

WIDYA DHARMA

Jurnal Kependidikan

KEEFEKTIFAN PENDEKATAN KONSTRUKTIVISME DAN VALUE
CLARIFICATION TECHNIQUE DALAM PEMBELAJARAN NILAI-NILAI
LUHUR PANCASILA

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PENGEMBANGAN *ONLINE* LEARNING BERDASARKAN
PRINSIP-PRINSIP E-PEDAGOGY

Setya Tri Nugraha



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DIFFERENCES OF STRESS PLACEMENTS IN BRITISH AND AMERICAN ENGLISH

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ABSTRACT

The present study attempts to investigate the differences between British English (BE) and American English (AE) from the view point of stress placements. The study is aimed at answering two research questions. The first is how BE and AE differ in the placements of stress in nouns. The second is questioning the linguistic factors which may account for the differences. The first part of the findings is the result of a thorough manual scanning of the dictionary which yielded total of 203 nouns showing the different stress placements in BE and AE. The second part of the findings shows that the linguistic factors which may account for the different stress assignments in BE and AE are phonological factors, such as syllable weight and stress assignment rules, morphological processes and etymological background of words. The phonological analysis revealed that for stress assignment purposes, syllable weight turned out to play a significant role in determining the stress both in BE and AE, i.e. the syllable weight is decisive for stress purposes: heavy syllables usually attract stress.

Keywords: noun, stress placement, syllable, Englishes

INTRODUCTION

With the development of World Englishes, more varieties of English gain acceptance. Despite this fact, people still recognize British English and American English as the most prominent varieties. As an English teacher, I often have to answer my students' question about what variety of English I speak and teach. In fact, they want to know whether I speak British or American English. Logically, for Indonesian people being able to speak either of the two varieties is ideal because they consider British English and American English as the two most influential and prestigious varieties.

Due to a series of historical events, English has developed into a lot of varieties. Two most prominent varieties have been mentioned above, namely Standard British English and Standard American English. It has been known that British and American English differ in some respects. Among those aspects which differentiate British English (BE) from American English(AE), however, phonological differences are the most easily observed. The phonological differences between British and American English cover both segmental level, such as phoneme variations, and suprasegmental levels, such as pronunciation and stress placement.

All of these indicate that phonology may cause problems in the process of teaching and learning English. However, for most Indonesian, there is another problem which is sometimes ignored by English teachers in Indonesia, i.e. the English stress pattern. Since learning a language means learning to speak, pronunciation becomes important. Being able to speak and pronounce words with the right stress is important because the primary function of language is for oral communication. Thus, pronunciation is the gist of language. In many occasions, language mastery is closely associated with education, so any language error affects the credibility of the speaker. We may ask ourselves: how often we judge one's overall competence from their pronunciation. Although it is not always true, we often consider people with sloppy pronunciation as less competent than those with careful pronunciation.

Moreover, Indonesian teachers of English should be aware that Indonesian and English are two different languages by nature. The facts that Indonesian is a relatively syllable-timed language and English is a stress-timed language are

often overlooked. If an English teacher did not realize this different nature, they might speak without paying attention to the stress patterns. It means that they fail to be a good model for their students. Therefore, their students would also make mistakes in stress placement. Therefore, before expecting that their students can speak with good pronunciation, an English teacher should have awareness of word stress and sentence stress (Kelly, 2000).

The focus of this study is on how contemporary British English differs from American in terms of the lexical stress assignments. That is, in comparing the two varieties, it is convenient to take one as the basis for comparison and to describe the other by contrast with it. This study takes British as its basis and describes American in relation to that basis. It is done because the main source of data is taken from the whole population of the *Oxford Advanced Learner's Dictionary*, 7th edition, published in 2005.

In brief, the following questions are formulated in attempt to study the variation of lexical stress placement in British and American English: (1) How is the lexical stress assignment in British English different from that in American English? (2) What linguistic factors account for the differences?

The results of the analysis will hopefully provide some insights for English teachers and learners. I hope that English teachers in Indonesia are more aware that stress placement is a potential problem faced by Indonesian learners and, therefore, they become more consistent in using and teaching the variety of English. By such awareness, hopefully, they will not over-emphasize the differences between BE and AE but they can be better models for their students because they understand more about the nature of the English language and its place among the emerging varieties of world Englishes.

METHOD

Since this study is an attempt to find differences in lexical stress placement found in British and American English, in view of comprehensiveness of the data, the most appropriate method is a dictionary analysis. Since the study is a dictionary analysis, the data will be taken only from *Oxford Advanced Learner's Dictionary*, 7th ed., published in 2005. Words which are not in the dictionary are not analyzed. Besides, word stress variation is only possible to take place in words containing two or more syllables. Therefore, monosyllabic words are

automatically excluded from the analysis. The primary concerns of the study are content words, which include Adjectives and Adverbs, Nouns and Verbs.

In order to answer the questions, there are eight steps to be done. The first step is finding and listing the word with different stress in BE and AE. The data are collected from the Oxford Advanced Learner's Dictionary, 7th ed., published in 2005. The second step is classifying the data and presenting the in tabulated forms. The data are classified according to the syntactic category, length, stress patterns, syllabification, syllable weight patterns and the pronunciations. The third step is tracing the etymology of the data. It is meant to identify the origin of the words. The etymological information is gathered from two sources, namely the online etymology which can be accessed at <<http://www.etymonline.com>>, and *Webster's Encyclopedic Unabridged Dictionary of the English Language*, 1996, by Random House.

The fourth step is analyzing the P-rules application. In this part, the words are classified according to syllable pattern and stress placement. The P-rules are used in the analysis to see which of the six rules are applied. The six rules are the Main Stress Rules (**MSR**), the Long Vowel Stressing (**LVS**), the Alternating Stress Rules (**ASR**), the Early Stress Requirement (**ESR**), the Derivational Secondary Stress (**DSS**) and the Stress Clash Avoidance (**SCA**). The analysis is based on the assumption that applying different P-rules may result in different stress patterns.

In the fifth step, the analysis is focused on the morphological factors. It is because the morphological processes which are applied to words may influence the stress placement. Among those morphological processes are derivation with affixation, conversion, backformation and compounding. The addition of a suffix, for instance, can cause a stress shift; and changing the stress pattern may sometimes indicate different syntactic category of word.

The sixth step is analyzing the etymological background of words. Words of foreign origin may have unstable stress. In this step, the stress pattern of the origin is compared with the stress pattern in BE and AE. It is assumed that sometimes the stress pattern of the origin language is preserved, sometimes are not. Therefore, etymological background of words can sometimes help determine the stress placement.

The last step is presenting the results of the analysis and drawing the conclusions. Word stress variation is only possible to take place in words

containing two or more syllables. Therefore, the classification of the data starts from the shortest, namely the disyllabic words – words of two syllable length - up to the longest hexasyllabic words – of six-syllable length. In order to make the analysis effective, the data are first presented in the form of tables. At first the raw data containing the list of words with different stress assignment are presented in alphabetical order which include the category of the words, the number of syllables and the stress patterns.

RESULT AND ANALYSIS

The present chapter is divided into two major parts. The first section presents the findings of the study. The second section presents the results of the analysis which is followed by the discussion on the results.

A thorough scanning of the *Oxford Advanced Learner's Dictionary* (2005) yields a total of 308 words showing the different stress placements in BE and AE. The complete raw data are presented in Appendix. Table 1 presents the summary of the analysis results. Although the 308 words constitute a low percentage of the whole lexicons in the dictionary, they are significant enough to be analyzed to explain how BE and AE differ in stress assignments. Of 308 words with different stress patterns, 60 are adjectives and Adverbs, 203 are nouns and 45 are verbs.

Table 1. Frequency distribution of stress divergent words

Number of Syllable	Adjective & Adverb	Noun	Verb
2 in BE - 3 in AE	-	1	-
3 in BE - 2 in AE	1	4	1
4 in BE - 3 in AE	-	6	-
4 in BE - 5 in AE	6	-	-
5 in BE - 3 in AE	-	1	-
5 in BE - 4 in AE	-	2	-
2 (disyllabic)	11	77	32
3 (trisyllabic)	18	85	10
4 (tetrasyllabic)	11	21	1
5 (pentasyllabic)	9	3	1
6 (hexasyllabic)	3	1	-
7 (septasyllabic)	1	-	-
Total	60	203	45

Phonological Conditioning of Stress in BE and AE

Syllable weight plays a major role in determining the lexical stress assignments. There are a number of rules that govern stress placements in words. In the analysis, it is proven that both BE and AE attempt to be faithful to the rules. The stress divergence in BE and AE was, among others, resulted from applying different Phonological rules (P-rules) of stress. Let us now see how P-rules work in the stress divergent words.

Adjectives and Adverbs

The stress patterns of the sixty adjectives and adverbs are presented in the table 1. There is one word (*premier*) which is pronounced as a trisyllabic word with the stress on antepenultimate stress (APU) in BE, while in AE it is a disyllabic word with ultimate (U) stress. It is found that two adjectives ending in *-ory* are pronounced as tetrasyllabic in BE with but pentasyllabic in AE. While in AE both are stressed on ante-pre- antepenultimate (APAPU, which means fifth from last), in BE they bear APU and PAPU (pre-antepenultimate or fourth from last) stresses respectively. There are 5 adverbs resulting from adjective ending in *-ary* plus suffix *-ly* which are pronounced as tetrasyllabic with PAPU stress in BE but are pentasyllabic with APU stress in AE.

Table 2. Adjectives and Adverb Stress Patterns

Number of Syllable	Stress Patterns		Frequency	Example	BE P-Rules	AE P-Rules
	BE	AE				
3 in BE – 2 in AE	100	01	1	premier	MSR	LVS
4 in BE – 5 in AE	0100	10000	1	respiratory	ESR	ESR
	1000	20100	5	secondarily	ESR	MSR, ESR
2	10	01	11	blasé	MSR	LVS
3	010	001	1	recherché	MSR	LVS
	010	100	9	alternate	MSR-a	MSR-b
	100	010	2	composite	MSR-b	MSR-a
	100	201	4	obsolete	MSR	LVS, ESR
	210	100	1	headquartered	FES	IES
	210	201	1	en passant	MSR	LVS
4	0100	0201	1	inopportune	ESR	LVS, ESR
	0100	1000	3	ancillary	MSR	ESR
	1000	0100	3	illustrative	ESR	MSR
	2001	2100	1	bipartisan	MSR	ESR
	2010	2001	2	diamante	MSR, ESR	LVS, ESR
5	10000	20100	1	customarily	ESR	MSR, DSS
	20010	02010	1	aristocratic	MSR, ESR	MSR, ESR

	20100	01000	2	irrefutable	MSR, ESR	ESR
	20100	10000	5	celebratory	MSR, ESR	ESR
6	020100	010000	2	articulatory	MSR, ESR	ESR
	200100	202010	1	Mephistoph- elian	MSR-b, ESR	MSR-a, ESR
7	2000100	2010000	1	multidisci- plinary	MSR-b, ESR	ESR
Total			60			

There are 11 disyllabic adjective which bears PU stress in BE but U stress in AE. Of the 18 trisyllabic adjectives and adverbs, nine are stressed on PU (penultimate) in BE but APU in AE, three of them bear APU stress in BE but PU in AE. Other four adjectives have the stress on APU in BE but in AE they bear U primary stress and APU secondary stress. The other two have PU primary stress and APU secondary stress in BE but one of them is stressed in APU while the other has U primary stress and APU secondary stress in AE.

The research has found eleven tetrasyllabic words which bear divergent stresses in BE and AE. One of them has stress on the APU in BE while in AE it is primarily stressed on U and secondarily stressed on APU. Other five words are stressed on APU in BE but PAPU in AE. In other two words, stress falls on PAPU in BE but APU in AE. In one of the words, the BE primary stress falls on U and secondary on PAPU, but the AE primary stress falls on the APU and secondary on PAPU. The other two have the primary PU stress and secondary PAPU stress in BE but primary U stress and secondary PAPU stress in AE.

The research has found nine pentasyllabic adjectives and adverbs showing different stress patterns in BE and AE. One adverb bears APAPU primary stress in BE but has APU primary and APAPU secondary in AE. There is one adjective which has primary stress on PU both in BE and AE but in BE the secondary stress falls on APAPU and in AE on PAPU. There are nine adjectives bearing primary PU and secondary APAPU in BE but two of them are stressed on the PAPU and the other five are on the APAPU in AE.

Only three hexasyllabic word are found in the data. Two of them bear primary APU and secondary APAPU stresses in BE but they have APAPU primary stress in AE. The other one has APU primary stress and word initial secondary stress but in AE the primary stress is on PU and two secondary stresses, namely on PAPU and on initial syllable. There is only one adjective which contains

seven syllables (*multidisciplinary*). In BE, the APU bears primary stressed, and secondary stress falls on the word initial syllable. In AE, however, the primary stress falls on APAPU and the secondary falls on the initial position.

The results of the analysis show that in adjectives and adverbs, the primary stress in BE tends to fall farther to the left and in AE to the right. As a consequence of prominence to the right, AE applies a secondary stress more frequently than BE. Prominence to the right, which is more preferable in AE, assigns the primary stress to the antepenult at the farthest. Meanwhile, in prominence to the left, the primary stress may fall farther than antepenult. From the table above, it can be concluded that the stress differences are resulted from different P-rules applied in the two varieties.

Nouns

Nouns constitute the majority of the data. The stress differences are summarized in table 3. From the table below, it can also be concluded that the stress differences are resulted from different P-rules which are applied by the two varieties. There is a case which is pronounced as a disyllabic word with U stress in BE but is counted as a trisyllabic word with APU stress in EA. There are four words which is pronounced as trisyllabic words in BE and are stressed on APU but which is considered as disyllabic with U stress in AE. Six words are found to be tetrasyllabic with APU stress in BE but trisyllabic with APU stress in AE. One word is considered as a pentasyllabic with APU primary stress and APAPU secondary stress, but is counted as trisyllabic with APU stress in AE. There are two words of pentasyllabic with APU and PU stress respectively in BE, but is considered tetrasyllabic with PAPU and U stress respectively in AE.

The research yielded 76 disyllabic words with divergent stress in BE and AE. Out of 76 words, 15 of them have U primary stress in BE but PU stress in AE. Other 58 words are stressed on PU in BE, but U in AE. The other three words have U primary stress and PU secondary stress in BE but they have PU stress in AE.

Table 3. Noun Stress Patterns

Number of Syl- lable	Stress Patterns		Fre- quency	Example	BE P-Rules	AE P-Rules
	BE	AE				
2 in BE – 3 in AE	01	100	1	mayoress	MSR	MSR
3 in BE – 2 in AE	100	01	4	palliasse	ESR	MSR
4 in BE – 3 in AE	0100	100	6	enquiry	MSR	ESR
5 in BE – 3 in AE	20100	100	1	speciality, spe- cialty	MSR, ESR	MSR
5 in BE – 4 in AE	20010	2001	1	papier mâché	MSR, ESR	LVS, ESR
	20010	1000	1	creolization	MSR, DSS	ESR
2	01	10	15	argyle	LVS	MSR
	10	01	59	detail	MSR	LVS
	21	10	3	weekend	FES	IES
3	010	100	15	expletive	MSR-a	MSR-b
	010	201	8	curettage	MSR	LVS, ESR
	100	010	21	albumen	MSR-b	MSR-a
	100	201	16	lingerie	MSR	LVS, ESR
	201	010	1	fromage frais	IES	FES
	201	100	20	magazine	LVS, ESR	MSR
	210	100	2	marshmallow	FES	IES
	210	201	2	denouement	MSR, ESR	LVS, ESR
	0100	0201	1	communiqué	ESR	ESR, LVS
4	0100	1000	6	laboratory	MSR	ESR
	0100	2010	2	advertisement	MSR	MSR, ESR
	1000	0100	3	aristocrat	ESR	MSR
	2010	1000	6	botheration	MSR, ESR	ESR
	2010	0100	3	oregano	MSR, ESR	MSR
	2010	2100	1	subcontractor	MSR, ESR	ESR
	01000	10000	1	communalism	ESR	ESR
5	02010	20010	2	academician	MSR, ESR	MSR, ESR
	20100	01000	1	obscurantism	MSE, ESR	ESR
6	020100	010000	1	particularity	MSE, ESR	ESR
Total			203			

In the data base, 86 trisyllabic stress divergent words are found. Of these, 15 words are stress on PU in BE but on APU in AE. Eight other words are stressed on PU in BE but in AE they have U primary stress and APU secondary stress. Of 42 trisyllabic with APU primary stress in BE, three of them bear U primary stress, 23 have PU primary stress, and 16 bear U primary and APU secondary stress in AE. From the data, 17 of the trisyllabic words have stress U primary stress and APU secondary stress in BE, but in AE, one out of 17 has the stress on PU and

the rest are stress on APU. The data identify 4 trisyllabic nouns with PU primary stress and APU secondary stress in BE, but in AE two of them are stress on APU and the other two have U primary stress and APU secondary stress.

The research identified 21 tetrasyllabic divergent words. Of these, nine show APU primary stress in BE. In AE, however, one of them has U primary stress and APU secondary stress, six of them stresses on PAPU, and two have PU primary stress and PAPU secondary one. There are three words with PAPU stress in BE but are stressed on APU in AE. The other nine tetrasyllabic words have PU primary stress and PAPU secondary stress in BE. In AE, three of them, however, have APU stress; five are stressed on PAPU, and the other one assigns primary stress on APU and secondary on PAPU.

There are only four pentasyllabic words found in the research. One of them has PAPU stress in BE but it is stressed on APAPU in AE. Two nouns bear primary stress on PU and secondary stress on PAPU in BE, while in AE, although the primary stress falls on PU, the secondary one is assigned on APAPU. The other noun has the APU primary stress and APAPU secondary stress in BE, but in AE only has primary stress on PAPU. Of all nouns in the data base, only one is hexasyllabic. While in BE, the primary stress is on APU and the secondary one is on the APAPU, in AE only primary stress is indicated, which is on APAPU.

The analysis results show that nouns has similar tendency of stress difference to that of adjectives and adverbs. The primary stress of nouns in BE also tends to fall farther to the left but in AE to the right. In the cases where the stress falls farther to the right, the same phenomenon of secondary stress occurs. That is, it allows secondary stress to be assigned to the left most prominence.

Verbs

The research identified 45 verbs which are stressed differently in BE and AE. They are summarized in table 4. One item is considered as a trisyllabic word in BE but a disyllabic one in AE. In BE the stress falls on the APU, while in AE the word has U stress. Of the 45 items, 31 of them are disyllabic verbs, 10 are trisyllabic, one is tetrasyllabic and the other one is pentasyllabic. Of 31 disyllabic verbs, 24 bear U stress in BE but PU in AE. The rest have PU stress in BE but U stress in AE. One of the trisyllabic verb assigns the stress on PU in BE, and in AE the stress is on APU.

Table 4. Verb Stress Patterns

Number of Syllable	Stress Patterns		Frequency	Example	BE P-Rules	AE P-Rules
	BE	AE				
3 in BE – 2 in AE	100	01	1	premiere	ESR	LVS
2	01	10	24	capsize	MSR	ASR
	10	01	8	perfume	MSR	LVS
3	010	100	1	amortize	MSR	ASR
	100	010	5	inculcate	ASR	MSR
	201	100	2	controvert	ESR, MSR	ASR
	201	210	2	subcontract	MSR	MSR, ESR
4	1000	0100	1	tergiversate	ESR	MSR
5	20100	02100	1	compartmentalize	ASR, SCA	ASR, DSS
Total			45			

There are 5 items with APU stress in BE but are PU stress in AE. The other four have U primary and APU secondary stresses in BE. On the contrary, in AE, two of them only have APU primary stress, and the other two have PU primary and APU secondary stress. The only tetrasyllabic verb is stressed on PAPU in BE, but according to AE, the stress falls on APU. In BE the pentasyllabic verb has the primary stress on the APU and secondary stress on APAPU, but in AE the although the primary stress falls on the same place, the secondary stress falls on PAPU.

The stress differences in verb show that the phenomena in adjectives, adverbs and nouns are not found in verbs. It happens to be the opposite of the previous categories. In BE the stress of the verbs falls farther to the right than that of AE. Thus, in general, final stress of verb is more frequently found in BE than that in AE. This, however, applies mostly to disyllabic verbs. From the data above, it can be concluded that the stress differences in verbs is due to different P-rule application.

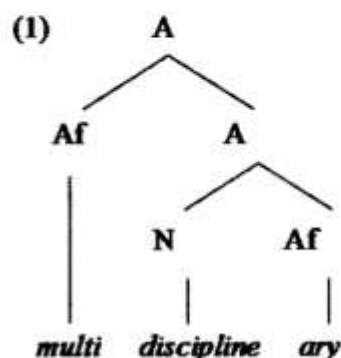
Morphological Influence on Stress Placement in BE and AE

There are cases in which phonological rules cannot satisfactorily explain the different stress placement in BE and AE. In these cases, this research is attempting to find out whether or not morphological factors contribute to stress difference, and if so, how far they may affect stress it.

PREFIXATION

Prefix *multi-*

The first interesting case is the septasyllabic word *multidisciplinary*. The word *multidisciplinary* is derived from *disciplinary* and the prefix *multi-*, and *disciplinary* is from *discipline* and suffix *-ary*. The tree diagram of the internal structure of the word is shown in the tree diagram (1) below.



Before the addition of prefix *multi-*, the base *disciplinary* is stressed the same way in BE and AE. In both dialects, the initial stress of the word is resulted from applying ESR. Suffix *multi-* is self-stress suffix and is normally neutral in that it does not cause a stress shift to the base. In AE, the suffixation does not change the stress of the base. In BE, on the contrary, the addition of prefix *multi-*, results in a stress shift of it base. In BE the

adjective *multidisciplinary* has the secondary stress on the initial as the prefix is self-stressed one and the primary stress falls on the APU because the PU is not stressable.

Prefix *pre-*

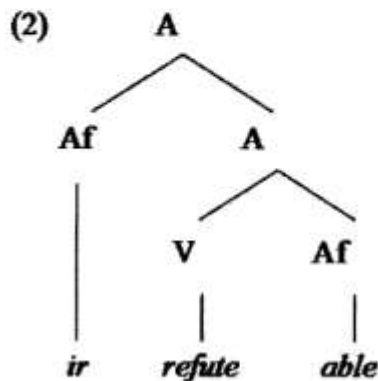
The second case in adjective is found in the word *premature*. The adjective is derived from the word *mature* which can function as a verb as well as an adjective. The word *mature* is stress on the U syllable in both dialects. The U syllable is pronounced with a diphthong in BE but in AE with a combination of a lax vowel plus liquid, which behaves like a diphthong. The U stress in the word *mature* is the effect of LVS. Thus, before the addition of prefix, the word has the same stress pattern. The prefix *pre-* is a neutral prefix with secondary stress. In BE the word *premature* only has a primary stress on the first syllable while in AE the word has primary and secondary stresses on the U and APU syllables respectively.

If we observe the word *premature*, we can find that the U syllable in BE becomes light because of the loss of stress. In short, we can conclude that while in AE the addition of prefix *pre-* does not trigger any stress shifts, in BE, it contributes to the stress change.

Prefix *ir-*

The third case dealing with prefixation in adjective is the word *irrefutable*. The word is stressed differently in BE and AE. It derives from the adjective *refutable* and the negative prefix *ir-*, which is normally unstressed. The base itself is from the root, which is a verb, *(to) refute* plus suffix *-able*, which change the category of the base from a verb to an adjective. The prefix *ir-*, as we all know,

does not change the category of the word. Let us study the tree diagram in (2)



In both BE and AE dialects, the adjective *refutable* is pronounced with APU stress for suffix *-able* is a neutral one. Thus, in the word *refutable*, the primary stress of the base is preserved. In BE the word *irrefutable* receives two major stresses, i.e. APU primary stress and initial secondary one. Meanwhile, in AE the word bears only one primary stress that is

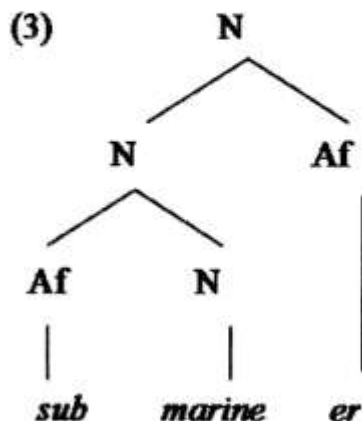
on PAPU syllable or second syllable from the left.

Prefix *sub-*

The research found 4 cases with prefix *sub-*, *submarine* – *submariner*, and *subcontract* (v) – *subcontractor* (n).

The word *submarine* derives from *marine* plus prefix *sub-*. Prefex *sub-* is a neutral and self-stressed one. The word *submariner* is from *submarine* and

suffix *-er*. The internal structure of the word is shown in tree diagram (3) below.



The root *marine* is stressed on the ultimate syllable /mə'ri:n/ in both varieties as the result of LVS. Thus, while the root has the same stress, the derived word produced by adding prefix *sub-* has different stress due to the application of different rules in BE and AE.

In *submarine*, we can see that the primary stress of the root on the U syllable is

preserved in BE, and the prefix is given a secondary stress because it is self-stress prefix. In AE the primary stress of the root is reduced and the prefix receives the primary stress. With that evidence, we may say that prefix *sub-* does not behave as a stress neutral one in AE.

The case above is closely related to the word *submariner*, which is derived from *submarine* and suffix *-er*. In *submariner* MSR applies both in BE and in AE. However, it takes place on different syllable. In BE, the primary stress falls on the APU so that it prevents ESR to take place. In AE, the primary stress of the root is preserved because the suffix is a neutral one. The stress preservation allows the ESR to apply as the prefix is self-stressed and neutral. The verb *subcontract* and the noun *subcontractor* show different cases from *submarine* and *submariner*. Therefore, we will not discuss them in this part.

Prefix *semi-*

Prefixes *semi-* in the word *semicolon* also results in stress shifting in one variety but not in the other. In BE, the words bear two major stresses, i.e. primary on the PU and secondary on word initial, while in AE the word is stressed in the initial syllable.

In *semicolon*, the primary stress of the root is preserved in BE by applying MSR. Since the primary stress falls on the third syllable from the left, the initial syllable becomes stressable. Besides, the prefix is also a self-stressed one. In such condition, ESR applies to assign secondary stress to the prefix. MSR does not work in AE; therefore, the self-stressed prefix *semi-* can receive primary stress. Thus, we can conclude, that being a self stressed prefix, in this case, *semi-* may cause stress reduction on the other stressed syllable.

Suffixation

The concept of suffix is sometimes confused with ending. For this reason, in the analysis, the word ending is more preferable to suffix because as also suggested by Berg (1999) the term ending is neutral with respect to morphological status. The data revealed that stress is related not only to real suffixes but also to pseudo-suffixes or in this analysis it is simply called ending. To be practical, therefore, the term suffix is used only to refer to real suffix, and the term ending is used to refer to both real suffix and simply word ending of the same group of words.

Suffix -ess

The suffix *-ess* has significant contribution to the meaning. Owing to the semantic significance it brings to the word, in some words in BE the suffix is stressed, i.e. *mayoress*, *stewardess*, *deaconess*, and *baroness*. The suffix *-ess* in the words *mayoress*, *stewardess*, *deaconess*, and *baroness* are pronounced with stressed /e / in BE but with a schwa in AE.

One reason why in BE it is stressed is probably that the feminine gender is marked and is derived from the masculine noun which is not marked. In cases like *waiter – waitress*, and *actor –actress*, the masculine gender is indicated as well as the female one. In those examples, the suffix *-ess* is never stressed in both varieties and is pronounced with /ɪ / or a reduced vowel. In BE the primary stress of the base becomes secondary, and the suffix gains the primary stress. In AE, the primary stress of the base is preserved; therefore, the suffix is not stressed or is given minor stress.

Suffix -ory/-ary

The research found 13 polysyllabic adjectives ending in *-ary/-ory*. While in BE both *-ary* and *-ory* are pronounced / əri /, in AE, suffix *-ary* is pronounced as / ɛri / and suffix *-ory* as / ɔ:ri /. In general, when applied to other word, suffix *-ary* and *-ory* are stress neutral. That is, they do not cause a stress shift of the base. In the words *budget - budgetary* and *explain -explanatory*, for examples, the suffixes do not cause a stress shift; they are stressed on the same syllables. Adjectives formed by the suffix usually assign the stress on the syllable preceding the suffix if it is heavy or if it is light the stress shift further to the left.

Based on the data, however, it was found out that there were 13 words ending in *-ary/-ory* which are stressed differently in BE and AE. The data show the consistency of stress difference in BE and AE. While in BE the primary stress always falls on APU, in AE it tends to fall further to the left, preventing a secondary stress to take place. In pentasyllabic words or longer, since the primary stress in BE falls on APU, the APAPU can receive a secondary stress. Furthermore, the secondary stress is, in fact, derived from the primary stress of the base.

Ending -y

Suffix *-y* also forms nouns. In BE, the suffix is neutral in that the stress of the derived words falls on the same syllable as the base. In AE, in some words

such as *enquiry*, *fritillary* and *laboratory*, however, the ending is not neutral because it results in a stress shift. In BE, MSR applies to APU syllable because the PU is light, whereas, in fact in AE ESR is more preferable.

Suffix *-ly*

As many as eight adverbs which are derived from adjectives ending in *-ary* plus suffix *-ly* are found in the data. In eight cases, such as *momentarily*, *voluntarily* and *customarily*, while in BE the suffix is a neutral suffix, in AE it behaves like a stress shifting one because the addition of the suffix makes the stress change. In BE the primary stress falls on the same place as the base, and therefore, there is no need to assign a secondary stress to other syllables in the words. In AE the primary stress falls on APU and the primary stress of the base is changed to secondary. In both varieties, the adjective bases of the adverbs are stressed on the same syllable, i.e. on the initial. Thus, the shift of stress in AE is triggered by the addition of suffix *-ly*.

Adjectives ending in *-ate*

There are two trisyllabic adjectives ending in *-ate* which shows stress difference in BE and AE. In the words *alternate* and *consummate*, we can see that in BE, the words are stressed on the PU but in AE they are stressed on APU. The *-ate* ending in adjectives is pronounced as /æt /, therefore it never bears the stress on itself. In BE, the stress placement follows the MRS. In AE the stress is on the APU. The stress pattern in AE is also applicable to most adjectives ending in *-ate*, such as *delicate*, *passionate* and *deliberate*.

Verbs ending in *-ate*

Most verbs ending in *-ate* in the data are the result of back formation process. The nouns existed before the verbs. The supposed suffix *-ion* was removed to create the verb. From the process of word formation, we can conclude that the *-ate* are a not real suffix but an ending. In BE, the disyllabic verbs ending in *-ate*, for examples *dictate* and *donate*, bear the stress on the ultimate (U). It proves that BE is more consistent with the verb stress pattern in MSR. In AE, by contrast, the stress falls on PU. One possible reason is that AE tend to treat *-ate* as a suffix which does not bear stress on itself.

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Trisyllabic verbs ending in *-ate* are usually stressed on APU in both dialects. This applies to almost all verbs ending in *-ate*. The research, however, found four trisyllabic verbs ending in *-ate* which show stress divergence, i.e. *adumbrate*, *impregnate*, *inculcate* and *remonstrate*. In BE, the four are consistently stressed on the APU, but in AE, the stress falls on PU. The APU stress in BE is the result of alternating the final stress or ASR. The ultimate stress, which is possible to apply, is shifted to the APU in trisyllabic or longer words. Meanwhile, if we observe the syllable structure, in AE, it is possible to stress PU syllables because they are heavy. Only one case is found to be tetrasyllabic, i.e. *tergiversate*. Generally, tetrasyllabic verb with *-ate* ending are stressed on APU. While in AE, the stress falls on the APU, in BE it falls on PAPU. If seen from the syllable weight pattern, the verb show HLHH pattern. The AE stress which is assigned to APU results in ambisyllabic /v/ because APU is light. BE prefers to stress PAPU because syllable is heavy.

Conversion

Conversion is a process of assigning an already existing word to a new syntactic category without any changes to the spelling but sometimes with some changes to the pronunciation. Since the process of deriving new words does not involve any affixation, it is also called **zero derivation**. It is also called **Functional Shift** because it shifts a word of the one lexical category for use in another without altering its form (Finegan, 1999). In the dictionary, some words may function as nouns as well as verbs. One example is the word *report*. In the dictionary entry, it is written that *report* can either be a verb or a noun. Since in the dictionary the function as a verb is mentioned before its function as a noun, we may, then, conclude that the noun is derived from the already existing verb. The verb is converted to noun without any affixation.

In the research, some words appear more than once because they belong to more than one syntactic category and some other words appear just once but actually they belong to more than one category. The word *composite*, for instance,

appears twice, as an adjective and a noun. Meanwhile, the word *address* appears just once but we know already that the word may be a verb or a noun.

The verb *subcontract* derives from the verb *contract*, which has the same form as the noun. Both in BE and AE, as a noun the word has PU stress but as a verb it has U stress. However, with the addition of prefix *sub-*, the verb is stressed differently in BE and AE. In both varieties, the noun *contract* is stressed on PU, which means that it applies MSR for nouns; and the verb is stress on the ultimate syllable according to MSR for verbs. The addition of prefix *sub-* does not cause any stress shift in the derived noun but it does in the verb in AE. This suggests that in AE the verb *subcontract* is derived from the noun *subcontract* without following the MSR for verbs. Accordingly, the stress patterns of *subcontractor* in both varieties are derived from the verb *subcontract* which has different stress placement in the two dialects. The suffix *-or* is stress neutral, therefore, it does not cause stress shifting in either variety.

The case of *subcontract* is related to the stress divergence of the noun *address*. While the verb *address* has the same stress in BE and AE, the noun is stressed differently in BE and AE. According to Radford, Atkinson, Britain, Clahsen and Spencer (1999), many disyllabic noun-verb pairs were stressed on the ultimate syllable until around 400 years ago. So, words like *increase* and *protest* were stressed on the U syllable although they functioned as nouns. Since then, the process of stress shifting has taken place. In disyllabic pairs of noun-verb such as *increase* and *protest* the stress shifted to the PU syllable when they were used as nouns. Interestingly, the process of stress shifting did not take place in the word *address* in BE, but it did in AE. The stress pattern in the word *address* shows that the stress shift in AE is meant to meet the MSR for nouns. Unlike in AE, in BE the word is stress on the ultimate syllable up to present although it functions as a noun.

Furthermore, a similar case is found in the verb *prospect*. In fact, Radford *et al.* (1999) also points out some evidence that more recently, stress shift is extending to verbal use of some words. It means that it is possible for some words of noun-verb pairs to stress on the PU syllable although they function as verbs. The word *prospect*, which appeared first as a noun, has undergone a stress shift when it functions as verb in BE. However, in AE this process has not applied to the word. That is why the stress of the verb *prospect* falls on the PU syllable in

AE despite its function as a verb, whereas in fact, in BE the stress falls on the ultimate syllable so as to be faithful to MSR of verbs.

A similar process may have extended to noun – adjective pairs. Adjectives do not have a stress pattern of their own. In most cases, the stress pattern of adjectives follows the stress pattern of nouns. So, the MSR which applies to nouns is also applicable for most adjectives. In BE the word *complex* is stressed on the PU both as a noun and as an adjective because the MSR for nouns is also applicable for most adjectives. However, in AE, in order to differentiate its syntactic category, the adjective *complex* is stressed differently from the noun. We thus see that MSR which applies in BE does not do so in AE. The stress shift which occurs in AE does not take place in BE because MRS which applies to nouns is also applicable for adjectives. In short, the conversion from a noun to an adjective in AE is accompanied by a stress shift.

The case represented by the word *composite* shows a different phenomenon. The noun *composite* is derived from the adjective without any affixation and pronunciation changes. The zero-derivation results in exactly the same word and the same pronunciation.

The fact that the two varieties have different stress placement is the result of applying different rules. In BE the stress falls on the APU because according to MSR, nouns and adjectives are stress on the APU if the PU is light. In AE, the stress is placed on the PU because the PU contains a long vowel which makes the syllable heavy and stressable.

The word *massage* is another example of conversion. The verb *massage* is derived from the noun without affixation and stress change. In BE the stress of the noun follows the MSR but in the process of conversion to verb the stress does not shift to the ultimate. Thus we see that in AE the stress of the verb does not follow the MSR. In AE the stress falls on the ultimate syllable which is stressable due to the long vowel in it. The conversion process also does not change the stress placement.

Backformation

A new word may enter the language because of an incorrect morphological analysis. Backformation is a special type of shortening which is actually the result of misanalysis. Most of the verbs ending in *-ate* are resulted from backformation

process. The words first appeared as nouns ending in *-ion*. Thus, the nouns *donation*, *rotation*, *mutation*, and *tergiversation* appeared before the verbs *donate*, *rotate*, *mutate* and *tergiversate*. In the process, then, the supposed suffix *-ion* was removed to form the verbs.

The process is particularly fruitful in creating denominal verbs. Furthermore, Quirk, Greenbaum, Leech and Svartvik. (1985) state that the newly formed verbs tend to be used with some hesitation. The unstable stress placement of the verbs was most probably due to the hesitation in this process. If we observe the data above, we can conclude that BE is more consistent with the ultimate stress, while AE prefers PU stress. In AE, the *-ate* ending in verbs is almost never stressed, except for the frequent words such as *relate* and *create*. It is probably because the *-ate* ending is treated like a suffix which is not a self-stressed one.

Compound Stress

The data also include some compound words which show different stress in BE and AE. Some of them are French borrowings. Collins and Mees (2003) classify compounds according to the stress patterns. Compounds in English are of two types: those which have primary stress on the initial element of the compound and those which bear the primary stress on the final. The ones with initial stress is called Initial Element Stress (IES) and the other with final stress is called Final Stress Element (FES).

The research found nine are compound nouns. The only compound adjective is derived from a compound noun. In most cases, such as *checkmate* and *marshmallow*, the stress in BE falls on the final element but in AE on the initial element. From the data, except *waitperson*, each compound noun is composed of noun plus noun. Only the compound *waitperson* is composed of a verb and a noun. Compound nouns which are composed of noun plus noun are highly productive. The noun-noun combination is sometimes confused with noun phrases. Compound nouns generally have primary stress on the initial element but with a secondary stress on the final element. This is meant to differentiate them from noun phrases. However, according to Quirk *et al.* (1985), people often vacillate in the stressing of words like *weekend* because they are in the process of becoming recognized as compounds. Furthermore, Collins and Mees (2003) also add that compounds with FES may sometimes be regarded as double stress or

equal stress in many books since the initial element of the compounds also bears a major stress. Thus, the fact that a compound bears two major stresses makes the two elements possible to be stressed interchangeably.

Etymological Influence of Stress

In this section, we shall see whether there is a relationship between the loanwords and its origin in terms of stress placement. The loanwords are divided into two groups, namely French loans and loans from other languages.

French Loans

Almost 50% of the whole data are French loan words. The research yielded 140 words of French origin. Noun constitutes the majority of the data. Most of the French loans are borrowed from Modern French (F). Only a handful of them are from Middle French (MF) and Old French (OF). The newly borrowed French words usually still maintain their "Frenchness" in terms of spelling and pronunciation.

Seventy one out of 80 disyllabic words are pronounced with PU stress in BE but U stress in AE. The other 9 words are the reverse. Those 9 words are found to be taken from OF and MF, such as *address*, *spinet*, *romance* and *donate*. From the 71 cases in which AE prefers U stress and BE has PU stress, we can say that while AE preserves the stress pattern of French, BE preserves its pronunciation, e.g. *frisson*. In BE, the word is pronounced /'fri:sɒ/, which is almost the same as the original yet with different stress. In AE the pronunciation is /fri:soun/ and the sense of Frenchness in pronunciation is not clearly felt, but the U stress pattern still follows the French stress. Similar phenomenon is observed in trisyllabic words, although with some exceptions. Words of tetrasyllabic or more are rare.

The data show agreement with what is stated by Veniranda (2001) that French loan words from earlier period of time, i.e. loans from Old French and Middle French or before the sixteenth century have been adapted to suit the pronunciation and stress in English. Meanwhile, French loan words from the seventeenth century onwards usually retain the sense of Frenchness either in the stress or the pronunciation.

Loans from other languages

As an International language, English is so tolerant that makes it rich with

loanwords from the culture where it is spoken. Many words from different parts of the world enter into English, including from Asia.

Latin

A considerable words in English originate from Latin, be it through direct borrowings or indirectly from French. In Latin words, the stress is always on the second or third syllable from the end (Janson, 2004). However, penultimate stress is most common. In the examples *complex*, *alternate* and *corollary*, BE retains the stress of the original, i.e. on the penult. In AE, the stress falls on the final syllable in disyllabic words but on the antepenult in trisyllabic words.

Greek

Greek and English are two difference languages. English is a stress-timed language and Greek has syllable-timed rhythm. Each syllable in Greek has approximately the same duration, regardless of the number of syllables or the positions of stress. Originally in Classical Greek the word *omega* is written literally with 'big o' and *omicron* with 'small o'. These two letters stood for two different vowels in Classical Greek, i.e. 'long o' and 'short o' (Swan & Smith, 2001). Besides, because the /e/ in *omega* is short, the syllable is light, so the stress goes to the antepenultimate, i.e. '*omega* / 'əʊmɪgə /. On the other hand the /i/ of Classical Greek *omicron* is long (cf. *microphone* etc.) so that syllable is heavy, and receives the stress: *o'micron* / əʊ'maɪkrɒn /. In BE, the stress patterns of Classical Greek is the preserved. In Modern Greek, however, *omega* is stressed on the penultimate; and on the other hand, *omicron* has initial stress (Swan & Smith, 2001). These stress patterns of Modern Greek are adopted by AE pronunciation. Thus, the different pronunciations of BE and AE may be due to the source the difference language reference. While BE preserves the Classical Greek stress patterns, AE adopts the Modern Greek stress patterns.

Spanish

There are two rules that indicate stress in Spanish (Goldman, 1999). The first rule says that if a word ends in a vowel, -n or -s, the normal stress is on the penultimate syllable. The second rule is that if the word ends in any other letter the normal stress will fall on the ultimate syllable. Thus, originally, the word *lasso* is stressed on the penult /'læsou/. The stress of the word in AE is the same

as the original stress in Spanish. It also corresponds to the MSR for nouns. In BE the stress falls on the final syllable. This may be the realization of LVS, which is preferred in BE. Thus in BE the word is pronounced /læ'su:/.

Chinese

Chinese is a tone language or a pitch-accent language. Word stress in Chinese coincides with tones (Yip, 2000). It means that an unstressed syllable automatically loses its tones. All monosyllabic words which have lexical meanings carry the tone, and therefore stressed. Furthermore, Yip (2000) mentions that in any disyllabic word, if there is an unstressed syllable, the stress always falls on the penult. In other words, two syllables of a disyllabic word are either equally stressed or tied in with a trochaic rhythm (strong-weak pattern). In Chinese, the initial syllable of the words *cheongsam* and *wonton* is originally stressed and the second is evenly stressed. Since the second syllable also bears a stress, it is possible that in BE the words are pronounced with ultimate primary stress as in /tʃɒŋ'sæm/ and /wɒn'tɒn/. In AE, on the other hand, the primary stress of the trochaic rhythm is preferred. Therefore, primary stress falls on the penult as in /'tʃɔ:ŋsæm/ and /'wɑ:ntɑ:n/.

Japanese

Japanese, as well as Chinese, is a pitch-accent language or tone language. Stress plays no substantial role in Japanese (Hinds, 1986). The syllable structure in Japanese is best described with moraic theory. A mora is defined as a unit equal to a short syllable. Ladefoged (1993) states that a mora is a unit of timing. Each mora takes about the same length of time to say.

In English, stressed syllables in a word are pronounced louder, longer, and with higher pitch, while unstressed syllables are relatively shorter in duration. In Japanese, all moras are pronounced with equal length and loudness. The word *sashimi* consists of three moras, namely *sa*, *shi* and *mi*. Since the three moras have the same duration, -- in other words, they are pronounced with equal stress -- in the process of adoption into English, the word has unstable stress patterns. In BE the word is pronounced with antepenultimate stress /'sæʃɪmi/, and in AE it has penultimate stress /sɑ:'ʃi:mi/.

Turkish

Turkish is a fixed stress language. It means that the stress in Turkish is predictable to a large extent because it almost always falls on a particular syllable, although exceptions do occur. In Turkish stress is always final. The stress in Turkish is indicated by rhythmic and intonational prominence (Kornfilt, 1997). It means that a syllable is stressed by pronouncing it more loudly with a high pitch. In Turkish, the stress of the word *divan* is on final syllable. The stress pattern of the Turkish is preserved in BE so that it is pronounced with ultimate stress /dɪ'væn/. In AE the stress pattern is different, i.e. it has penultimate stress. The stress pattern in AE is consistent with the MSR for nouns. The vowel in the penult is pronounced with a diphthong /'daivæn/ so that the syllable is heavy and therefore stressable.

Arabic

Arabic is a language with word stress (Watson, 2002). It means that in Arabic, one of the syllables in a content word is perceived as prominent and receives main stress. However, she adds further that word stress is not phonemically contrastive in Arabic (Watson, 2002). Stress in Arabic is predictable and regular. In Arabic, stress is most often on the penult heavy syllable. However, a superheavy final syllable, i.e. CVVC or CVCC, is always stressed (Watson, 2002).

In Arabic phonology, there are three long vowels with alphabetical symbols and three short ones which are not symbolized alphabetically. The words *ramadan* and *fakir* in Arabic are written transliterally as *ramadūān* and *faqīr* (<http://etymonline.com>). It means that the final syllable of the words constitutes a closed syllable with a long vowel. Therefore, in those words, the final superheavy syllable is stressed. In AE, the stress pattern of the origin is retained. Thus, the stress is on the final syllable /fə'kɪr/. BE applies the MSR for nouns, which means that the word *fakir* is stressed on the penult /'feɪkɪə(r)/.

In Arabic, the word *Ramadan* is stressed on the final syllable because it is superheavy. In BE the stress pattern of the Arabic is retained. In English phonology, however, a polysyllabic word cannot have the major stress on the ultimate syllable alone. In order not to violate the phonology of English, the ESR is applied so that the antepenult is also assigned a stress. Consequently, in BE pronunciation, the word *Ramadan* receives a secondary stress on the antepenult as

a compensation of ESR and a primary stress on the ultimate syllable as a result of retaining the original stress in Arabic, i.e. /,ræmə'dæn/. The AE pronunciation, however, is more efficient in that it ignores the stress pattern of the origin. In AE, only ESR applies to the word, and the result is an antepenult primary stress, i.e. /'ræmədæn/.

CONCLUSION

The first part of the findings is the result of a thorough manual scanning of the dictionary which yielded total of 308 words showing the different stress placements in BE and AE. They consist of 60 adjectives and adverb, 203 nouns and 45 verbs. Based on the syntactic categorization of the lexical items, in adjectives and adverbs, the primary stress in BE tends to fall farther to the left and in AE to the right. The primary stress of nouns in BE also tends to fall farther to the left but in AE to the right. Finally, the phenomenon of stress differences in verbs happens to be the opposite of the previous categories. In BE, the stress of the verbs falls farther to the right than that of AE.

The second part of the findings shows that the linguistic factors which account for the different stress assignments in BE and AE are phonological factors, namely syllable weight and stress assignment rules, morphological processes and etymological background of words.

The phonological analysis revealed that for stress assignment purposes, syllable weight plays a significant role in determining the stress both in BE and AE, i.e. the syllable weight is decisive for stress purposes: heavy syllables usually attract stress. Within the framework of stress assignment rules, it was find out that the same word may be stressed differently in BE and AE because those varieties apply different rules of stress assignments. The morphological analysis showed that morphological processes can override phonological rules in certain cases. However, such cases cannot be generalized because they are also lexically conditioned. This lexical conditioning makes certain affixes behave differently when combine with certain lexicon. The etymological analysis revealed that word origin sometimes influences the stress in either BE or AE. Loanwords from languages with a very different nature from English may be stressed differently in the two varieties. While in one variety the stress of the loanwords has adopted the rules of stress in English, in the other variety, the stress still follows the stress of their origin.

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