WORD STRESS AND VOCABULARY ITEM RELATIONS IN TEACHER TRAINING

ÖZGRET MEN YETİŞTİRİLMESİ NDE SÖZCÜK VURGUSU VE SÖZCÜK İLİŞKİLERİ

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

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


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

1. INTRODUCTION

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

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

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

2. THE STRESS FEATURES OF ENGLISH LANGUAGE

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

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

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


2.1. Stress phonemes in English:

/ / Primary stress phoneme
/^/ Secondary stress phoneme
/^/ Tertiary stress phoneme
/~/ Weak stress phoneme

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

2.2. Primary stress //:

2.3. Secondary stress /ˈɛ/:
bandwagon /ˈbændwɔɡən/,
calculate /ˈkælkjuleɪt/,
deactivate /ˈdeɪtəvɪˈkeɪt/,
decafeinated /ˌdɪˈkæfəˌnɪt/,
eccentricity /ˈɛksəntrɪsɪtɪ/,
economic /ˈɛrkənəmɪk/,
a- /ˈeɪ/,
economize /ˌɪkəˈmɒnaɪz/,
Fahrenheit /ˈfaɪərən/,
faraway /ˈfaərəˈweɪ/,
farsighted /ˈfɔːrˌsaɪd/,
fascinate /ˈfæsənɪt/,
decompose /ˌdɪˌkɒmpəˈzuː/,
dedicate /ˈdedɪkət/,
gasoline /ˈɡæsəˌlaiən/,
habitual /ˈhæbɪtʃuəl/,
hallucinate /ˈhɔːljuːsənɪt/,
handicap /ˈhændɪˌkæp/,
redevelop /ˌrɪdəˈvɛrəp/,
reexhibit /ˌriːˈɛksɪbɪt/.

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

abbreviate /ˈæbəriət/,
abnormal /ˈæbˈnɔːrml/,
coagulate /ˈkəʊəɡjuleɪt/,
cohabitation /ˈkəʊˌheɪbəˈteɪʃn/,
colonial /ˈkələnɪəl/,
colloquial /ˈkələˈkjuːɪəl/,
compatriot /ˈkɑːmpəˈreɪtʃər/,
December /ˈdɛkˈbɛr/,
decentralize /ˌdɪsˈtɛnˌsaiəˈlaɪz/,
defendant /dɪˈfænɪd/,
degree /ˈdiːgri/,
impartial /ˈɪmpərtʃəl/,
idealist /ˈaɪdəˈlɪzəst/,
identifiable /ˈaɪdəˈfɪŋəbl/,
foreign /ˈfoʊrˌfæŋɡ/.

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

abandon /ˈæbəndən/,
abdomen /ˈæbdəmən/,
bamboo /ˈbæmboʊ/,
conceivable /ˈkənˌsiːvəbl/,
congratulatory /ˈkɔŋrəˈteɪtərɪ/,
fabulous /ˈfæbəˈləs/,
facilitate /ˈfæsəˈleɪt/,
general /ˈdʒenərəl/,
geruption /ˈɡɛrəpʃən/,
habitual /ˈhæbɪtʃuəl/,
hallucinate /ˈhɔːljuːsənɪt/,
harrassment /ˈhɑːrəmənt/,
imaginable /ˈɪmæɡənəbl/,
immigrant /ˈɪmɪɡrənt/,
conceivable /ˈkənˌsiːvəbl/,
composition /ˈkɒmpəˌzɪʃən/,
compensate /ˈkəmpəˌsæt/,
compatible /ˈkəmərəˈleɪtər/,
consistent /ˈkənˌsɪstənt/,
contemporary /ˈkənˌtɛmˈpərəri/,
considerable /ˈkənˌsɪdərəbl/,
comparable /ˈkəmˈpærəbl/,
comprehend /ˈkɔmˌpriːθənd/,
comprehension /ˈkɔmˌpriːθənʃən/.

3. MOBILITY OF STRESS IN ENGLISH LANGUAGE
Any word in English bears a primary stress, but it may shift back and forth in the structure of words. In other words, English has a mobility of stress feature in its lexicon (Kenworthy, 1987). Non-native speakers of English are not intuitively aware of the fact that certain parts in words will be more phonetically prominent than others. Many non-native English teachers are even unaware of the mobility of stress in English. First things first, the perception and hearing of these four stress phonemes of English by the non-native learners must be accessed and correctly stored by L2 learners.
This is a difficult task if the words have more than three syllables or polysyllables. In addition, the stress changes in content words and function words, and their strong and weak forms (Ladefoged, 2006: 107) happen to be very difficult for many learners.

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

3.1. Mobility of stress and suffixation

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

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

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

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

1. Suffixes/prefixes carrying primary stress themselves (auto-stressed suffixes): {semi-, -ation, -ee, -eer, -ese, -ette, -esque, self-}. 
2. Suffixes that influence stress in the stem: {-eous, -graphy, -ial, -ic, -ion, -ious, -ty, -ive}.
3. Suffixes that do not affect stress placement: {-able, -age, -al, -en, -ful, -ing, -ish, -like, -less, -ly, -ment, -ness, -ous, -fy, -wise, -y}.

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

3.3. Doublets of words
Here are some examples:

- ceremóny /ˈsɛrəˈmoʊni/ → ceremonial /ˈsɛrəˈmoʊniəl/
- circlé /ˈsɜrkəl/ → semicircle /ˈsɛmɪˌsɜrkəl/ 
- cólon /ˈkouˈlən/ → semicolon /ˌsɛmɪˌkouˈlən/ 
- fámous /ˈfaʊməs/ → infamous /ˈɪnˌfaʊməs/ 
- indústry /ˈɪndəstri/ → industrialize /ˌɪndəˈstəriˌlaɪz/ 
- pancreásis /ˌpænkrəˈæsɪs/ → pancreatic /ˌpænkrəˈætɪk/ 
- páradigm /ˈpærəˌdægəm/ → paradigmático /ˌpærəˌdægəˈtɪkəˈtoʊski/ 
- parasít /ˌpærəˈsɪt/ (n) → parasití /ˌpærəˈsɪtəˈtoʊski/ (adj) 
- párliament /ˌpærəˈleɪment/ → parliamentary /ˌpærəˈleɪmentəri/ 
- péculiar /ˈpɛkjʊəlær/ → peculiarity /ˌpɛkjʊəˈlærɪtɪ/ 
- pédagogy /ˈpɛdəˈgədʒi/ → pedagógico /ˌpɛdəˈɡoʊdʒəˈkoʊski/ 
- planét /ˈplænəˈtɛrə/ → planetário /ˌplænəˈtɛrɪəˈtoʊski/ 
- plástic /ˈplæstɪk/ → plasticidade /ˌplæstɪˈkədəˈziːdə/ 
- reject /riˈdʒekt/ (n) → reject /riˈdʒekt/ (v) 
- remedy /ˈrɛmɪdi/ → remedial /ˌrɛmɪˈdɪəli/ 
- run /rʌn/ → rerun /rəˈrun/ 
- sale /seɪl/ → resale /rɪˈseɪl/ 
- reside /ˈrɪzaɪd/ → residence /ˈrɪzəˈdans/ 
- resume /rɪˈzuːm/ → résumé /ˈrɛzəˈmoʊ/ 
- rhetoric /rɛˈtɔrɪk/ → rhetorical /rɛˈtɔrɪkəl/ 
- ridicule /ˈriˌdɪkl/ → ridiculous /ˈriˌdɪkləsk/ 
- táil /ˈteɪl/ → rétail /rəˈteɪl/ 
- rábot /ˈræbət/ → robotic /ˈræbətɪk/ 
- sacrificé /ˈsækrəˈfɪs/ → sacrificial /ˈsækrəˈfɪʃəl/ 
- sánitary /ˈsænərəˈteɪni/ → sanitary /ˌsænərəˈteɪniər/ 

3.4. Triplets
The placement of the four stress phonemes in the following words requires the attention of an expertise because the mobility of stress in these words is not indicated in any dictionaries; therefore, they must be attentively taken into consideration by the nonnative teachers and trainees.
In the doublets and triplets, 13 vowels of English language change back and forth bidirectionally into the schwa phoneme via vowel reduction (figure 1), the recognition of which escapes from the articulation of Turkish learners of English and lead them to the commitment of horrendous pronunciation errors:

Figure 1: Vowel reduction in English

The misperception of the vowel reduction in English brings forth misarticulation, which, in turn, leads to the development of a foreign accent in English by Turks. It is because misplacement of the primary
stress in vocabulary items triggers a chain reaction through the domino effect that harms not only the pronunciation but also the related intonation patterns in sentences.

4. CONCLUSION
Needless to say, the awareness of the function and importance of word-stress have a facilitating effect on L2 vocabulary acquisition. But just awareness is not enough. A serious attention to word-stress patterns in connection with vocabulary instruction is an integral part of oral communication (Demirezen, M. and Sarıçoğan, 2008a). It must be noted that “Learning word-stress information is an integral part of the experience of learning a new word (Aitchison, 1994).” Due to shift of stress by the addition of certain suffixes into the words, vowel reduction brings in incredible sound changes in which almost all the vowels get reduced to schwa, which changes the articulation of words. The result is faulty pronunciation. ‘Poor pronunciation can distract the listener’ (Celce-Murcia and Goodwin, 1991; Kenworthy, 1987:28) and ‘Poor pronunciation can make comprehension of the message difficult, and this may result in negative social evaluation and discrimination’(Lippi-Green 1997 ; Munro 2003).

Non-native speakers with faultily stressed vocabulary items may not be understood by the native speakers. Celce-Murcia, et al.(1996; Kenworthy, 1987:28) state that native speakers sometimes become lost when trying to communicate with L2 English speakers who are weak in stress placement issue in the vocabulary items. In addition, the incorrect placement of stresses on the vocabulary items of the target language paves the way for accented speech (Kenworthy 1987; Munro, 2008).

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

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

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

İngilizcenin dört temel vurgusu vardır ve sözcüklerin anlamlarını değiştirir. Uluslararası Sesçil Alfabede şu şekilde gösterilir:

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/ˈ/ Birincil Vurgu Sesbirimi
/ˌ/ İkincil Vurgu Sesbirimi
/ː/ Üçüncü Vurgu Sesbirimi
/ˈ/ Zayıf Vurgu Sesbirimi
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Odaksıl sözcük vurgusu bazı ön ek ve son eklerin sözcükler eklenmesiyle, sözcük içinde ileri-geri hareket eder ve bu hareketliyi yaparken üzerine düştükleri ünlülerin ve onların komşularının ses yaplarını değiştirerek, sözcüklerin içinde sesleti değişikliklerin oluşmasına neden olur. İşte bu değişikliklerin duymaması Türkler için son derece zor olmaktadır.

İngiliz dilinde, odaksıl vurgu hareketlığını oluştururan son ekler şöyle sıralanabilir:

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

Dilbilimci Roach’a (2009) göre, İngilizcenin ek biçimburşları şöyle sınıflanabilir:

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

Bu eklərin % 80 oranında başka dillərden ödür alındığı düşünülürse, İngilizcede çok işlek olan odaksıl sözcük vurgusunun ne kadar karmaşık bir olgu olduğu anlaşılmıştır.

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

Birincil vurgu: /ˈ/: Örnekler:
- able /ˈeɪbəl/,
- absent /ˈæbsənt/,
- balance /ˈbæləns/,
- ballad /ˈbæləd/,
- fallacious /ˈfələʃəs/,
- fantastic /ˈfæntəstɪk/,
- deepen /ˈdiːpən/,
- bacteria /ˈbæktrɪə/,
- baggage /ˈbægdʒ/,
- balcony /ˈbælkənɪ/,
- factory /ˈfæktɔrɪ/,
- faculty /ˈfækəltɪ/,
- gala /ˈɡeɪlə/,
- gallant /ˈɡælənt/,
- gangster /ˈɡæŋstaː/,
- gazelle /ɡəˈzɛl/,
- geisha /ɡəˈʃiːə/,
- hamburger /ˈhæmbɜːgər/,
- handbook /ˈhændbʊk/,
- concentrate /ˈkənsəntrət/,
- semicolon /ˈsemiˈkəʊlən/.

Bu vurgu, sözcüğün en yüksek sesle söylenen yerinin sonundaki dalgalanmayı gerektiren, ama doğru olarak sesletilmesi Türkçe'nin hece zamanlı bir olması nedeniyle Türkçelere zorluk çıkarmaktadır.

İkincil Vurgu: /ˈ:/ Örnekler:
- calculate /ˈkælkjʊleɪt/,
- deactivate /ˈdeɪækteɪv/,
- decaffeinated /dɪˈkɛfəˈnetɪd/,
- eccentricity /ˈɛksətɪsɪtɪ/,
- economic /ˈekəˈnɪmɪk/,
- i- /, economize /ˈɪkəˌmaɪnaɪz/,
- Fahrenheit /ˈfærɪhənt/,
- faraway /ˈfærəˌweɪ/,
- farsighted /ˈfɜːrˌsaɪtɪd/,
- fascinated /ˈfæsəˌnetɪd/,
- decompose /dɪˌkɒmˈpoʊz/,
- dedicate /ˈdedəkɪt/,
- gasoline /ˈɡɑːsəˌlɪn/,
- habitat /ˈhæbɪtət/,
- hallucinate /ˈhɔːləˌseɪnt/,
- handicap /ˈhændɪˌkæp/,
- redevelop /ˈriːdəˈveləp/,
- reflect /ˈrɛflekt/.

Üçüncü vurgu /ˈ/: Bu vurgu, Türkçeler tarafından çok zor işitil.newBuilder. Ayrıca üçüncü vurguyu hiçbir sözlüğe verilmemesi, algılama ve öğrenme güçlülerinin oranını artırmaktadır. Örnekler:
Zayıf vurgu / /:

Örnekler:

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

Sözcük vurgusu hareketliliği:
Üçlü sözcük vurgusu hareketliliği

Aşağıdaki sözcüklerde vurgu hareketliliği dikkatlice izlenmeli ve sesli olarak tekrarlanmalıdır:

cérémony/seˈe.mɔ̃.ni/ → ceremonial //se ˈa.mɔ̃.niː al/
circle/ˈsa.kəl/ → semicircle/ˈse.mı̆kəl/}
colon/ˈkoʊ.lon/ → semicolon/ˈse.mı̆kəˈlon/}
famous/ˈfe.məz/ → infamous/ˈin.fe.məz/
final/ˈfæn.əl/ → semifinal/ˈse.mi.fæn.əl/}
industry/ˈa.ind.əz.əl/ → industrialize/ˈa.ind.əzləˈaiz.əl/}
pancreas/ˈpæŋ.kɹəs/ → pancreatic/ˈpæŋ.kɹəˈsi.ən/}
pardigm/ˈpɜrd.eɪm/ → paradigmatic/ˈpa.ɹ.dəm.ət.ək/}
parliament/ˈpa.arə.le.mənt/ → parliamentary/ˈpa.ɹəl.ərəˈmi.ənt/}
peculiar/ˈpi.kjʊ.əl/ → peculiarity/ˈpi.kjʊ.əlɪ.ər/}
pedagogical/ˈpɛd.əˈɡə.dʒi.əl/ → pedagogy/ˈped.ə.ɡə.ˈji.əl/}
planetarium/ˈplæt.ə.ri.əm/ → planetarium/ˈplæt.ə.ri.əm/}
plastic/ˈplæs.tɪk/ → plasticity/ˈplæs.tɪˈsɪ.ət/}
reject/ˈri.dʒekt/ → reject/ˈri.dʒekt/}
remedy/ˈrɛm.ə di.ə/ → remedial/ˈɛm.ə.ʃəl/}
run/ˈrən/ → rerun/ˈrerən/}
sale/ˈseil/ → resale/ˈre.ʃəl/}
sanitary/ˈsæn.ə ti.ə/ → sanitarium/ˈsæn.ə.ti.əm/}
sacrifice/ˈsæk.ə rəf/ → sacrificial/ˈsæk.ə rə ʃəl/}
robot/ˈrəb.ət/ → robotic/ˈrəb.ə t.ɪk/}

Üçlü sözcük vurgusu hareketliliği

Aşağıdaki sözcüklerde vurgu hareketliliği dikkatlice izlenmeli ve sesli olarak tekrarlanmalıdır:

academy/ˈæk.də mi.ə/ → academic/ˈæk.də mi.ə/}
access/ˈæk.səs/ → accessible/ˈæk.se skə bə kəˈdi.ə/}
alternative/ˈal.tər.nət/ → alternative/ˈal.tər.nə.təl/}
ambassador/ˈa.məbreaker/ → ambassadorial/ˈa.mə brek.əˈdi.əl/}
anesthetic/ˈæn.sti.ə tı.ər/ → anesthetic/ˈæn.sti.ə tı.ər/}
artistic/ˈɑr.tɪ stɪk/ → aristocratic/ˈɑr.stɪk.ə tɪ k/}
confident/ˈkɒn.ʃənt/ → confidential/ˈkɒn.ʃən.əl/}
democracy/ˈdɛmə kər.ə si/ → democratic/ˈdɛmə kər.ə sək/}
demonstrate/ˈdi.məst.rət/ → demonstration/ˈdi.mə st.rə.ʃən/}
photograph/ˈfoʊ.ˈɡɹəf/ → photographic/ˈfoʊ.ˈɡɹə fək/}
regiment/ˈrɛg.ɪ mənt/ → regimental/ˈrɛg.ɪ mənt.əl/}
rehabilitation/ˈrɛ hrəˌləˌti.ənteɪ ʃən/ → rehabilitation/ˈrɛ hrəˌləˌti.ənteɪ ʃən/}
rehabilitation/ˈrɛ hrəˌləˌti.ənteɪ ʃən/ → rehabiliation/ˈrɛ hrəˌləˌti.ənteɪ ʃən/}
sentiment/ˈsɛn.əment/ → sentimental/ˈsɛn.əment.ə l/
Sonuç olarak, öğrencilere (metrical phonology) yoluyla özel olarak eğitim verilmesi gerekir. İngilizcenin 4 temel vurgusu konuşan sözlüklerden audacity programıyla indirilerek, anadili İngilizce olan konuşucuların ağzından doğal biçimde seslendirilerek alıştırımlarda kullanılabilir ve gereçler geliştirilebilir. Böyle bir uygulama öğrencilere avantaj sağlayacaktır.