. 854– 870, Sept.-Des.-2023.
journals.uoz.edu.krd
hjuoz.uoz.edu.krd
p-ISSN: 2664-4673
e-ISSN: 26644681

Influence of first language on English word stress assignment by bahdini Kurdish learners of English

Mazheen Hashim Mohammad *, Aveen Mohammed Hasan

Department of English, College of Humanities, University of Zakho, Kurdistan Region –Iraq.
Received: 04/ 2023 / Accepted: 05/ 2023 / Published: 11/ 2023 *https://doi.org/10.26436/hjuoz.2023.11.4.1242*

Abstract:

Studies on learning second language (L2) phonology agree that first language (L1) has a key role in the production of learners L2. This study was carried out on Bahdini Kurdish (henceforth, BK) learners of English in order to investigate how phonological characteristics of Kurdish word stress affect the production of English word stress as far as the two languages have different stress placement rules. It was hypothesized that BK learners will face challenges in learning English stress and they will, more frequently, place stress on the final syllable of the English words, similar to their L1. Thirty students from the English Language Department at University of Zakho participated in this study. The participants completed a production test of reading 48 English words with different grammatical categories, stress positions and morphological structures. The learners' production was recorded and listened to by the researcher and two phonologists to indicate the correct stress placement in their performance. The results show that BK learners were not able to place stress on the correct syllable of all types of words in English: simple, complex and compound. Furthermore, language transfer was not clear in the learners' performance of the test words, that is, they did not place stress on the final syllable of the words. The learners were unaware of English stress rules and English pronunciation in general and did not properly acquire them. Mispronunciation of words and parts of the words and lack of knowledge about English stress rules, therefore, were clearly the factor of stress misplacement in all types of words.

Keywords: Bahdini learners of English, influence of L1, word stress assignment.

1. Introduction

Second language (L2) learners often follow the rules and patterns of their native or first language (L1) during speaking L2. Odlin (1989) and Ellis (1999) assume that L2 presentation and performance is highly affected by learner's L1 and patterns and rules are carried over from L1 to L2. Linguists such as Weinreich (1953), Lado (1957) and Flynn and O'Neil (1988) consider this phenomenon as transfer or interference. There are two types of transfer: positive and negative. In the former, L1 transfer enhances the acquisition of L2 because the same linguistic elements are present in both languages. In the latter, it has interfering effects due to the differences between linguistic elements of both languages L1 and L2. This is also referred to as interference (Van Coetsem, 1988). The word transfer is used in this paper.

Transfer occurs among segmental and suprasegmental levels during producing English as a second language. Suprasegmentals play more important role than segmentals, and are also more difficult in the acquisition of L2's phonology (Anderson-Hsieh et al. 1992 and Trofimovitch & Baker 2006). The effect of L1 prosodic characteristics on the L2 speech system is referred to as prosodic transfer (Ueyama, 2000). Within phonology, little studies have been conducted on the transferring effects upon the acquisition of L2 prosodic characteristics (White 1981; Mennen 2006 and Raiser & Hiligsmann, 2007). Most research studies on the L2 phonology deals with the segmental level such as individual vowels and consonants (Flege & Eefting 1987; Flege & Port 1987; James 1988). A number of studies, however, examined the transfer of different prosodic features by L2 learners of English from different L1 linguistic backgrounds, that is, the influence of pitch accent, and phonemic length contrasts on English by Ueyama (2000), transfer of stress, tone and intonation from Mandarin by Chow (2016), transfer of speech rhythm by Korean learners of English by Kim (2017).

One of the common suprasegmental characteristics that undergoes transfer process is word stress. It is thought that word stress is the most problematic feature of English for foreign learners, especially for the learners who have different stress patterns in their L1, as it has a great impact on the learners' pronunciation (Celce-Murcia et al., 1996). L1 word stress affects English as L2, therefore, it is studied by different researchers from different L1 backgrounds, for example from Persian (Vafaei et al., 2013), from Arabic (Almbark et al., 2014) and from Chinese (Bian, 2013). Also, the stress shift of English utterances by Indonesian English speakers is also examined by Arienintya (2017) and Mulya and Mujiyanto (2018).

* Corresponding Author.

Kurdish is an independent language that has its own history, grammatical system and vocabularies like any other languages in the world (Khorshid, 1983). Kurdish is divided into several dialects, namely North, Middle, South Kurmanji and Gorani (Khorshid, 1983). This study deals with Bahdini Kurdish, a subdialect of North Kurmanji, which is spoken in Iraq (Thackston, 2006).

Concerning stress assignment rules in English and Kurdish, BK has fixed word stress in that it is placed on the final syllable of all types of words (Shokri, 2002; Mosa, 2009; Hasan, 2016; Abdullah & Ali, 2019). While the word stress is variable and unpredictable in English. That is, it falls on different parts of the words depending on the word itself. Thus, it needs to be memorized as there are no certain rules and patterns for placing it (McMahon, 2002 and Zsiga, 2013). That is to say, Kurdish and English are representatives of two broadly contrastive stress patterns. This study seeks to investigate whether these differences influence the stress production of English by BK learners. The studies on the production of English word stress by foreign learners, further, have two main viewpoints. A number of them (e.g., Archibald, 1993; Ueyama, 2000; Bian, 2013) assume that the learners transfer their L1's patterns into English. Whereas some others (e.g., Vafaei et al., 2013; Arienintya 2017) came out with the fact that the foreign learners of English do not usually learn stress system of English, thus, they encounter problems in producing the English words. That is to say, they mostly could not identify word stress and are not able to control it.

To the best of our knowledge, no studies have closely examined the effect of Kurdish stress features on Kurdish-speaking learners of English. Thus, this study attempts to fill this gap by exploring word stress acquisition by BK learners of English. In other words, whether L1 BK learners of L2 English realize stress in a native-like way phonologically (stress placement in a word). Besides, it aims to show to what extent do BK learners of English transfer their L1 habits to their L2. The following questions, however, will be answered through this study:

1. Do BK learners acquire word stress correctly?
2. Do BK learners of English place stress on the correct syllable of the words? i.e. they realize it in native-like or non-native-like way?
3. Does the stress pattern of Kurdish words affect the production of English words stress? And to what extent do they transfer their L1 stress patterns to their L2.

The study, moreover, predicts that BK learners would have difficulties in acquiring English stress and that there would be L1 influence. The hypothesis, therefore, is that L2 English learners will not be able to realize stress in native-like way and there will be an L1 transfer.

Furthermore, this study is important as it will help to identify the nature of BK learners of English word stress acquisition and the way L1 affects its realization. Additionally, a solid description of prosodic transfer phenomena is necessary if we are to validly assess how L1 characteristics affect the learning process of L2 pronunciation.

2. Literature Review

2.1 Stress

Stress is defined and described differently in terms of production and perception. According to Fox (2000), ancient phoneticians (like Sweet 1906, Jespersen 1913, Stetson 1928, Fonagy 1958, Jones 1967 and Catford 1977) have viewed stress as fundamentally physiological. Other phoneticians such as Newman (1946) and Roach (2000) attempted to describe stress from the production point of view. They explain stress based on force and associates it with the internal intercostal muscles activity and emphasizing on the speakers' role and activity. That is to say, more physical energy is used in pronouncing stressed syllables, i.e. muscular energy is the articulatory feature of stressed elements as Newman (1946) claims that "force of articulation is the primary medium through which the stress phonemes are externalized" (p. 171).

At the level of perception, on the other hand, the stressed syllables are more salient and prominent, this is due to the combination of pitch, length and loudness. Thus, stressed elements are heard with higher pitch, longer and louder than unstressed ones (Katamba, 1989; McMahon, 2002; Skandera & Burleigh, 2005; Gut, 2009). Zsiga (2013: p. 354) describes stress as "a prominence relation between syllables". To indicate stress in transcription, the special IPA diacritic – superscripted line (') – is placed at the beginning of the stressed syllables (Katamba, 1989; Ladefoged & Johnson, 2010; Zsiga, 2013).

Scholars classify the languages that use stress into two classes, depending on stress placement: the fixed and free stressed languages. In fixed stressed languages, the stress is always placed on the same syllable i.e. always the initial syllable is stressed or medial or final. For example, in Czech, Hungarian and Georgian, stress always falls on the initial syllable in the words; whereas, in French, the last syllable always takes stress. In free stressed languages including Russian, English and German, the stress is variable, i.e., its position is not predictable; it falls on different parts of the words depending on the word itself. Thus, stress placement needs to be memorized as there are no certain rules and patterns for placing it (Reetz & Jongman, 2009; Zsiga, 2013).

In terms of functions, the stress has generally different functions in different languages. In some languages, such as Russian, stress is contrastive, i.e., the meaning of words changes due to changes in stress position. For example, the Russian word 'muka' means "torment" if the first syllable is stressed, but when the stress falls on the second syllable, it means "flour" (Zsiga, 2013). In English, on the other hand, stress is used for grammatical and lexical purposes. That is, many nouns and verbs can be differentiated by the distinctions in their stress position. For example, the following pairs of words are grammatically distinctive due to the differences in stress position: insult, export, record, convert and export are nouns when stress falls on the first syllable and verbs when it falls on the second syllable (Ladefoged & Disner, 2012). In Kurdish, stress causes the changes in meaning: 'sayran (you sayran), say'ran (picnic), as well as in grammatical function of the words, for example "nivistin" (sleeping) and "firin" (flying) are nouns when the last syllable stressed and verbs when the

first syllable is stressed (Hasan, 2016; Abdullah & Ali, 2019).

2.1.1 English Stress

English has a complex stress system that is unpredictable and considered as mixture of both free and fixed systems. There are no certain rules and patterns to be followed, as McMahon (2002: p. 118) states that "native speakers of English are intuitively aware that certain syllables in each word will be more phonetically prominent than the others". Gut (2009: p. 84) claims that "speakers of English have a mental representation of word stress", while Knight (2012: p. 110) adds that "every word has a stress pattern as part of its entry in our mental lexicon". According to these interpretations, the knowledge about stress placement in words is intuitive; native speakers of English learn how to use stress when acquiring the words. Thus, stress is part of language acquisition in free stressed languages.

With regard to fixed stressed system, English has some rules depending on the syllable weight – whether they are heavy (they contain either a long vowel or diphthong or a short vowel with coda) or light (they consist of a short vowel or no coda) – and words' grammatical function. In verbs, for example, the stress falls on the final syllable, in cases when the final syllable is heavy, i.e., counting the syllables from the end of the words (from right hand), and put the stress on the first heavy syllable for instance: obey, atone, and produce. Furthermore, if the final syllable is light, the stress falls on the previous syllable, by default, as in 'hurry'. In nouns, the stress falls on the first syllable, as long as it is heavy. That is, counting starts from the left hand for the nouns. Thus, if the first syllable is light the second one takes stress and the rule continues like this, for instance: aroma, agenda, discipline, etc. (Katamba, 1989; McMahon, 2002; Zsiga, 2013). Elaborating more on this concept, Katamba (1989) discusses some more rules for stress such as: grammatical words like conjunctions and prepositions do not take primary stress (except of some long words like 'underneath, notwithstanding') and only one syllable takes primary stress in lexical words. Besides, he admits that there are exceptions within the stress rules in English – such as 'spaghetti', the stress assigns on the second syllable 'ghe', in spite of being light – that makes it difficult to be wholly described. Besides, the English stress is said to be mobile with variability. This means that stress can be shifted onto different syllables. This can be illustrated in the words that are morphologically related, for instance: in the word 'democrat', the first syllable is stressed and in 'democracy', by adding the suffix 'cy', the stress shifts to the second syllable, while in 'democratic' the stress shifts on third syllable by adding suffix 'ic' (YavaȘ , 2011).

With regard to levels of stress, in spite of having some other impressions by having almost five levels, it is widely accepted that two levels are recognized in English words, namely primary and secondary stress, in addition to no stressed syllables. The most prominent syllable takes the primary stress and the less prominent one takes the secondary stress (Quirk et al., 1972; Ladefoged & Johnson, 2010; Low, 2015). Vowel quality is a particular aspect that should be explained in studying English stress. Stressed syllables contain strong vowels (the vowels that have their full original quality), however, they can contain any type of vowel (monophthong or diphthong) except schwa /ə/. On the other hand, unstressed syllables contain weak vowels (a vowel that is produced by a reduction or that occurs only in unstressed environment such as /ə/, /i/ and /u/, and the syllabic consonants). That is, vowels are reduced or weakened in unstressed syllables, the /æ/ in land /lænd/, for instance, remains an /æ/ in landing /lændɪŋ/as it is in stressed syllable, while it is reduced to /ə/ in unstressed syllable in England /ɪŋglənd/ (McMahon, 2002; Skandera & Burleigh, 2005; Zsiga, 2013).

2.1.2 Kurdish Stress

Kurdish stress system is said to be uncomplicated. Generally, the final syllable is stressed in words, without any effect of vowel quality, for instance: ziman /ziˈmɑːn/ (language), fermanber /faɾmˈbaɾ/ (employee) and gazinde /gɑːzinˈda/ (complaint) are all stressed finally (Shokri, 2002; Abdullah & Ali, 2019). Mosa (2009), however, claims that in order to describe Kurdish word stress, the component of the word, its type and form need to be taken into account. He classifies stress on the basis of the types of words, whether they are simple, complex or compound. In simple and compound words the stress always falls on the final syllable: zana /zɑːˈnɑː/ (scientist\scholar), birsÎ /biɾˈsiː/ (hungry), sulêmanÎ /sule:mɑːˈniː/ (name of a city), merdemêr /maɾdaˈmeːɾ/ (generous man) and Mêrgesor /meːɾgaˈsor/ (name of a village). Complex words, on the other hand, are divided into two types based on the type of the attached suffixes. According to Mosa (2009) and Ahmed (1986), some suffixes do not take stress so the penultimate syllable is stressed in the word rather than the final. For example, the suffixes associated with:

- Gender markers 'î' and 'ê' for masculine and feminine respectively as in Azadî (name of a boy) /ɑːˈz(namː/ Cihanê /ʤiːˈhɑːneː/ (name of a girl).
- Possessive morphemes 'ê' for masculine and 'a' for feminine as in korêmin /koˈreːmin/ (my son), kiÇame /kiˈʧɑːma/ (our daughter)
- Indefinite markers 'ek or yek' as in şêrek /ˈʃeːɾak/ (one lion).

On the other hand, in most of the complex words the stress falls on the final syllable. That means the suffixes bear the stress (Qadir, 1983 and Mosa, 2009):

- Suffixes added to adjectives to form the comparative and superlative, e.g., 'tir' in paqijtir /pɑːqiʃˈtiɾ/ (cleaner), and 'trin' in paqijtrin /pɑːqiʃtiˈɾiːn/ (cleanest).
- Suffixes added to nouns to form plural, e.g., 'an' in jinan /ʒinˈɑːn/ (women), and 'a' in Çava /ʧɑːˈvɑː/ (eyes).
- Suffixes that form nouns, e.g., 'î' in canî /ʤɑːˈniː/ (beauty), 'van' in nêÇirvan /neːʧiːɾˈvɑːn/ (hunter), and 'wer' in dadwer /dɑːdˈwar / (judge).
- Suffixes forming adjectives, e.g., 'baz' in fêlbaz /feːlˈbɑːz/ (deceiver), 'dar' in sinordar /sinoɾˈdɑːɾ/ (limited), and 'î' in mirî /miˈɾiː/(dead).

Apart from these, Hasan (2016) proposes that the phonological words (PW) are the domain of stress in BK and stress is placed on the final syllable of the phonological words cyclically. That means, stress applies after all the morphological operations have taken place, for example: ˈgran (expensive), granˈtir (more expensive), grantirˈîn (most expensive). She also states that only one element in the PW bear stress; the parts that cannot take stress are not counted as separate PWs, i.e., they are joined into single PW, for example: clitics and first elements of compounds. In verb phrases, however, some elements are

treated as distinct PWs due to bearing stress such as: preverbs and prefixes. PWs in BK are larger than grammatical words and have multiple structures (Hasan, 2016).

Two levels of stress are recognized in BK, primary and secondary. Mono-syllabic Kurdish words have one primary stress. Moreover, in words with more than one syllable, only one syllable takes primary stress and another one takes the secondary stress and all other syllables are unstressed (Mosa, 2009).

Consequently, some similarities and differences can be realized between English and Kurdish stress. The stress placement is variable in English, i.e., it can fall on different syllables of the words. Whereas, the stress placement in Kurdish is fixed, considered to be placed on the final syllable of a word. Kurdish and English, nevertheless, are similar concerning the stress levels. In both languages, the two primary and secondary stress levels can be recognized in producing words in isolation. Stress is also contrastive in both languages. That is, stress shift is used to indicate lexical distinctions in meaning and grammatical category as well.

2.2 Acquisition of L2 Stress

Several studies (e.g., James, 1988; Flege & Bohn, 1989; Archibald, 1994; Kim, 2017) came with the fact that acquiring English stress patterns is fundamentally difficult for L2 learners, especially those who have different prosodic features and stress patterns in their L1. L2 learners place stress in accordance with the L1 stress assignment guidelines (Archibald, 1994). L2 learners, in addition, need to acquire stress-timed patterns, especially the ones that have different rhythmic pattern, in order to be in control of English stress. Besides, they encounter complex set of regularities on stress assignment when both languages are different in the stress levels, as English is regarded as having two levels: primary and secondary (Flege & Bohn, 1989). L2 learners, however, could take advantages from the similarities and differences between both languages, their L1 and L2, to master the correct forms and grasp basic information about the target language and practice on them (Ma & Tan, 2013). Shumin (1997) and Tangtorrith & Pongpairoj (2022) report that supra-segmental features like stress and intonation cannot be learned through reading textbooks or dictionaries. They are rather required through language input, i.e., the larger amount of comprehensible input L2 learners receive, the more productive they become. They also mention that adult learners might not have many opportunities to be exposed to native target language input and communicate with native speakers; thus they often face challenges during learning L2, especially pronunciation.

2.3 Prosodic Transfer

The effect of L1 prosodic characteristics on the L2 speech system is referred to as prosodic transfer (Ueyama, 2000). It is thought that L1 transfer is an important factor in L2 prosody learning at both levels, production and perception (Ueyama, 2000 and Raiser & Hiligsman, 2007). It can also take the form of phonological and phonetic transfer (Mennen, 2006). Felix (1980), moreover, assumes that L1 phonology, in general, highly influences L2 phonology and L2 learners' phonological level begins with learners L1 system. On the acquisition of L2 prosody, most of the studies (Archibald, 1994; Ueyama, 2000; Rasier & Hiligsman, 2007 and Kim, 2017) indicate that L2 learners tend to import L1 prosodic features into their L2.

Studies on L2 prosody indicate that different prosodic characteristics are transferred from L1 to L2. Learners from two different stress patterns, for instance, transfer their L1 stress patterns into L2. English speakers from Poland usually stress on the penultimate syllable of the word as similar to polish stress pattern. Hungarian speakers of English, besides, place stress on the initial syllable of English words (Archibald, 1994). In addition, learners from tone languages, such as Chinese (Bian, 2013) and Vietnamese (Thu Nguyen, 2003), in the production of English, a stress language, tend to introduce tone patterns, as they are used in their native language, into English stress patterns. It seems that they treat stress as part of the phonological representation of words similar as treated in their L1. The difference in timing between languages is also attributed to prosodic transfer. Studies on timing (Anderson-Hsieh & Venkatagiri, 1994 for Chinese and Ueyama, 2000 for Japanese) found that learners from syllable- timed or mora-timed languages failed to acquire patterns of stressed languages, English as stress- timed language, due to the effect of their L1. Kim (2017) on the transfer of speech rhythm noted that Korean-speaking English learners transfer patterns from Korean to English. In dealing with prosodic features, the investigation of the current study is limited to word stress patterns, i.e., without taking other prosodic features into account. This study, also, focuses on the production of stress, not perception.

2.3. Previous Studies on the Influence of L1 on L2 in the Production of English Word Stress

Previous studies agree that L1 has a central role in the production of English word stress, investigating the learners' production from different aspects. For example, Khamkhein (2010) examined the Thai learners' knowledge concerning English stress assignment. The study was based on a test consisted of 40 multisyllabic words. The participants were 90 English learners from different scientific departments from Kasetsart University in Thailand. The test was given to the participants and asked to identify stress by marking X next to the syllables that they believe to be stressed. The results showed that the learners were more successful in marking stress on the words with less number of syllables as the highest score of correct answer was for two-syllable words and the lowest score for five-syllable words. Jaiprasong and Pongpairoj (2020) additionally investigated Thai learners' production of English complex and compound words. The study was based on two production tests: producing English words in isolation and producing them in sentences. Twenty university students produced the words. The results revealed that negative transfer was caused due to the different stress assignment rules of both languages and L1 rules interfere with L2 Thai learners' acquisition of English word stress. Accordingly, correct production of English word stress is due to the effect of memorization of the words.

Furthermore, Vafaei et al. (2013) examined the production of stress pattern of Iranian learners of English by asking 30 learners studying in an English institute in Tahran to read

80 English words. The participants' production was recorded and listened to find out the stressed syllables. The results showed that the participants' performance was against stress patterns in Persian that they were more successful in pronouncing the words with stress on the first syllable in comparison to those when the stress was on the second syllable. The study concluded that Iranian learners did not transfer stress patterns from their L1 to their L2 but they did not acquire stress properly.

In addition, Weda (2012) examined the understanding of words stress assignment by Indonesian learners of English. The participants were 27 first-year university students, studying at the Department of English language and literature. He used a test that contained a list of 48 words, ranging from one syllable to five. The results showed that the participants failed to identify stress in all types of simple words and complex words with suffixes. In contrast, they did not have difficulties in identifying stress in complex words with prefixes. The researcher suggested that the English learners were unaware of the patterns of English stress.

Besides, Arienintya (2017) and Mulya and Mujiyanto (2018) explored the English pronunciation of Indonesian learners by focusing on the effect of stress patterns. Both studies were based on experimental tests. Thirty university students participated in the first study and 38 tenth grade students in the second one. Arienintya (2017) found that the participants were bad in pronunciation and that they were unaware of English pronunciation and stress rules. Mispronunciation and stress shifts caused by participants were due to the effect of their L1 on L2. Mulya and Mujiyanto (2018), on their part, divided the results into different categories: words that are strongly influenced by L1 and the words that were not strongly influenced by L1. The researchers, further, suggested that correct stress placement does not mean that their L1 give positive transfer and incorrect stress placement give negative transfer to English. They also noted that learners place stress on the syllable they feel it straightforward to be pronounced.

In addition, Bian (2013) investigated the influence of Chinese on English stress. The study was based on two tests: the first one consisted of 10 words that was given to 10 university students to produce, and the second one consisted of 20 compounds given to university and school students to mark stress. The results showed that the Chinese learners have difficulty in acquiring English word stress because of their L1 influence and they frequently place stress on the final syllable of English words as similar to their L1.

Alzi'abi (2022) and Sa'di et al. (2022), likewise, observed the role of Arabic on English stress assignment produced by Arab learners of English. Both studies were based on reading tests: the first one contained 72 words that were given to 130 Jordanian university students and the second one consisted of 50 words given to 120 Saudi university students. The results showed that Arab learners failed to correctly place stress on English words and Arabic stress patterns influenced the learners' production of English. Sa'di et al. (2022) also reported that misplacements were accompanied by one or more vowels being changed in the words and the stress placement in a number of words was vague, since no syllable was given any acoustic prominence over others. Alzi'abi (2022) further suggested that misplacements of stress are due to the effect of the learners' L1 and lack of appropriate knowledge and training in stress rules of compounds as the participants placed stress on the second element more often.

Although all the researches mentioned above focused on the effect of learners' L1, they determined that different factors affect the learners' performance of word stress. That is, several similarities and differences were noted among these studies. A number of studies (Bian, 2013; Jaiprasong & Pongpairoj, 2020 and Tangtorrith & Pongpairoj, 2022), for instance, described transfer of L1 patterns as the main factor. Some others (Khamkhein 2010; Vafaei et al. 2013; Weda 2018) described different factors, as it is determined through their results, such as having problems in the acquisition of English stress patterns and they referred this back to having a gap in learning the English stress patterns and pronunciation. While some others (Arienintya, 2017 & Mulya & Mujiyanto, 2018; Alzi'abi, 2022 and Sa'di et al., 2022) claimed that the learners' misplacement of stress were under the effect of transfer as well as the lack of knowledge about stress patterns of English. Observation on the factors that affect the performance of BK learners of English is quite rare. This research hence is an attempt to determine these factors.

3. Methodology

3.1 Speech Material

To examine the effect of Kurdish on English word stress production, by BK learners, an experiment is carried out. The experiment is based on the production of a set of English words – with different morphological structures, different parts of speech and different stress patterns. The majority of the selected words are taken from Roach (2009) and some from Smith and Margolis (2012) and few from an online Oxford Dictionary. The particular reason for this is the existence of native speakers' pronunciation of all the examples in these sources.

The test words are divided into three groups, on the basis of their morphological structure: simple, compound and complex. This is because of the effect of English morphology on its stress assignment (Katamba, 1989; Roach 2009). Besides, the grammatical function of the words (whether they are nouns, verbs, adjectives or adverbs) has a great effect on the stress placement of the words. The final syllable of the verbs, adjectives and adverbs are more likely to be stressed while in nouns the stress falls on the syllables nearer the beginning of the words, yet there are some exceptions depending on the syllable weight and vowel quality (Roach, 2009 and Gut, 2009). Therefore, the words used in this experiment vary in their grammatical function as well.

a. Simple words:

According to Roach (2009), simple words consist of only one grammatical unit. Twenty-two simple words are selected for the test; they are from different parts of speech, different number of syllables and different stress patterns. They are listed in Table 1:

Table 1: Simple words

Types of words	Words	Part of speech	Transcription	stress placement
Two syllables	product	Noun	ˈprɒdʌkt	1st syllable
	equal	Verb	ˈiːkwəl	1st syllable
	maintain	Verb	meɪnˈteɪn	2nd syllable
	complete	adjective	kəmˈpliːt	2nd syllable
Three syllables	monitor	noun	ˈmɒnɪtə	1st syllable
	demonstrate	Verb	ˈdɛmənstreɪt	1st syllable
	derelict	adjective	ˈdɛrɪlɪkt	1st syllable
	abandon	Verb	əˈbændən	2nd syllable
	determine	Verb	dɪˈtɜːmɪn	2nd syllable
	enormous	adjective	ɪˈnɔːməs	2nd syllable
	kangaroo	noun	ˌkæŋgəˈruː	3rd syllable
	resurrect	Verb	ˌrɛzəˈrɛkt	3rd syllable
	entertain	Verb	ˌɛntəˈteɪn	3rd syllable
More than three syllables	alligator	Noun	ˈælɪgeɪtə	1st syllable
	ordinary	adjective	ˈɔːdnri	1st syllable
	kindergarten	Noun	ˈkɪndəˌgɑːtn	1st syllable
	congratulate	Verb	kənˈgrætjʊleɪt	2nd syllable
	identify	Verb	aɪˈdɛntɪfaɪ	2nd syllable
	significant	adjective	sɪgˈnɪfɪkənt	2nd syllable
	individual	adjective	ˌɪndɪˈvɪdjʊəl	3rd syllable
	manufacture	noun	ˌmænjʊˈfækʧə	3rd syllable
	anniversary	noun	ˌænɪˈvɜːsəri	3rd syllable

b. Complex words

Complex words consist of a base plus an affix. Base is semantic core of the word which, in most of the cases, is free and can stand alone. While an affix is a bound form that comes before or after the base and cannot stand alone. Affixes are in two types, prefixes that come before the bases and suffixes that are attached to the end of bases (Stageberg, 1981 and Lieber, 2016). According to Roach (2009), the stress pattern of the complex words depends on the type of the affixes in English. Prefixes do not affect the stress placement, i.e., the words have the same stress pattern as they have in their simple form, after adding prefixes. With regard to suffixes, three types of suffixes are identified in terms of stress assignment: (1) suffixes that carry stress, (2) suffixes that do not take stress but they move stress to another syllable after adding them to the word and (3) suffixes that do not affect stress and are referred to as neutral suffixes, i.e., the stress remains on the same syllable as in its simple form. Twelve complex words, from different parts of speech and have different types of affixes (3 with prefixes, 3 with stress carrying suffixes, 3 with stress moving suffixes and 3 with neutral suffixes), are chosen. The examples are listed in Table 2:

Table 2: Complex Words

Types of words	Cases	Words	Transcription
Words with prefixes	Prefixes	unpleasant	ʌnˈplɛznt
		rehouse	ˌriːˈhaʊs
		disbelieve	ˌdɪsbɪˈliːv
Words with suffixes	Stress-carrying suffixes	refugee	ˌrɛfjuˈʤiː
		journalese	ˌʤɜːnəˈliːz
		volunteer	ˌvɒlənˈtɪə
	Stress-moving suffixes	advantageous	ˌædvənˈteɪʤəs
		perfection	pəˈfɛkʃən
		Photography	fəˈtɒgrəfi
	Neutral suffixes	Comfortable	ˈkʌmfətəbl
		Powerless	ˈpaʊəlɪs
		Punishment	ˈpʌnɪʃmənt

c. Compound words

Compound words consist of two or more independent words (Lieber, 2016). Roach describes compound words as "its main characteristic is that it can be analysed into two words, both of which can exist independently as English words" (2009: p. 85). Simply, two or more words are combined to form one. Roach further states that two stress patterns are found concerning compound words. In the first one, the first constituent of the word is stressed and this type of compounds includes nominals that consist of two nouns. While in the second, the second element is stressed, words for this type are functioning as: adverbs, verbs and adjectives. Twelve compound words are selected for this study. They are presented in Table 3:

Table 3: Compound Words

Types of compound words based on stress position	Words	Transcription	Their grammatical function
First constituent stressed	teacup	ˈtiːkʌp	nominal
	Suitcase	ˈsjuːtkeɪs	
	Typewriter	ˈtaɪpˌraɪtə	
Second constituent stressed	head first	hɛdˈfɜːst	adverbial
	Downstream	ˌdaʊnˈstriːm	
	north- east	nɔːθ ˈiːst	
	bad- tempered	bæd ˈtɛmpəd	adjectival
	second- class	sɛkənd ˈklɑːs	
	heavy- handed	hɛvi ˈhændɪd	
	ill-treat	ɪlˈtriːt	function as verb
	down-grade	daʊnˈgreɪd	
	back-pedal	bæk-ˈpɛdl	

3.2 Participants

The participants of the study were 30 Bahdini learners of English, males and females. They were university students aged between (19-22) randomly selected from Department of English Language, College of Humanities, University of Zakho. They all studied English at school for 12 years or more and at university for two years. The participants were born and lived in Zakho or Duhok and were never been in any English-speaking countries.

3.3 Procedure of Data Collection

To evaluate the test, before doing it, the read speech materials have been sent to a group of PhD holder phoneticians as jury members (Appendix 2). After following juries' comments and suggestions, few changes were made in the test. All the English words, after that, were randomly ordered in a file and printed. The participants were asked to read carefully and produce them aloud and their productions are recorded using a Dell computer, an iPhone 11 pro and an Inkax headphone. The recordings took place at the University of Zakho in a quiet place. The students were recorded in their free times between lectures, but sometimes it was difficult to arrange a suitable time for some participants. So, some of the recordings were done by the students at home. The file with the words, therefore, were sent to the participants to be produced and audio-recorded. They were asked to carry out the recordings in a quiet room at home by their cell phones or personal computers and send it to the researchers by email. Then, the researchers received the recordings. After listening to them, the ones which were unclear enough to be analysed have been asked to be repeated. Worth to mention that the participants' personal information was collected at the beginning of the recording, and the learners accepted to take part of the study but were unaware of the purposes behind doing the test.

3.4. Procedure of Data Analysis

The collected data were subjected to phonological analysis. The recording of each speaker was listened to, transcribed in IPA and then compared with the correct forms of the native speakers. The production of each word by each speaker is indicated for correct stress placement. 1 was given for correct stress placements and 0 for the incorrect ones. The qualitative auditory data were also checked by two phonologists to illustrate whether the learners place stress on the correct syllable. The inter-transcriber agreement was measured to validate the analysis. To check reliability between the qualitative data of the researcher and inter-transcribers, it has been statistically measured by Cronbach's alpha coefficient that is used to measure internal consistency among items of

content. It ranges from 0.0 to 1.0, as shown in table below (Cohen et al. 2007). After inserting data of all the transcribers into SPSS software, it was found that the transcribers' procedures were consistent as the reliability scale among them reached 0.952, as presented in Table 4.

Table 4: Reliability test

Reliability Statistics	
Cronbach's Alpha Based on Standardized Items	N. of Transcribers
0.952	3

The quantitative data were submitted to statistical analysis using Excel sheets and t-test calculations. Then, the frequency of the correct stress placement is given and compared across word types to indicate which type of word is more correctly produced by the BK learners.

4 Results and Discussion

The results of all types of words (simple, complex and compound) are presented and described in this section. The results are reported in terms of percentages of correct an incorrect stress placement. Then, the averages of all types of words are compared and contrasted. The results generally demonstrate that L2 BK learners of English fail to produce stress correctly. This means that they place stress on the wrong syllable of the words as it will be presented in details in the following subsections.

4.1 Simple Words

Generally, the results of simple words indicate that the mean frequency of the incorrect stress placement is higher than the correct one. This indicates that the participants are not able to produce the correct stress placement.

In disyllabic simple words, the rate of the correct stress placement is less than that of the incorrect placement as indicated in Table 5. In calculating the results, we took out the percentage of correct answers of each word (e.g., the outcome became 36.68 %). Then, total percentage of each word type (first and second position words) took out differently (e.g., total percentage of first position words became 48.34%). After that, we found means between total percentages of word types (e.g., mean of correct answers between first position words (48.34%) and second position words (41.67%) became 45%). The incorrect answers are calculated in the same procedure.

Table 5: correct and incorrect stress placement percentages in disyllabic simple words

Word types	Test words	Correct stress	Percentage	Total percentage	Incorrect stress	Percentage	Total percentage
first position stressed	product	11	36.68 %	48.34%	19	63.32 %	51.66%
	Equal	18	60 %		12	40 %	
second position stressed	maintain	8	26.67%	41.67%	22	73.33 %	58.33%
	Complete	17	56.67 %		13	43.33%	
Mean		45%			55%		
SD		4.7164					
P value		0.1683					

The table shows that the learners produced the words that have stress on the first syllable (48.34%) better than those having stress on the second syllable (41.67 %). In words with initial syllable stress, <equal> is produced better than <product>. While in words with second syllable stress, <complete> got better rate than <maintain>. However, the difference between correct and incorrect stress placements is considered to be statistically not significant ($p > 0.05$).

Similarly, in tri-syllabic words, the rate of incorrect stress placement is higher than that of the correct stress placement, as indicated in Table 6.

Table 6: correct and incorrect stress placement percentages in tri-syllabic simple words

Position	Test words	Correct stress	Percentage	Total percentage	Incorrect stress	Percentage	Total percentage
first	monitor	22	73.4 %	40.02%	8	26.6%	59.98%
	demonstrate	5	16.66%		25	83.33 %	
	derelict	9	30 %		21	70 %	
second	abandon	22	73.33 %	52.22%	8	26.67 %	47.78%
	determine	10	33.33 %		20	66.67 %	

	enormous	15	50 %		15	50 %	
Third	kangaroo	2	6.67 %	36.67%	28	93.33 %	63.33%
	resurrect	11	36.67 %		19	63.33 %	
	entertain	20	66.67%		10	33.33%	
Mean		42.97%			57.03%		
SD		8.1840					
P value		0.1032					

The table shows that the participants were more successful in producing words that have stress on the second syllable, as the average of correct stress placement was (52.22%), than those that have stress on the first (40.2%) or the third (36.67%). However, the difference is not statistically significant (p value is > 0.05). In words with initial syllable stress, <monitor> has a good correct rate than the other two words. In words with the stress on the second syllable, <abandon and enormous> got a high correct rate. While in words with the stress on the third syllable, only <entertain> got a good high correct rate. Mostly, in the case of incorrect stress placement in the words < demonstrate, enormous and derelict > the participants put stress on the final syllable. Whereas, in the words < kangaroo and resurrect > primary stress was mostly put on the first syllable by the participants.

In multisyllabic words, the rate of the correct stress placement is also very low and the participants could not place stress correctly, as indicated in Table 7.

Table 7: correct and incorrect stress placement percentages in multi-syllabic simple words

Position	Test words	Correct stress	Percent-age	Total	Incorrec-t stress	Percenta-ge	Total
First	alligator	2	6.67 %	26.67%	28	93.33 %	73.33%
	ordinary	9	30 %		21	70 %	
	kindergarten	13	43.33%		17	56.67 %	
Second	congratulate	7	23.33 %	31.11%	23	76.67 %	68.89%
	identify	12	40 %		18	60 %	
	significant	9	30 %		21	70 %	
Third	individual	15	50 %	40%	15	50 %	60.00%
	manufacture	7	23.33 %		23	76.67 %	
	anniversary	14	46.67 %		16	53.33 %	
Mean		32.59%			67.41%		
SD		6.7877					
P value		0.0033					

The table illustrates that the highest average of correct stress placement goes for the words whose stress was on the third syllable, (40%). The difference between correct and incorrect stress placement in multi-syllabic words is considered to be statistically significant ($p<0.05$). Besides, the rate of correct stress placement is high only for the word <individual> whose stress is on the third syllable. In the case of incorrect productions, the participants put stress on the first syllable in < manufacture>, third syllable of <alligator>, <kindergarten> final syllable of <congratulate, anniversary> and first or final syllable of the word <identify>.

All in all, the participants failed to produce correct stress placement in all types of simple words examined in this study. Table 8 shows the rate of correct and incorrect stress placement of all types of simple words.

Table 8: correct and incorrect stress placement percentages in simple words

Words	Correct stress placement	Incorrect stress placement
Di-syllabic	45 %	55 %
Tri-syllabic	42.97%	57.03%
Multi-syllabic	32.59%	67.41%
Mean	40.19%	59.81%
SD	6.6567	
P value	0.0225	

The table shows that two-syllable words are more likely to be produced correctly in comparison to three-syllable and multi-syllable words. The difference is statistically significant (P= 0.0225). The results, therefore, suggest that words with less number of syllables are produced more correctly. In other words, short words with few syllables are more likely to be stressed correctly (45%), by L2 BK learners, in comparison with longer ones, i.e., words with

three and more than three syllables (42.97%and 32.59% respectively). The same results were found by Khamkhein (2010) and Arienintya (2017) who claimed that the longer English words are more difficult ones for L2 English learners to correctly stress. We can conclude that BK learners are not able to place stress correctly in simple words because they do not know the correct pronunciation of the words and they do not have enough knowledge about the English stress patterns and its position in simple words. This refers back to the problems in acquiring English stress patterns. These results are in line with previous results of Sa'di et al. (2022) who found that Saudi English learners could not correctly place stress mostly due to the incorrect pronunciation of words. The results also go with Vafaei et al. (2013) and Arienintya (2017) who suggest that misplacements of stress are due to the lack of knowledge of stress patterns and mispronunciation of words.

4.2 Stress in Complex Words

As for complex words, the results indicate that the participants could not produce stress correctly in these types of words as well. In complex words with prefixes, in English usually the prefixes do not affect stress placement and the word is stressed as if the prefix is not there. The participants did not produce stress correctly in these types of words as indicated in the percentages in Table 9.

Table 9: correct and incorrect stress placement percentages in complex words with prefixes.

Test words	Correct stress	percentage	Incorrect stress	Percentage
unpleasant	6	20 %	24	80%
Rehouse	22	73.33 %	8	26.67 %
disbelieve	14	46.67 %	16	53.33 %
Mean	47%		53%	
SD	26.6650			
P value	0.7747			

The above table shows that the participants failed to place stress on the correct syllables as only 47% of the answers were correct and the difference between correct and incorrect answers is considered to be not statistically significant. However, the rate of the correct production for <rehouse> is high, but they are low for the words <unpleasant and disbelieve>. In the case of incorrect production, however, the participants put stress on the first or final syllable of the word *unpleasant*, and first of *disbelieve*.

As for complex words with suffixes which are classified into three types: stress carrying, stress moving and neutral suffixes, again the rate for incorrect stress placement is higher than the correct stress placement except with words that have neutral suffixes. Table 10 gives the correct and incorrect stress placement percentages for the complex words with suffixes

Table 10: correct and incorrect stress placement percentages for the complex words with suffixes

	Test words	Correct stress	Percentage	Total percentage	Incorrect stress	Percentage	Total percentage
Stress-carrying suffixes	refugee	2	6.67 %	20%	28	93.33 %	80%
	journalese	2	6.67 %		28	93.33 %	
	volunteer	14	46.67 %		16	53.33 %	
Stress-moving suffixes	advantageous	6	20 %	32%	24	80 %	68%
	perfection	19	63.33 %		11	36.67 %	
	photography	4	13.33 %		26	86.67 %	
Neutral suffixes	comfortable	8	26.67 %	60%	22	73.33 %	40%
	powerless	19	63.33 %		11	36.67 %	
	punishment	27	90 %		3	10 %	
Mean		37%			63%		
SD		20.53					
P value		0.2052					

The table shows that the frequency of correct stress placement is very low (37%). More specifically, the words with neutral suffixes are produced correctly 60% of the productions were high for <powerless and punishment> but not for <comfortable>, as most of the learners put stress on the second or third syllable of this word. In contrast, in the words with stress carrying suffixes, the rates of the correct stress placement are very low for all the

test words. While in words with stress moving suffixes the rates of correct stress placement are high for <perfection> but not for <advantageous and photography> as in <advantageous> most of the participants put stress on the first or second syllable, and first syllable of photography. Nevertheless, the difference between correct and incorrect answers is not statistically significant (p>0.2052).

Generally, the participants were not successful in producing correct stress placement in all types of complex words. Consider the following table:

Table 11: correct and incorrect stress placements in complex words

Complex words	Correct stress placement	Incorrect stress placement
with prefixes	47%	53%
with suffixes	37%	63%
Mean	42%	58%
SD	5.00	
P value	0.0173	

The table shows that the mean of correct stress placement is low (42%), i.e., less than half of the participants put stress correctly in this group of words. The table, besides, shows that the complex words with prefixes are produced correctly more than that with suffixes. Looking at p value, the difference between correct and incorrect stress position is said to be statistically significant. These results are similar to those of Weda (2012) who found that Indonesian learners of English did not have difficulties in identifying stress in complex words with prefixes but they had it with words with suffixes. Concerning suffix types, our findings are not consistent with Jaiprasong and Pongpairoj (2020) findings, who stated that Thai learners produced words with suffixes that carry stress better than other types of complex words since complex words with neutral suffixes have higher correct rates than other types in this study (Table 10). The results suggest that the participants were unaware of the pronunciation of the words; thus, they placed stress on the syllable they find it easy for them to pronounce without taking the words constituent into consideration. Mulya and Mujiyanto (2018) suggested the same. In other words, the affixes do not affect their production since they do not have knowledge about English stress rules concerning adding affixes but they placed stress correctly on the words they have pronounced correctly. Weda (2012) also suggested that Indonesian learners of English place stress correctly on the complex words that they know which the stem is and know how to pronounce.

4.3. Compound Words

Like other types of words, the rate of correct stress placement in compound words is very low and the participants were unsuccessful in putting stress on the correct element. In compound words, the stress is placed either on the first or second element depending on the structure and type of the compound. Table 11 shows the rate of correct and incorrect stress placement in this type of words.

Table 11: correct and incorrect stress placement percentages in compound words

Test words	Correct stress	Percentages	Total percentage	Incorrect stress	percentage	Total percentage
teacup	23	76.67 %	61.11%	7	23.33 %	38.89%
Suitcase	17	56.67 %		13	43.33 %	
typewriter	15	50 %		15	50 %	
head first	12	40 %	27.78%	18	60%	72.22%
downstream	6	20 %		24	80 %	
north- east	7	23.33 %		23	76.67 %	
bad- tempered	7	23.33 %	14.44%	23	76.67 %	85.56%
second- class	1	3.33 %		29	96.67 %	
heavy- handed	5	16.67 %		25	83.33 %	
ill-treat	10	33.33 %	22.22%	20	66.67 %	77.78%
down-grade	4	13.33%		26	86.67%	
back-pedal	6	20%		24	80%	
mean	31.38%			68.61%		
SD	20.5564					
P value	0.0429					

The table shows that the highest percentage, which is 61.11%, of correct answers for compound words goes for the words functioning as nouns. Whereas, the lowest percentage is 14.44% for adjectival compounds. With regard to stress placement of compounds, participants were more successful in placing stress on the words their first element stressed as the average of the correct stress position reached 61%. In contrary, 21% of the answers

were correct for the compounds having stress on the second element. By considering p value (0.0429), the difference between correct and incorrect stress placement is statistically significant. This result indicates that the learners were not familiar with pronunciation and stress in compounds and that they believe the first element of compounds carry the meaning and stress as well. Alzi'abi (2022), similarly, found that Arab learners place stress on the head part of compounds that bare meaning. This finding contrasts with that of Bian (2013) and Jaiprasong and Pongpairoj (2020) who found that Chinese and Thai EFL learners place stress on the second element of compounds, similar to their L1, as a result the right-stressed compounds are produced more correctly.

4.4. Comparison across Word Types

The results indicate that BK learners of English failed to put stress on the correct position in all types of words. Table 12 presents the mean percentages of all types of words.

Table 12: percentage of all types of words

Words	Correct stress placement	Incorrect stress placement
Simple	40.19%	59.81 %
Complex	42%	58 %
Compound	31.38%	68.61 %
mean	37.86	62.14%
SD	5.6815	
P value	0.0064	

The table shows that the mean average of correct stress placement is less than the correct one indicating that the participants failed to produce English stress correctly. Compound words have the lowest correct rate 31.38% and complexes have the highest by reaching 42%. The table also shows that the difference between both rates correct and incorrect is considered to be very statistically significant ($p<0.0064$).

Regarding whether the learners acquired word stress correctly and whether they realized word stress in native-like or non-native-like way, the results indicated that word stress is not learned properly and that the learners were not able to realize word stress in native-like way as most of the learners placed stress on wrong syllables in all types of words. The results suggest that some other factors distribute misplacement of stress such as lack of appropriate (native-like) pronunciation of single phonemes (especially vowels) syllables and whole words as well. The participants, in some cases, lengthened the end of the words and made it melodic. Besides, they made pauses between parts of words, regarding complex and compound. They also pronounced some words as they are written. Mohammadi (2014), in analyzing errors of BK learners of English, likewise, declare that most common errors committed by the subjects in his study were pronunciation errors. Mulya and Mujiyanto's (2018), Ma and Tan (2013) and Sa'di et al. (2022) also reported that mispronunciation of words and parts of words contribute the misplacement of stress. A number of participants, however, produced several words with two primary stresses, while some others without putting primary stress as no syllable is more prominent than others. It is clear from these results that the learners did not acquire English stress patterns properly. Findings of Vafaei et al. (2013) and Arienintya (2017) support this claim, as they stated that lack of knowledge about English stress patterns is the main factor that results in stress misplacements.

Despite the fact that the influence of Kurdish stress patterns can be realized in learners' production of English, they did not transfer their L1 patterns into their L2 production. That is, they did not put stress on the final syllable of all the English words. The results of several previous studies are consistent with these findings. Vafaei et al. (2013), Arienintya (2017) and Weda (2018) claimed that the learners could not transfer all the learned habits of L1 to English but they have not learned English stress system, thus, they encounter problems in pronunciation. However, the results of a number of studies (e.g., Bian, 2013; Jaiprasong & Pongpairoj, 2020 and Tangtorrith & Pongpairoj, 2022) did not go with these results.

Thus, the hypothesis that L2 English learners will not be able to realize stress in native-like way is confirmed while the hypothesis that there will be an L1 transfer is rejected. The learners were unable to place stress on the correct syllable in English words as a result their performance was target-like. In addition, it cannot be claimed that the incorrect production of the learners was due to negative transfer or strong influence of their L1 stress rules because transfer was not realized clearly in the learners' performance and they did not follow their L1 strategies. That is, if transfer occurred, the learners would place stress on the final syllable of the words as it is the pattern in their L1. Besides, if there is positive transfer, the participants would be more successful in producing the words whose stress position corresponded to where it would appear in their L1. They rather put stress on different syllables of the words and all types of words were incorrectly produced including the ones with final syllable stressed.

5. Conclusion

The current study reached the conclusion that transfer was not the basic reason for incorrect stress position produced by second-year students from Department of English Language at University of Zakho. Misplacements rather caused by a number of additional factors such as having problems with acquisition of English stress system and pronunciation in general as they produced single sounds (especially vowels) and also syllables incorrectly. Incorrect syllable division is another factor that lead to stress misplacements of English words. That is, BK learners lengthened some syllables and shortened some others during producing the words, as a result, changes in stress placement occurred. We can conclude that, BK

learners of English did not transfer their L1 habits, concerning stress placement, they rather pronounce the words the way they find it easier for them to be pronounced. The results also proved that whenever the stress was misplaced, it was not the same syllable that took primary stress. That is, all the learners did not place stress on the same wrong syllable they rather put stress on different wrong ones.

This study is helpful to fill a gap in the acquisition and production of English word stress by BK learners. It also helps to show the effect of learners' L1 on their L2. The description of prosody is highly valuable in analyzing L1 characteristics that affect L2 pronunciation process. Thus, examining the effect of Kurdish language on other supra-segmental features is also a good topic for future investigations as this study focused on words stress only.

This study, moreover, concentrated on the learners' stage not their English level. Thus, looking at students' proficiency level is recommended to be observed in further studies to show whether there is a connection between learners' level and their performance. Moreover, looking at English stress from other perspectives such as perception – how the learners perceive the rules and to what extent do they understand them, or applied linguistics – by taking teachers roles into account in acquiring English words stress, are also recommended for further studies since this study was based on the production of word stress by the learners without taking perception and teachers' rules into account.

REFERENCES

- Abdullah,A.N. and Ali,S.S. (2019). *Phonology*. Hewler: Hivi.
- Ahmed, A. R. (1986). *The Phonemic System of Modern Standard Kurdish*. Unpublished Ph.D Thesis. University of Michigan.
- Almbark, R.; Bouchhioua, N. and Hellmuth, S. (2014). Acquiring the Phonetics and Phonology of English Word Stress: Comparing Learners from Different L1 Backgrounds. In *Proceedings of the International Symposium on the Acquisition of second language speech, Concordia working papers in Applied Linguistics* (Vol.5,pp.19-35.2014).
- Alzi'abi, S. E. (2022). Arab EFL Learners' Stress of Compound Words. *Research in Language*, 20(1), 85-108. DOI: 10.18778/1731-7533.20.1.0.
- Anderson-Hsieh, J., Johnson, R., & Koehler, K. (1992). The relationship between native speaker judgments of nonnative pronunciation and deviance in segmentals, prosody, and syllable structure. *Language Learning*, 42(4), 529-555.
- Anderson-Hsieh, J. & H. Venkatagiri. (1994). Syllable duration and pausing in the speech of Chinese ESL speakers. *TESOL Quarterly* 28 (4), 807-812.
- Archibald, J. (1997). The acquisition of English stress by speakers of nonaccentual languages: Lexical storage versus computation of stress. *Linguistics*, 35, 167-182.
- Arienintya, D. (2017*).* The influence of L1 and L2 in English stress shift production of the EFL learners in Indonesia. *KNE Social Sciences*, 482-488. http://dx.doi.org/10.18502/kss.v1i3.770.
- Bian, F. (2013). The Influence of Chinese Stress on English Pronunciation Teaching and Learning. *English Language Teaching*, 6(11), 199-211. http://dx.doi.org/10.5539/elt.v6n11p199.
- Celce-Murcia,M., Brinton, D. & Goodwin,J. (1996). *Teaching Pronunciation*. Cambridge: Cambridge University Press.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education* (6th ed.) London: Routledge.
- Chow, U. Y. (2016). L2 transfer of stress, tones and intonation from Mandarin: a case study. *Calgary working papers in linguistics*, 29, 19-40. http://hdl.handle.net/1880/51786.Ellis, R. (1999). *The study of second language acquisition.* Oxford: Oxford university press.
- Felix, S. (1980). Interference, interlanguage and related issues. In S. Felix (ed.), *Second language development. Trends and issues*, 93-107.
- Flege, J. E. & Bohn, O. S. 1989. An Instrumental study of vowel reduction and stress placement in Spanish-Accented English. *University of Alabama, Birmingham, SSLA.* 11. 35-62.
- Flege, J. E. & Eefting, W. (1987). Production and perception of English stops by native Spanish learners. *Journal of phonetics*, 15, 67-83.
- Flege, J. E. & Port, R. (1981*). Cross-language phonetic interference: Arabic to English*. *Language and speech*, 24-2, 125-146.
- Flynn, S. and O'Neil. W. (1988). *Linguistic theory in second language acquisition*. Dordrecht: KAP.
- Fox, A. (2000). *Prosodic Features and Prosodic Structure: The phonology of Suprasegmentals*. Oxford: Oxford University Press.
- Gut, U. (2009). Introduction to English phonetics and phonology. *Textbooks in English language and linguistics:* Volume1. Magnus Huber and joybrato mukherjii. Frankfurt: Peterlang. https://www.pdfdrive.com/introduction-to-english-phonetics-and-phonology-e39993559.html
- Hasan, A. M. (2016). The phonological word and stress-shift in Northern Kurmanji Kurdish. *European Scientific Journal*, Vol. 12, No. 26, pp 371-399. Available at http://www.eujournal.org/index.php/esj/article/view/8082
- Jaiprasong, S., & Pongpairoj, N. (2020*).* L2 production of English word stress by L1 Thai learners. *LEARN Journal: Language Education and Acquisition Research Network*,13(2),142-157. https://so04.tcithaijo.org/index.php/LEARN/article/download/243699/165594
- James, A. (1988), The acquisition of a second language phonology. A linguistic theory of developing sound structures. *Tubingen: Gunter Narr*.
- Katamba, F. (1989). *An introduction to phonology.* Essex, England: Longman.
- Khamkhien, A. (2010*).* Thai learners' English pronunciation competence: Lesson learned from word stress assignment. *Journal of language teaching and research*,1(6),757-764.

https://d1wqtxts1xzle7.cloudfront.net/47033296/Thai_Learners_English_

- Kim, J. M. (2017). Prosodic transfer of speech rhythm: Substituting fundamental frequency for vowel duration in Korean learners' English speech. *Studies in English Language and Literature*, 43(4), 181-203. http://www.aellk.or.kr/datax/thesis/1602568391.pdf
- Knight, R-A.(2012). *Phonetics: A coursebook*. Cambridge: Cambridge University press.
- Ladefoged,P. and Disner, S.F. (2012). *Vowels and consonants* (3rd ed). Sussex, England: Wiley-Blackwell.
- Lieber, R. (2016). *Introducing morphology* (2nd ed.). Cambridge: CUP.
- Ladefoged, P., & Johnson. (2010). *A course in phonetics (6th ed.)*. Boston: Wadsworth Cengage.
- Lado, R. (1957*). Linguistics across cultures: Applied linguistics for language teachers.* Ann Arbor, MI: University of Michigan press.
- Low, E.L. (2015). *Pronunciation for English as an international language: from research to practice*. London: Routledge.
- Ma, C., & Tan, L. (2013*).* The Negative Transfer of Sichuan Dialect to the Study of English Pronunciation. *Open Journal of Social Sciences*, 1(1), 1-4. DOI:10.4236/jss.2013.11001
- Major, R. (2011). *Foreign accent: the ontogency and phylogency of second language phonology*. London: LEA.
- McMahon, A (2002). *An Introduction to English Phonology*. Edinburgh: Edinburgh University Press.
- Mennen, I. (2006). Phonetic and phonological influences in non-native intonation: an overview for language teachers. *QMUC Speech Sciences Research Centre Working papers – Edinburgh: Queen Margaret University College*.
- Mohammadi, J. (2014). A survey of Kurdish students' sound segment & syllabic pattern errors in the course of learning EFL. *Advances in Language and Literary Studies*, 5(3), 18-21. http://journals.aiac.org.au/index.php/alls/article/viewFile/353/295 .
- Mosa, A. K. (2009). *Hêz u awaze le diyaliktî kurdî jûrûda (Stress and Intonation in Northern Kurmanji).* Hewler: Kurdish Academy Press.
- Mulya, D., & Mujiyanto, J. (2018). The Influence of Serawai Melayunese Dialect Towards Students English Pronunciation. *English Education Journal*, 8(3), 290-
- Newman, S. S. (1946). On the Stress System of English. *WORD*. Vol. 2 :3, 171-187, DOI: 10.1080/00437956.1946.11659290.
- Nguyen, T. (2003). Prosodic transfer: The tonal constraints on Vietnamese acquisition of English stress and rhythm (Doctoral dissertation, The University of Queensland).https://www.researchgate.net/publication/34966411_Prosodic_transfer_the_tonal_constraints_of_Vietnamese_acquisition_of_English_stress_rhythm
- Odlin, T. (1989). *Language transfer: Crosslinguistic influence in language learning.* Cambridge: CUP
- Oxford dictionary. V. 15.4.301. 2022. https://apps.apple.com/app/id978674211
- Qadir, S. (1983). The Phonology and Phonetics of Kurdish. Unpublished MA Thesis. University of Essex.
- Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1972). *A grammar of contemporary English*. London: Longman
- Rasier, L. and Hiligsmann, P. (2007). Prosodic transfer from L1 to L2. Theoretical and methodological issues. *Nouveaux cahiers de linguistique française* 28, 41-66. https://clf.unige.ch/files/9814/4102/7519/03-Rasier_nclf28.pdf
- Reetz, H. and Jongman,A. (2009*). Phonetics: transcription, production, acoustics, and perception.* Sussex , England: Willey-Blackwell.
- Roach, P. (2009). *English Phonetics and Phonology: A practical course.(4th ed.).* Cambridge: Cambridge University Press.
- Roach, P. (2000*). English Phonetics and Phonology. A practical Course. (3rd ed).* Cambridge: Cambridge University Press.
- Sa'di, R., Sharadgah, T., & Yaseen, M. (2022). Stress Misassignment in the Pronunciation of English by Arabic-Speaking Learners: Erratic Practice or Crosslinguistic Influence. *International Journal of Arabic-English Studies*, 22(1), 79-100. https://doi.org/10.33806/ijaes2000.22.1.5
- Shokri, N. (2002). Syllable structure and stress in Bahdinani Kurdish, *language typology and universals*, Vol 55, No 1. In *Geoffrey Haig and Yaron Matras's Kurdish Linguistics*. pp. 80-97.
- Shumin, K. (1997). Factors to consider: developing adult EFL students' speaking abilities. Forum 25 (3), 8.
- Smith, J. & Margolis, A. (2012). *English for academic study: Pronunciation.* University of Reading, UK: Garnet.
- Skandera,P and Burleigh,P. 2005. *A Manual of English Phonetics and Phonology: twelve Lessons with an Integrated Course in Phonetic Transcription*. Gunter Narr: Tubingen.
- Stageberg,N. (1981). *An Introductory English Grammar (4th ed.*). Florida: Holt, Rinehart and Winston.
- Tangtorrith, N., & Pongpairoj, N. (2022). Systematicity of L2 interlanguage of stress assignment in English compound nouns and phrasal verbs by L1 Thai learners. *LEARN Journal: Language Education and Acquisition Research Network*, 15(1), 33- 63.
- Trofimovitch, P. & Baker, W (2006), Learning second language suprasegmentals: Effects of L1 experience on prosody and fluency characteristics of L2 speech. *Studies in second language acquisition:* 28-1, 1-30.
- Ueyama, M. (2000). Prosodic transfer: An acoustic study of L2 English vs. L2 Japanese. University of California, Los Angeles.

http://phonetics.linguistics.ucla.edu/research/ueyama.pdf

- Van Coetsem, F. (1988). *Loan phonology and the two transfer types in language contact*. Dordrecht: Foris.
- Vafaei, L., Sadeghpour, M., & Hassani, M. T. (2013). The effect of stress pattern on Iranian English language learners' pronunciation. *International Journal of English Language Education*, 1(3), 198-207. https://doi.org/10.5296/ijele.v1i3.4011
- Weda, S. (2012). Stress shifts of English utterances made by Indonesian speakers of English (ISE). *International Journal of English Linguistics*, 2(4), 23. http://dx.doi.org/10.5539/ijel.v2n4p23
- Weinreich, U. (1953*). Languages in contact.* The Hague: Mouton de Gruyter.
- White, C.M. (1981). Mandarin tone and English intonation: a contrastive analysis. University Libraries, University of Arizona. https://repository.arizona.edu/bitstream/handle/10150/557400/AZU_TD
- YavaṢ, M.(2011). *Applied English phonology (2nd ed.)*. Willey black.
- Zsiga,E. (2013). *The sounds of language: an introduction to phonetics and phonology*. Sussex, England: Wiley-Black

Appendix 1: Kurdish transliteration

Arabic	BK Latin	IPA Sound	Example	Meaning
ا	A	/ɑ:/	Azadî /ɑ:ˈz /ɑ::/	(name of a boy)
ب	B	/b/	bîr /bi:r/	(well)
ج	C	/ʤ/	Cihan /ʤi:ˈhɑ:n/	(name of a girl).
چ	Ç	/ʧ/	çava /ʧɑ:ˈvɑ:/	(eyes)
د	D	/d/	dadwer /dɑ:dˈwar /	(judge)
ه	E	/a/	ez /az/	(I)
ێ	Ê	/e: /	êvar /e:vɑ:r/	(evening)
ف	F	/f/	freh /frah/	(wide)
گ	G	/g/	germ /garm/	(hot)
ھ	H	/h/	helat /halɑ:t/	(sunrise)
ح	Ḧ	/ħ/	ḧemîd /ħami:d/	(name of a person)
ي	Î	/i:/	îmarat /i:mɑ:rɑ:t/	(Emirates)
not written	I	/i/	dil /dil/	(heart)
ژ	J	/ʒ/	jiyan /ʒijɑ:n/	(life)
ك	K	/k/	kew /kaw/	(dove)
ل	L	/l/	leŝ /laʃ/	(body)
ڵ	L'	/ ɬ /	sal' /sɑ:ɬ/	(year)
م	M	/m/	mam /mɑ:m/	(uncle)
ن	N	/n/	nan /nɑ:n	(bread)
ۆ	O	/o/	roj̑ /roʒ/	(day)
پ	P	/p/	pîr /pi:r/	(old)
ق	Q	/q/	qela /qalɑ:/	(castle)

ر	R	/ɾ/	bira /biɾɑː/	(brother)
ڕ	R'	/r/	r'ast /rɑːst/	(right)
س	S	/s/	ser /sar/	(head)
ش	Ş	/ʃ/	şans /ʃans/	(luck)
ط	Ţ	/ţ/	ţa /ţɑː/	(branch)
ت	T	/t/	te /ta/	(you)
و	U	/u/	Kurd /kurd/	(Kurd)
وو	Û	/uː/	bŭn /buːn/	(birth)
ڤ	V	/v/	viyan /vijɑːn/	(love)
و	W	/w/	war /wɑːr/	(home)
خ	X	/x/	xelk /xalk/	(people)
غ	Ẍ	/ɣ/	ẍem /ɣam/	(sadness)
ي	Y	/j/	yar /jɑːr/	(beloved)
ز	Z	/z/	zer /zar/	(yellow)
ع	E'	/ʕ/	e'ard /ʕard/	(land)

Appendix 2: Jury Members

No.	Name	Specialty	Academic title	Affiliation
1	Dr. Anmar Hammodi Saeed	Phonetics and Phonology	Assistant professor	University of Mosul
2	Dr. Asmaa Amin Hussein	Linguistics/ phonology	Lecturer	University of Duhok
3	Dr. Saeed Adris Saeed	Linguistics	Assistant professor	University of Duhok
4	Dr. Twana Saadi Hamid	Theoretical linguistics/ phonology	Assistant professor	University of Sulaimani

Appendix 3: Transcribers

No.	Name	Specialty	Academic title	Affiliation
1	Dr. Aveen Mohamad Hasan	Phonetics and phonology	Assistant professor	University of Zakho
2	Mr. Hozan Gorgeen Othman	Linguistics/ phonology	Assistant professor	University of Zakho

كاريگەريیا زمانێ ئێكێ لسەر بەرهەم ئینانا هێزا زمانێ ئینگلیزی ژلایێ فێرخازێن كوردێن بەهدینی قە

پوختە:

ڤەكولینێن سەرەكی لسەر فێربونا فونولوجیا زمانێ دووێ دهەڤرانە كو زمانێ ئێكێ رولەكێ گرنگ هەیە د فێربون و ب كارئینانا زمانێ دووێ دا. ئەڤ ڤەكولینە یێ هاتی ئەنجامدان لسەر فێرخازێن زمانێ ئینگلیزی یێن كوردێن بەهدینی دا كو لیكولینێ بكت لسەر چەوانیا كاریگەریيا سالوخەتێن فونولوجی یێن هێزێ/ستریسێ یا پەیڤا كوردی لسەر هێزا پەیڤا ئینگلیزی, ئەڤە د دەمەكێ دا كو جهێ هێزێ د هەردوو زمانا دا ژێك جودانە. دهاتە پێشبینی كرن كو فێرخازێن كورد دێ توشی ئاستەنگا بن ل دەمێ فێربونا هێزا ئینگلیزی, هەروەسا ئەو دێ گەلەك جاران هێزێ دەبنن سەر برگا دوماهیێ یا پەیڤێن ئینگلیزی هەروەكی چەوا د زمانێ كوردی دا هێز دكەڤیتە سەر برگا دوماهیێ. 30 فێرخاز ژ فاكولتیا زانستێن مروڤایەتی پشكا زمانێ ئینگلیزی بەشداربین دڤێ ڤەكولینێ دا. فێرخازێن پشكدار تاقیكرنا دەربرینێ ئەنجامدان كو پێك دهات ژ خاندنا 48 پەیڤێن ئینگلیزی یێن جیاواز د پولینا رێزمانی دا و جیاواز د جهێ هێزێ دا و جیاواز د پێكهاتنا مورفیمێ دا. دەربرینێن وان هاتن تومارگرن و گوهداریكرن وپاشان هاتن هنارتن بو دوو پسپورێن فونولوجی دا كو ب درستاهی جهێ هێزێ ئاماژە پێ بدن دخاندنێن فێرخازان دا. ئەنجامان هوسا دا دیاركرن كو فێرخازێن كورد نەشیان هێزێ دەبنن سەر برگا درست یا پەیڤێن ئینگلیزی ژ هەمی جورا: یێن سادە و دارشتی و لێكدای. زێدەباری هندێ, ڤەگوهێزا زمانی دخاندنا پەیڤێن تاقیكرنێ دا رون و ئاشكرا نە بی چونكی وان فێرخازا هێز نە دەبنا سەر برگا دوماهیێ یا پەیڤێن ئینگلیزی. هەروەسا فێرخازین كورد د بێ ئاگەه بین ژ یاسایێن هێزا ئینگلیزی و چەوانیا بكارئینانا وێ و ئەو گوتنا پەیڤێن ئینگلیزی ب درستی فێرنەبینە.ئەنجامان دیاركر كو گوتنا خەلەت یا پەیڤان و بەشێن پەیڤان و كیماسیا زانیاریيا لسەر یاسایێن هێزێ د ئینگلیزی دا هوكارێن سەرەكی یێن خەلەت دەینانا هێزێ یە لسەر پەیڤێن ئینگلیزی.

پەیڤێن سەرەكی: فێرخازین ئینگلیزی یێن كوردێن بەهدینی,كاریگەریيا زمانێ ئێكێ, بەرهەم ئینانا هێزا پەیڤێ.

تاثیراللغة الاولى على تعيين تشديد الكلمات الانكليزية من قبل متعلمي اللغة الانكليزية من الكورد المتكلمين للهجة البهدينية

ملخص:

تتفق الدراسات الر ئيسية التى اجريت حول تعلم النظام الصوتى للغة الثانية بان للغة الاولى دورا كبيرا في تعلم اللغة الثانية . اجريت الدراسة الحالية على متعلمي اللغة الانكليزية من الكورد المتكلمين للهجة البهدينية لبحث كيفية تاثير خصائص النظام الصوتي في اللغة الكوردية اللهجة البهدينية على نطق مقاطع الكلمة المشددة في اللغة الانكليزية اخذين بنظر الاعتبار الاختلافات الموجودة في اللغتين حول قواعد تشديد مواضع الكلمة. تم الافتراض في هذه الدراسة بان المتعلمين من الكورد سيواجهون تحديات اثناء تعلمهم كيفية تشديد الكلمة في اللغة الانكليزية وبانهم سيشددون المقطع الاخير من الكلمات الانكليزية والتى تشبه لغتهم الاولى. ولاجراء هذه الدراسة، تم اختيار 30 طالبا من قسم اللغة الانكيزية فى جامعة زاخو للمشاركة فى هذه الدراسة. اكمل المشتركون الاختبار الخاص بقراءة 48 كلمة تمثل انواع مختلفة من الكلمات النحوية والتى فيها مواضع مختلفة من التشديد وكذلك تراكيب صرفية مختلفة. وتم تسجيل قراءات الطلاب المشاركين في هذه الدراسة، وبعد ذلك تم الاستماع لهذه التسجيلات الصوتية و بعد ذلكتم بالارسالهم الى اثنين من الاساتذة المختصين في النظام الصوتي لبيان المواضع الصحيحة في تشديد مقاطع الكلمات اثناء قراءتهم لهذه الكلمات. بينت نتائج الدراسة بان متعلمي اللغة الانكليزية من الكورد لم يكونوا موفقين في كيفية وضع التشديد على المقاطع الصحيحة لكل انواع الكلمات النحوية الانكليزية المختلفة التى تضمنها الاختبار بضمنها الكلمات البسيطة والمعقدة والمركبة. وعلاوة على ذلك لم يكن تاثير اللغة الاولى واضحا على اداء المشاركين في الاختبار وبعبارة اخرى لم يضعوا التشديد على المقاطع النهائية في الكلمات. والاكثر من ذلك لم يكن لهولاء المشاركين في الاختبار الماما في قواعد تشديد مواضع الكلمة وكذلك تلفض الكلمات . من العوامل التى اثرت بشكل واضح على ادائهم الغير الموفق في وضع التشديد على كل الكلمات ومقاطعها هو التلفظ الخاطئ وعدم معرفتهم لقواعد وضع التشديد على الكلمات ومقاطعها.

الكلمات الدالة: متعلمي اللغة الانكليزية من الكورد المتكلمين للهجة البهدينية, تاثيراللغة الاولى, تعيين تشديد الكلمة.