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Gender Influence on the Pronunciation of Stress by Iraqi and Kurdish EFL Learners

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A R T I C L E I N F O

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A B S T R A C T

Stress is one of the main linguistic aspects that deals with greater effort on a syllable or syllables in a word and making them more prominent than other unstressed syllables. This phonetic and phonological feature is probably present in most languages of the world. The present study presents lexical stress patterns influence on Iraqi Arabic and Kurdish EFL learners' pronunciation. The study aims at investigating EFL learners' pronunciation of English lexical stress by three different language groups, to show the effect of first language on the pronunciation of English words concerning Iraqi Arabic and Kurdish EFL learners, clarifying the influence of gender on their performance. The current study hypothesizes the following for the current aim to be achieved: . there is no difference in gender in the performance of all language groups. Lastly, the validity of the data is analyzed acoustically by using Praat software program to verify the auditory analysis and to make certain that stress assignment is precise. Among the conclusions arrived at in the present study is that the total performance of Kurdish participants is better than the Iraqi Arabic performance, but there is no significant difference between them.

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تأثير عامل الجنس على النبر من قبل المتعلمين العراقيين و الاكراد

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جيهان كريم عبدالله

الخلاصة:

النبر هو أحد الجوانب اللغوية الرئيسية التي تتعامل مع بذل جهد أكبر على مقطع لفظي في الكلمة وجعله أكثر بروزاً من المقاطع الأخرى. ربما تكون هذه الميزة الصوتية موجودة في معظم اللغات للمتعلمين .

تهتم مشكلة هذه الدراسة بالتحقيق في جودة النبر لكلمات انكليزية بسيطة وفقًا للمتعلمين العراقيين (العرب و الكرد)

تهدف الدراسة إلى توضيح تأثير الجنس(ذكوراً او اناثاً) على أدائهم ، وأخيراً التحقق من تراكيب المقاطع المتطابقة و غير المتطابقة للعراقيين (العرب و الكرد).

تفترض الدراسة الحالية ما يأتي :

١. من المتوقع أن يكون الأداء مختلفاً بين الذكور والإناث.

٢. العراقيون (العرب والكرد) لديهم كفاءة أكثر في أداء المقاطع التركيبية المتطابقة أكثر من غير المتطابقة.

أخيرًا ، يتم تحليل صحة البيانات صوتيًا بإستعمال برنامج Praat للتحقق من التحليل السمعي والتأكد من دقة تحديد النبر.

من بين الاستنتاجات التي تم التوصل إليها في هذه الدراسة أن أداء الاناث افضل من الذكور للمجاميع وان التراكيب المتطابقة افضل من غير المطابقة.

1. INTRODUCTION

Ladefoged (2006:243) shows that stress is a suprasegmental quality of words and articulations, the stressed syllable is pronounced with maximal capacity and seems more remarkable than the other unstressed syllables. Katamba (1989:221) shows that stress is originally a matter of larger auditory prominence. It is mainly a perceptual phenomenon, when there is a stressed element, it becomes auditory more prominent than the rest elements in the same sentence. Iraqi Arabic and Kurdish, like other languages, have their own phonological characteristics on their lexical items such as stress. This study is an effort to examine the performance of L2 learners in the production of stress according to their L1 patterns, English (the control group), Iraqi Arabic and Kurdish languages.

1.1 Phonology

Phonology is defined as the process in which language is encoded in its environment as sounds. The human vocal efficiency is pronounced by "a source of

energy" which is supplied by an air-stream pushed out of the lungs. (Cummings and Simmons, 1963:804). Roach (2009: 35) defines phonology as the science that deals with the function of phonemes in language and the relations among these various phonemes-in the same time when we learn the abstract side of the sounds of language.

Phonology is the branch of linguistics which verifies the methods in which speech sounds are employed in a systematic way in order to compose words and conversations. (Katamba, 1989: 60). Phonology is a branch of Linguistics which deals with the sounds systems of languages. The sounds are arranged into an order of contrasts which are categorized in terms of phonemes, distinctive features or other such phonological units. The goal of phonology is to prove the patterns of distinctive sound present in a language and to produce as general statements as possible concerning the nature of sound systems in the languages of the world (Crystal, 2008:365). Trask (1996:275) shows that 'Phonology' is a study of Linguistics which deals with the connections among speech sounds in certain languages and general ones. Phonology is divided into two main aspects, segmental and suprasegmental. The focus of the present research is on the suprasegmental aspect and more precisely on the assignment of English lexical stress.

1.٢ Segmental Phonology

English phonemes are divided into two main types: Consonants and vowels. Consonants are subdivided into many types according to their manner and place of articulation and voicing such as **i)** Plosives. **ii)** Fricatives. iii) Affricates. iv) Nasals. v) Lateral /l/. vi) Approximants (Ladefoged, 2006:17). The second type of English phonemes is vowels, and the latter are subdivided into three classes. **i)** Monophthongs. **ii)** Diphthongs. **iii)** Triphthongs (Roach, 2009:18).

1.٣ Suprasegmental Phonology

Suprasegmental phonology is also called the prosodic characteristic, such as stress, tone, or word juncture that accompanies or is added over consonants and vowels, these characteristics are not limited to single sounds, but often extend over syllables, words, or phrase. This type of phonology contains six secondary processes: assimilation, intonation and stress. The researcher in the present study focuses on the stress production.

Katamba (1989:221) illustrates that stress is originally an issue of larger auditory prominence. It is mainly a perceptual phenomenon. When we have stressed element, we highlight it and it becomes auditory more prominent than the rest elements in the same chain. The major phonetic components of stress are: Pitch, Length and Loudness. Stressed syllables possess higher pitch and longer duration than their non-stressed parallels. Moreover, they may be rather louder than unstressed ones; but loudness has little importance than pitch or length. Also, there is powerful respiratory energy in the product of a stressed syllable although this is by no means fundamental. Kelly (2000: 67) shows that stressed syllables possess particular phonological properties such as loudness and length while unstressed ones may be identified with the absence of these properties. Ashby and Maidment (2005: 154) assure that stress affects the whole syllables in lieu of single segments. The impacts of stress on a syllable is to make it more transparent and more susceptive of being audible than adjoining syllables. Crystal (2008:454) states that stress is used to manifest the point of power used in making a syllable. He distinguishes between stressed and unstressed syllables by showing that the first being more PROMINENT than the second (and marked in transcription with a raised vertical line [ˈ]).Similar definitions are offered by Kingdon (1958: 1); Robins (1964: 85); Abercrombie (1967: 35); Gimson (1972: 227). These definitions are according to the articulatory point of view. From the perceptual

point of view, a stressed syllable is louder or more salient than an unstressed one (Trask, 1996: 336). Comparable perceptual definitions are presented by O'Connor and Arnold (1973: 287); Liberman (1967: 44) and Sommerstien (1977: 36). Roach (2009:75) emphasizes that there are two levels of stress: primary and secondary. For instance, when we pronounce the word 'around' /əˈraʊnd /, the stress always falls obviously on the last syllable and the first syllable is weak. The most crucial note is that on the second syllable, the pitch of the voice does not stay level, but falls from a higher pitch to a lower one. In this case, we have primary stress. While the secondary stress is weak and refers to the speaker's lowest pitch level, for example, Photographic /fəʊtəˈgræfɪk / (See also Al – Thalab et al., 2018: 210-211; Yavash, 2011: 162 and Tokar, 2017). O'Connor (1973:194) states that stress is the term given to the stronger power both respiratory and articulatory. We perhaps sense it in relation with some syllables as opposite to others in English and other languages. For example, the adjective 'perfect' has more effort on the first syllable than on the second one, but the verb 'perfect' has the greater effort on the second syllable. For this reason, English stress is a very key factor because it is a fundamental part of the shape of the word.

١.٣.1 Stress Patterns of three Language groups

١.٣.1.1 Stress Patterns in English

As a matter of fact, it is so uneasy to select and determine the appropriate place of stress. It may be calculable to several linguists as (O'Connor, 1980: 91) and expected to others as (Chomsky and Halle, 1968: 104). Roach (1983: 75) as well offers several models relative to stress assignment. **a)** Words containing one syllable, the same syllable will receive the primary stress, e.g. boat /bəʊt/ watch /wɒʧ/. **b)** Words containing two syllables, the second syllable receives the primary stress if it is long and if it is short, the first one takes the stress; machine /məˈʃiːn/ ;

college /ˈkɒlɪʤ/; postpone /pəsˈpəʊn/ open /ˈəʊpən/; today /təˈdeɪ/; hardly /hɑːdli/.

c) Words containing three syllables, the syllable together with a long vowel or diphthong ending for more than one consonant will receive stress; demolish /dɪˈmɒlɪʃ/; fantastic /fænˈtæstɪk/; interpret /ɪnˈtɜːprɪt / ; If the second and the third syllables consist of short vowels, the stress will fall on the first one. Samara /'sæmərə/; protocol /'prəʊtəkɒl/; **d)** Concerning compound words, if the first part is a noun, it takes the stress; sunrise /ˈsʌnraɪz/. **i)** If the two parts are nouns, the first syllable takes the primary stress. Suitcase /ˈsuːtkeɪs/; teacup /ˈtiː kʌp/. **ii)** When the first part is an adjectival and the second part ends with (-ed) morpheme, the latter receives the primary stress; bad-tempered /bædˈtempəd/; heavy handed /hevi ˈhændɪd/. **iii)** When the first part is a number, the second part will attract the stress; three wheeler /θriː ˈwiːlə/; second class /ˈsekənd ˈklɑːs/. **iv)**. finally when compounds employing as adverbs are also final stressed, North East /nɔːθ ˈiːst/; downstream /daʊn ˈstriːm/ (Roach, 2009:85-86). **v)** Moreover, English words generally include one vowel that is slowly stressed than other vowels. We will say that the vowel with maximum stress takes the primary stress. America /əˈmerɪkə/ ; Agenda /əˈʤɛndə/ (Ali, 2009:٥٧٠-٥٥٤ ; Morris and Samuel, 1971:3-4).

1.٣.2 Stress Patterns in Standard Arabic

Jones (1972:245) states that stress is the degree of pressure with which a syllable is articulated. In addition to that two kinds of stress are present in the use of languages. The first kind with steady stress on a certain syllable in a word and the second one with a liberated stress like English. (Brosnahan and Malmberg, 1970:157). Stress in Arabic is not phonemic in the sense that stress change in a word from one syllable to another does not alter meaning. This non-phonemic

quality of stress makes it expected. This is the opinion that is really adopted by the plurality of Arab and non-Arab linguists and phoneticians, as Yushmanov (1961: 15); Beeston (1970: 21); Brame (1977: 553) ; Omar (1973: 37, 1988: 307) ; Harms (1981: 448) ; Al-Jazary (1981: 21) among others. For this reason, there are followed rules that show how to place the primary stress in Arabic. It is quoted in - Nasr (1967:48), Gatta (1988:42) and Mustafa (1990:42). **a)** The word consisting of one syllable, this syllable will take the primary stress when articulated alone. /'ti:n/ 'figs' ; /'ba:b/ 'a door'. **b)** Words consisting of two syllables, the primary stress falls on the long one. / 'fa:rɪɣ/ 'empty'; / lə'ti:f/ 'nice' ;/ 'sa:rɪq/ 'thief' .

If both syllables are long, the last one will receive the primary stress. /ta:'wu:s/ 'peacock' ; /ha:d'da:t/ 'they are sharp' (female, plural) . **c)** When a word involves three syllables, the following points are to be noticed: **i)** If the three syllables are short, the primary stress will fall on the first one. /'rəkədha/ 'he ran' ; /'dərəsə/ 'he studied'. **ii)** When the final syllable is short, the long one will take the primary stress; /'ra:ʔɪdə/ 'pioneer' (female) ; /'ṣa:lɪhə/ 'righteous' (female). **iii)** If the final syllable and any other syllables are long, the last syllable will receive the primary stress; /muʃa:d'da:t/ 'wrangles' . **d)** If the words are composed of more than three syllables (polysyllabic), we should follow the bases below.

i) Primary stress will be located on the last syllable if the latter is of the long syllables CVVCC, CVVC, CVCC; /mʊhtəqə'ru:n/ 'scornful people'; /mʊrtəzə'qu:n/ 'mercenary people'. **ii)** If the final syllable is short, the penultimate (the one before the last) syllable is deemed. If it is long or medium (CVC, CVV), it will take the primary stress, /təθqi:'fijjə/ 'educational'; /tənwi:'rijjə/ 'enlightened' . **iii)** When the penultimate syllable is short (CV), the antepenultimate syllable (if it is medium) will attract the primary stress; /jəs'təfhɪmʊ/ 'he questions' ; /jəs'təqtibʊ/ 'he polarizes'. **iv)** The fourth syllable from the end of the word does not take the primary stress excepting when the final three syllables are all short (CV).

/əs'təɣfırʊhʊ/ 'I ask Him for pardon' ; /əs'təndʒɪdʊhʊ/ 'I ask Him for help'. As a result, Arabic has not phonemic value. Contrary to English language, a shift in stress place does not lead to a shift in the meaning of the word.

1.٣.3 Stress Patterns in Iraqi Arabic

Generally speaking, two kinds of stress samples are characterized in Iraqi colloquial Arabic. The first kind is categorized by the syllabic structure of the word and the second by particular grammatical circumstances. In order to make the information easy, we shall classify the first kind as kind (1) and the second as kind (2) (Ghalib, 1984: 20) . The most important feature in this kind is the existence of one primary stress in addition to an optional secondary one in longer polysyllabic words. The position of the primary stress in this kind is especially dependent on the structure of the syllables in final and pre-final places.These are the rules: **a)** The words which are composed of one syllable whether it is short, medium, or long, open or closed, generally receive the primary stress. /'mɪn/ 'from' ; /'ṣ ɜːf/ 'summer' ; /'θɔːb/ 'garment' . **b)** Words that possess the structure (CVVC) as their final syllables, receive oxytonic stress; /ṣa'di:q̲/ 'friend'; /ṣə'fi:r̲/ 'whistle'; /sə'fa:h̲/ 'slaughter'. The exclusion to these principles are the words which their last two syllables possess these strictures (CVC + CVVC) or (CVVC + CVVC) of which the second syllable is permanently /-teen/, including duality in Arabic, overwhelming receive a paraxytonic stress; /'sɛntɜːn / 'two years'; /'ṣu:rt ɜːn/ 'two pictures' (Ghalib, 1984:21). **c)** Words possess the structure (CVCC) as their final syllable, receive oxytonic stress too – supplying that the (CC) parts should form a geminate consonant. /mɪṭ'rəʃ̲ʃ̲/ 'he has become deaf' ; /mɪx'rəs̲s̲/ 'he has become dumb' /mɪṣ'fərr̲/ 'he has become yellowish' (Ghalib, 1984:22) .

d) Words consisting of two syllables (CV + CV) or (CV + CVC) receive a paraxytonic stress. /'ʃɪnʊ/ 'What' /'mɪnʊ/ 'Who'; /'nɪsə/ 'he forgot'; /'ʧəlɪb 'dog'.

e) Words that are composed of three syllables involving the structure (CV + CV)

or (CV + CVC) as their last two syllables, at most take a paraxytonic stress. In such words, there is extremely a non- contrastive liberated variety between paraxytonic and pro-paraxytonic stress; /sɪ'?ələ/ 'he asked him'. **f)** Words include more than three syllables may receive as secondary stress besides the primary one. The primary stress comes after the secondary one and the latter is clear in a more careful speech style. Such words are generally of certain grammatical structures. /ħat˩tɜːtɪlhɪ'jaː/ 'I put it for him'; /səm˩məʕ tɪlhɪ'jaː/ 'I let him hear it' (Ghalib, 1984:23). Contrary to the words in kind (1) the words in this kind are realized by having their primary stress on the syllables which are very close to the starting of the word.

In addition, they are distinguished by the existence of particular grammatical particles, as the interrogative particle /ʃ/ 'what' and the three particles of negation /laa/, /maa/ and mʊʊ/ 'not' that are chiefly used with verbs to indicate negated commands or exhortations. /laa/ and /mʊʊ/ are employed with demonstrative pronouns in order to explain negative statements (Ghalib, op.cit., PP. 70-71; Ali et al., 2020; 587-596). /'sɪmaʕ/ 'he heard' /'ʃsɪmaʕ / 'What did he hear'; /'mɪʃət/ 'he walked' (Ghalib, 1984:24). The following bases are concluded: **a)** when a noun follows a preposition such as /bi/ 'in', the primary stress may occur either on the preposition or on the noun. The variety of stress position in these words is non-contrastive. /bɪs'suːg/ 'in the market' ; /'bɪssuːg/ . **b)** When a verb or a demonstrative pronoun is preceded by the interrogative particle /ʃinu/ 'What', both verb and particle receive the primary stress; /'jɪktɪb/ 'he writes' (Ghalib, 1984:25-26). **c)** When the particle /da/ (which refers to the continuation of the verb tense) outstrips a verb, the primary stress naturally keeps its normal place; /'jɪqrə/ 'he reads'; /də'jɪqrə/ 'he is reading'.

1.٣.4. Stress Patterns in Kurdish

Kurdish word that contains more than one syllable is articulated with one of its syllables being stressed and the remnant is unstressed. Concerning some words, any shift in the place of stress produces a shift in the meaning of that word or a shift in its grammatical case (Rahimpour, 2010:77). BARZÎ /'bærzi:/ (You are tall) versus barZÎ /bær'zi:/ (height) ; In Kurdish, the stress usually occurs on the final syllable. These are the most important rules: **a)** the majority of words receive their stress on their final syllable. **b)** Vowels which are stem-final are constantly stressed: e.g. HAtin /hætın/ (they come) versus haTIN /hæ'tın/ (to come). **c)** Some suffixes are stressed, thus when they annexed to other words, they rise a change in stress. Few of these suffixes involve: **i)** Definite suffix (aka) ; minDÂL (Child) vs. mindâLAKA (The child) /mın'dæl/ /mındæ'lækə/ ; **ii)** Plural Suffix (ân) lâw (a young man) vs. lâWAN (young men) /laʊ/ /laʊ'wæn/ . **iii)** Comparative and superlative degrees (tir and tirîn); pân (wide) vs. pânTIRIN (the widest) /pæn/ ; /pæn'tırın/ ; **d)** Negative prefixes as verbs take the stress. (na) ; čûm (I went) vs. NAčûm (I didn't go) /tʃɒm/; /nətʃɒm/ ; **e)** The first syllable attracts the stress in the vocative case, e.g. mâmôsTA (a teacher) vs. MÂmôsta (a teacher) /mæmɔːs'tə/; /'mæmɔːs'tə/. **f)** The inflection of verbs breeds some changes in stress; nû SÎN (to write) vs. /nɒ'si:n/ ; ?An û sim (I write) vs. /ənɒsım) ; nû Sî ma (I have written) /nɒ'si:mə/ ; **g)** Some most ordinarily verb endings do not receive stress and therefore, it is changed to the first syllable of the word: **i)** The ending – (a) - (it is) /tʃæ'kə/ čâKA (goodness) Vs. /'tʃækə/ ČÂka (it is good) /kæ'jə/ Kâya (play) vs. /'kæjə/ KÂya (it is straw);

ii) The ending – (î) for the third person singular: gir DÎ (roundness) vs. GIRdî (he took it) /gır'di:/, /'gırdi:/; **iii)** The ending - (î) for the second person singular, ŠeTÎ (madness) Vs. ŠETî (you are mad); /ʃe'ti:/ , /'ʃeti:/ ; **h)** Nominal compounds generally possess their primary stress on the final part of the

compound; naxôš (sick) ; xâNA (house); naxôšxâNA (hospital) ; /nə'xɔːʃ/; /xæ'nə/; /nəxɔːʃxæ'nə/; dang (sound) bâs (discussion); danguBÂS (news) ; /dəŋg/; /bæs/ ; /dəŋgʊ'bæs/ ; bîs (twenty); hašt (eight) bîsûHAŠT (twenty-eight) ; /biːs/ , /həʃt/ , /biːsɒ'həʃt/ . **i)** In simple tenses, when the sentence consists of one word, the stress is located on the initial syllable;Arôm (I go) /'ərɔːm/.

According to negative verbs, it is on the negative part; NÂrôm (I don't go) /'nærɔːm/. In the past perfect tense, it is on the form which is inflected from (bîn) (to be), rôyštiBÛM (I had gone) ; /rɔɪʃtɪ'bɒm/ . Finally in the present perfect, it is on the second syllable, xwenDÛma (I have read it) ; /xwen'dɒmə/; **j)** In sentences which possess a direct object (in present tense) if the stress occurs on the direct object, it points to a habitual activity, but if the stress occurs on the verb, it points to a present continuous activity, Kawan KÂYA ?akâ (Kawan habitually plays) /kæwæn 'kaɪə əkæ/; Kawan kâya ?AKÂ (Kawan is playing) /kæwæn kaɪə 'əkæ/ . **k)** Adverbs seem to take the primary stress; ewa HÂTÎN (you came), /ewə 'hætiːn/; ?ewa ZÛ hâtin (you came soon); /ewə 'zɒ hætɪn/ **i)** The question word receives the primary stress in interrogative sentences; BÔ ačî? (Why do you go?) /'B ɔːə ʧiː/ (Rahimpour, 2010: 77-78). The current research aims at: Does gender influence the accuracy of producing lexical stress for native, Iraqi Arabic and Kurdish speakers?

2. METHODOLOGY

2.1 Data Selection

The researcher selects a list of English words. English simple lexical items are of two and three syllable words selected from dictionary (oxford). They are shown to a panel of experts to provide the validity and reliability of selection. Then, these simple words are classified according to their grammatical categories, i.e. whether they are nouns, verbs, or adjectives. Each category is analyzed in isolation according to its syllable structure. Finally, the data are analyzed acoustically by

using Praat software program in order to verify the auditory analysis and to make certain that stress assignment is precise and accurate.

2.2 Materials

2.2.1 Participants

In this thesis, the researcher chooses twenty eight of Iraqi Arabic and Kurdish master students and four English native speakers as a (control group). Their ages range from 23 to 35 years. The mean of Iraqi group age is (29), Kurdish (27) and English (26).

2.2.2 Stimuli

For this production experiment, the stimuli are 30 words, belong to (17) English syllable structure, (6) structures for two syllables (12 words) and (11) structures for three syllables (18 words) to be analyzed acoustically by Pratt program. These words are simple, clear and familiar for both speakers and readers. Each participant was given a list containing 30 words which is into two and three syllables.

2.2.3 Word Class

The grammatical categories of these words are nouns, verbs and adjectives. The stress position is unsteady and found in different positions in the word in the sense that the first, second or third syllable may take the primary stress.

3. DATA ANALYSIS

3.1 The Research Question

The researcher explains the influence of gender on the pronunciation of the three language groups and showing the difference between the performance of males and females.

3.1.1 English Language Group

Tables 1 and 2 show the difference between the males' performance produced by native speakers. The correct responses considering two-syllable words are (23)95.83% while the incorrect ones are (1) 4.16% and according to three-syllable words (22) 61.11% is correct while(14) 38.88 % is incorrect.

Table (1) The Difference between the Males' Performance Produced by Native Speakers

Two-syllable words by males

Word	Syllable Structure	Correct	Incorrect
cello	CVCV	2	0
delay	CVCV	2	0
moral	CVCV	2	0
damage	CVCV	2	0
commerce	CVCV	1	1
mature	CVCCV	2	0
jumbo	CVCCV	2	0
genteel	CVCCVC	2	0
postpone	CVCCVC	2	0
campaign	CVCCVC	2	0
percent	CVCVCC	2	0
Flourish	CCVCVC	2	0
total & percentage		23 95.83%	1 4.16%

Table (2) The Difference between the Males' Performance Produced by Native Speakers

Three-syllable words by males

Word	Syllable Structure	Correct	Incorrect
vanilla	CVCVCV	1	1
referee	CVCVCV	0	2
debonair	CVCVCV	0	2
magazine	CVCVCVC	0	2
Japanese	CVCVCVC	0	2
reminisce	CVCVCVC	0	2
resolute	CVCVCVC	2	0
decorate	CVCVCVC	2	0
demolish	CVCVCVC	2	0
garbanzo	CVCVCCV	2	0
subdivide	CVCCVCVC	2	0
fantastic	CVCCVCCVC	1	1
emotive	VCVCVC	2	0
interpret	VCCVCCVC	2	0
understand	VCCVCCVCC	1	1
muscular	CVCCCVCV	2	0
commentary	CVCVCCCV	2	0
protocol	CCVCVCVC	1	1
total & percentage		22 61.11%	14 38.88%

Tables (3) and (4) show the difference between the females' performance produced by native speakers. The correct responses considering two-syllable words are (22) 91.66 % while the incorrect ones are (2) 8.33% and according to three-syllable words (29) 80.55 % is correct while(7) 19.44 % is incorrect.

Table (3) The Difference between the Males' Performance Produced by Native Speakers

Two-syllable words by females

Word	Syllable Structure	Correct	Incorrect
cello	CVCV	2	0
delay	CVCV	2	0
moral	CVCVC	2	0
damage	CVCVC	2	0
commerce	CVCVC	2	0
mature	CVCCV	2	0
jumbo	CVCCV	2	0
genteel	CVCCVC	2	0
postpone	CVCCVC	1	1
campaign	CVCCVC	1	1
percent	CVCVCC	2	0
flourish	CCVCVC	2	0
total & percentage		22 91.66%	2 8.33%

Table (4) The Difference between the Males' Performance Produced by Native Speakers

Three-syllable words by females

Word	Syllable Structure	Correct	Incorrect
vanilla	CVCVCV	2	0
referee	CVCVCV	1	1
debonair	CVCVCV	2	0
magazine	CVCVCVC	1	1
Japanese	CVCVCVC	2	0
reminisce	CVCVCVC	1	1
resolute	CVCVCVC	2	0
decorate	CVCVCVC	2	0
demolish	CVCVCVC	1	1
garbanzo	CVCVCCV	1	1
subdivide	CVCCVCVC	1	1
fantastic	CVCCVCCVC	2	0
emotive	VCVCVC	2	0
interpret	VCCVCCVC	2	0
understand	VCCVCCVCC	1	1
muscular	CVCCCVCV	2	0
commentary	CVCVCCCV	2	0
protocol	CCVCVCVC	2	0
total & percentage		29 80.55%	7 19.44%

3.1.2 Iraqi Arabic language group

Tables (5) and (6) show the difference between the males' performance produced by Iraqi Arabic speakers. The correct responses considering two-syllable words arec(56) 66.66 % while the incorrect ones are (28) 33.33 % and according to three-syllable words (63)50 % is correct while (63)50 % is incorrect.

Table (5) The Difference between the Males' Performance Produced by Iraqi Arabic Speakers

Two-syllable words by males

Word	Syllable Structure	Correct	Incorrect
cello	CVCV	7	0
delay	CVCV	5	2
moral	CVCVC	7	0
damage	CVCVC	7	0
commerce	CVCVC	5	2
mature	CVCCV	3	4
jumbo	CVCCV	5	2
genteel	CVCCVC	6	1
postpone	CVCCVC	1	6
campaign	CVCCVC	5	2
percent	CVCVCC	1	6
flourish	CCVCVC	4	3
total & percentage		56 66.66%	28 33.33%

Table (6) The Difference between the Males' Performance Produced by Iraqi Arabic Speakers

Three-syllable words by males

Word	Syllable Structure	Correct	Incorrect
vanilla	CVCVCV	4	3
referee	CVCVCV	1	6
debonair	CVCVCV	2	5
magazine	CVCVCVC	1	6
Japanese	CVCVCVC	1	6
reminisce	CVCVCVC	3	4
resolute	CVCVCVC	0	7
decorate	CVCVCVC	4	3
demolish	CVCVCVC	3	4
garbanzo	CVCVCCV	7	0
subdivide	CVCCVCVC	7	0
fantastic	CVCCVCCVC	4	3
emotive	VCVCVC	7	0
interpret	VCCVCCVC	4	3
understand	VCCVCCVCC	5	2
muscular	CVCCCVCV	6	1
commentary	CVCVCCCV	1	6
protocol	CCVCVCVC	3	4
total & percentage		63 50%	63 50%

Tables (7) and (8) show the difference between the females' performance produced by Iraqi Arabic speakers. The correct responses considering two-syllable words are (64) 76.19 % while the incorrect ones are (20)23.80% and according to three-syllable words(62) 49.20 % is correct while(64) 50.79 % is incorrect.

Table (7) The Difference between the Males' Performance Produced by Iraqi Arabic Speakers

Two-syllable words by females

Word	Syllable Structure	Correct	Incorrect
cello	CVCV	7	0
delay	CVCV	6	1
moral	CVCVC	6	1
damage	CVCVC	7	0
commerce	CVCVC	5	2
mature	CVCCV	4	3
jumbo	CVCCV	6	1
genteel	CVCCVC	4	3
postpone	CVCCVC	3	4
campaign	CVCCVC	4	3
percent	CVCVCC	5	2
flourish	CCVCVC	7	0
total & percentage		64 76.19%	20 23.80%

Table (8) The Difference between the Males' Performance Produced by Iraqi Arabic Speakers

Three-syllable words by females

Word	Syllable Structure	Correct	Incorrect
vanilla	CVCVCV	4	3
referee	CVCVCV	1	6
debonair	CVCVCV	0	7
magazine	CVCVCVC	1	6
Japanese	CVCVCVC	0	7
reminisce	CVCVCVC	1	6
resolute	CVCVCVC	4	3
decorate	CVCVCVC	1	6
demolish	CVCVCVC	5	2
garbanzo	CVCVCCV	5	2
subdivide	CVCCVCVC	7	0
fantastic	CVCCVCCVC	3	4
emotive	VCVCVC	6	1
interpret	VCCVCCVC	4	3
understand	VCCVCCVCC	5	2
muscular	CVCCCVCV	7	0
commentary	CVCVCCCV	2	5
protocol	CCVCVCVC	6	1
total & percentage		62 49.20%	64 50.79%

3.1.3 Kurdish Language Group

The tables (9) and (10) show the differences between the males' performance produced by Kurdish speakers. The correct responses considering two-syllable words are (68) 80.95% while the incorrect ones are (16) 19.04 % and according to three-syllable words (69)54.76% is correct while (57) 45.23% is incorrect.

Table (9) The Difference between the Males' Performance Produced by Kurdish Speakers

Two-syllable words by males

Word	Syllable Structure	Correct	Incorrect
cello	CVCV	6	1
delay	CVCV	5	2
moral	CVCVC	6	1
damage	CVCVC	7	0
commerce	CVCVC	7	0
mature	CVCCV	3	4
jumbo	CVCCV	4	3
genteel	CVCCVC	4	3
postpone	CVCCVC	6	1
campaign	CVCCVC	6	1
percent	CVCVCC	7	0
flourish	CCVCVC	7	0
total & percentage		68 80.95%	16 19.04%

Table (10) The Difference between the Males' Performance Produced by Kurdish Speakers

Three-syllable words by males

Word	Syllable Structure	Correct	Incorrect
vanilla	CVCVCV	3	4
referee	CVCVCV	0	7
debonair	CVCVCV	0	7
magazine	CVCVCVC	1	6
Japanese	CVCVCVC	1	6
reminisce	CVCVCVC	1	6
resolute	CVCVCVC	7	0
decorate	CVCVCVC	6	1
demolish	CVCVCVC	4	3
garbanzo	CVCVCCV	2	5
subdivide	CVCCVCVC	5	2
fantastic	CVCCVCCVC	5	2
emotive	VCVCVC	6	1
interpret	VCCVCCVC	4	3
understand	VCCVCCVCC	6	1
muscular	CVCCCVCV	7	0
commentary	CVCVCCCV	6	1
protocol	CCVCVCVC	5	2
total & percentage		69	57
		54.76%	45.23%

Tables (11) and (12) show the differences between the females' performance produced by Kurdish speakers. The correct responses considering two-syllable words are (61)72.61 % while the incorrect ones are (23) 27.38 percent and according to three-syllable words(60) 47.61% is correct while(66) 52.38 % is incorrect.

Table (11) The Difference between the Males' Performance Produced by Kurdish Speakers

Two-syllable words by females

Word	Syllable Structure	Correct	Incorrect
cello	CVCV	5	2
delay	CVCV	4	3
moral	CVCVC	6	1
damage	CVCVC	6	1
commerce	CVCVC	4	3
mature	CVCCV	4	3
jumbo	CVCCV	6	1
genteel	CVCCVC	4	3
postpone	CVCCVC	4	3
campaign	CVCCVC	5	2
percent	CVCVCC	6	1
flourish	CCVCVC	7	0
total & percentage		61	23
		72.61%	27.38%

Table (12) The Difference between the Males' Performance Produced by Kurdish Speakers

Three-syllable words by females

Word	Syllable Structure	Correct	Incorrect
vanilla	CVCVCV	1	6
referee	CVCVCV	4	3
debonair	CVCVCV	3	4
magazine	CVCVCVC	1	6
Japanese	CVCVCVC	1	6
reminisce	CVCVCVC	2	5
resolute	CVCVCVC	5	2
decorate	CVCVCVC	3	4
demolish	CVCVCVC	2	5
garbanzo	CVCVCCV	2	5
subdivide	CVCCVCVC	6	1
fantastic	CVCCVCCVC	4	3
emotive	VCVCVC	2	5
interpret	VCCVCCVC	4	3
understand	VCCVCCVCC	4	3
muscular	CVCCCVCV	7	0
commentary	CVCVCCCV	4	3
protocol	CCVCVCVC	5	2
total & percentage		60 47.61%	66 52.38%

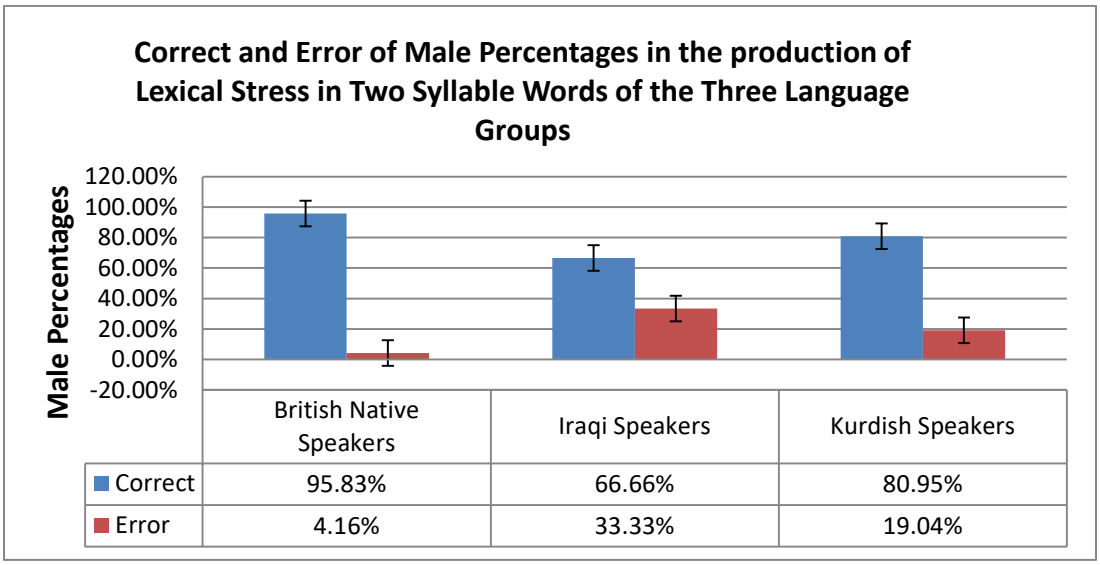

Figure (1) The Difference between the Males' Performance Produced by the Three Language Groups

This figure shows the correct and incorrect responses of males in the production of stress in two-syllable words of the three language groups. English language group correct responses are 95.83% whereas incorrect responses are 4.16% ,Iraqi Arabic language group correct responses are 66.66% whereas incorrect responses are 33.33% and Kurdish language group correct responses are 80.95% whereas incorrect responses are 19.04%.

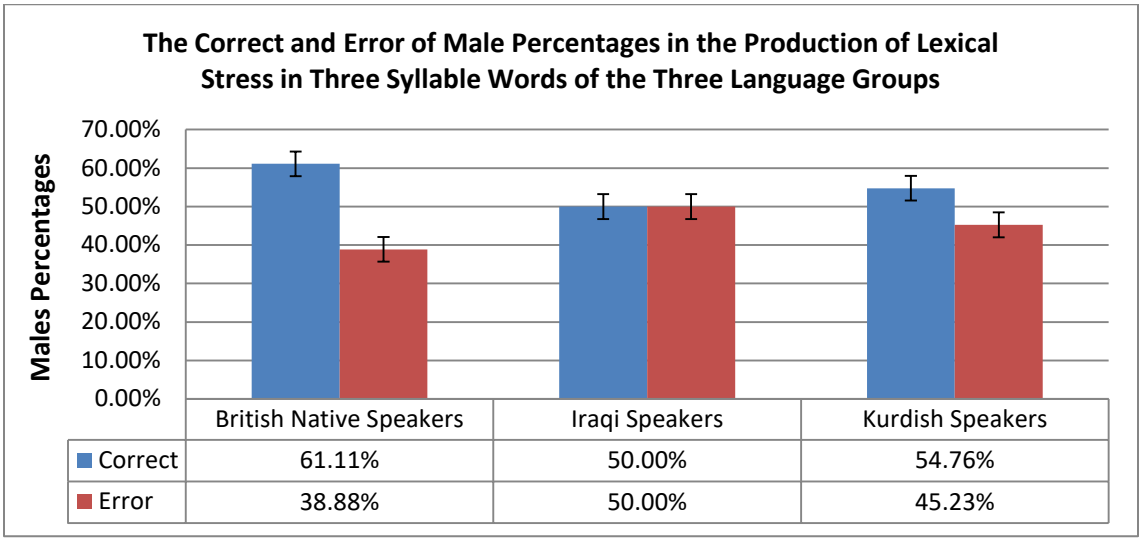

Figure (2) The Difference between the Males' Performance Produced by the Three Language Groups

This figure shows the correct and incorrect responses of males in the production of stress in three-syllable words of the three language groups. English language group correct responses are 61.11% whereas incorrect responses are 38.88% ,Iraqi Arabic language group correct responses are 50% whereas incorrect responses are 50% and Kurdish language group correct responses are 54.76% whereas incorrect responses are 45.23%.

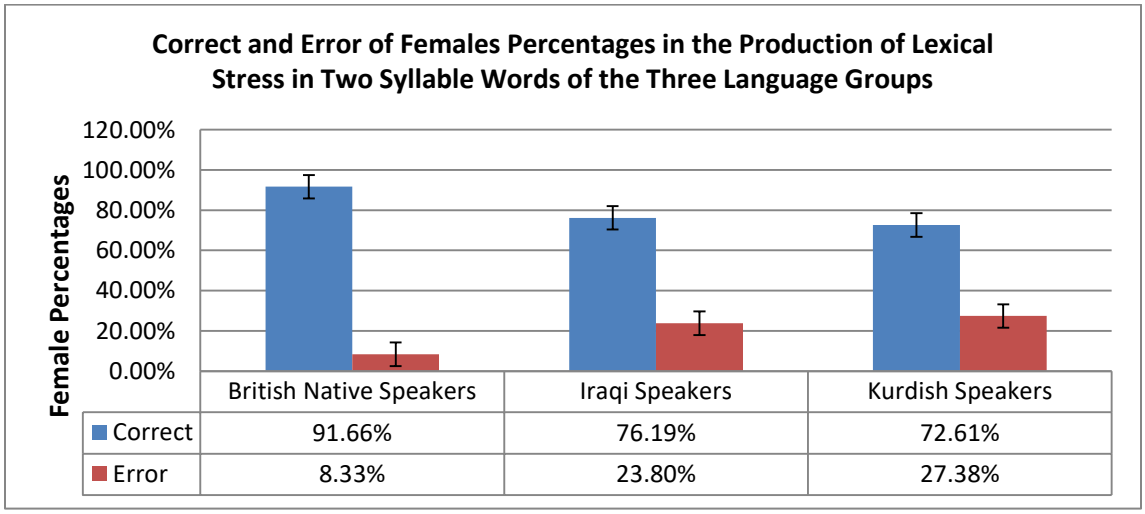

Figure (3) The Difference between the Males' Performance Produced by the Three Language Groups

This figure shows the correct and incorrect responses of females in the production of stress in two-syllable words of the three language groups. English language group correct responses are 91.66% whereas incorrect responses are 8.33% ,Iraqi Arabic language group correct responses are 76.19% whereas incorrect responses are 23.80% and Kurdish language group correct responses are 72.61% whereas incorrect responses are 27.38%.

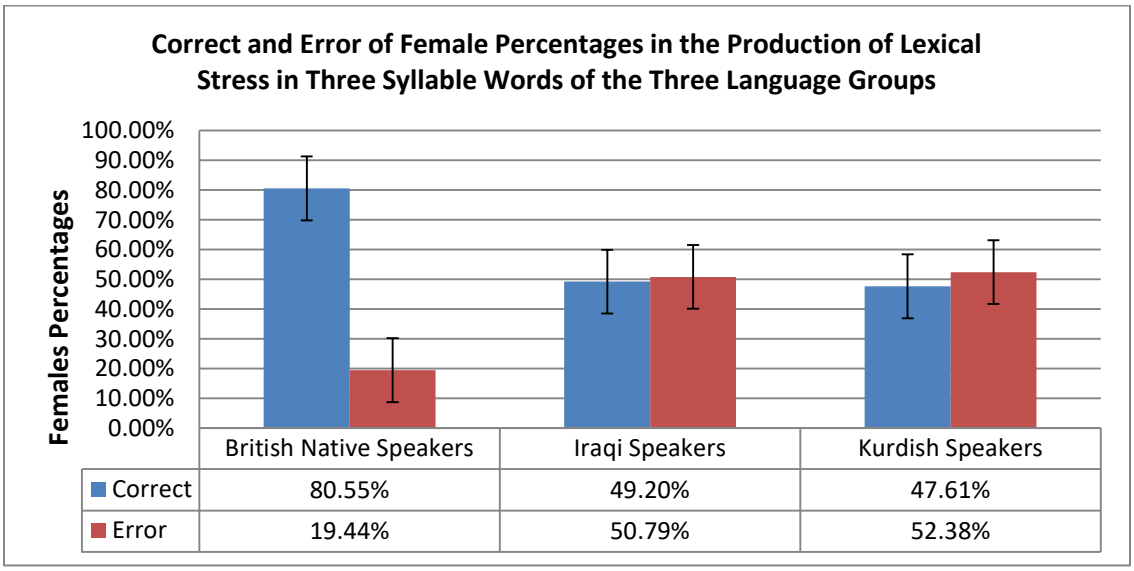

Figure (4) The Difference between the Males' Performance Produced by the Three Language Groups

This figure shows the correct and incorrect responses of females in the production of stress in three-syllable words of the three language groups. English language group correct responses are 80.55% whereas incorrect responses are 19.44%, Iraqi Arabic language group correct responses are 49.20% whereas incorrect responses are 50.79% and Kurdish language group correct responses are 47.61% whereas incorrect responses are 52.38%.

4. DISCUSSION

It should be noticed that the results stated here and discussed in this section are the authentic pronunciations of the participants. The researcher chooses three different groups of languages, English (the control group), Iraqi Arabic and Kurdish in order to make certain of the stress placement and as a result to compare their performance. This study highlights three-word classes verbs, nouns and adjectives each of two and three syllable words. The current research question sheds light on the gender importance, regarding two syllable words uttered by males 95,83 % of their articulation are correct and 4,16 % are the incorrect, while three syllable words 61,11 % of their responses are correct and 38,88 % are incorrect. Concerning two syllable words uttered by females 91,66 % are correct and 8,33 % are incorrect while three syllable words 80,55 % are correct and 19,44% are incorrect. Regarding the first research question for Iraqi participants, the two syllable words uttered by males 66,66 % are correct and 33,33 % are incorrect while in three syllable words 50 % are correct and 50 % are incorrect too. According to females, 76,19 % are correct and 23,80 % are incorrect in two syllable words but in three syllable words 49,20 % are correct and 50,79 % are incorrect. This research question shows that in two syllable words produced by Kurdish males 80, 95 % are correct and 19,04 % are incorrect whereas in three syllable words 54,76 % are correct and 45,23 % are incorrect. Concerning females 72, 61 % are correct and 27, 38 % are incorrect in two syllable words but in three syllable words 47,61 % are correct and 52,38 % are incorrect.

5. CONCLUSIONS

Concerning the present research question, the performance of English and Kurdish males is better than females' in two-syllable words while English females are better than males in three-syllable words , Iraqi Arabic males and females are balanced and Kurdish males are better than females. Generally, English females are better than males, Iraqi females are also better than males but Kurdish males are better than females.

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