

**RESEARCH PAPER****An Analysis of the Impact of Stress Patterns on the Pronunciation of English Nouns and Verbs Among Pakistani ESL learners****¹ Sumiya Riaz, ² Maryam Arshad and ³ Badriah Khalil***

1. MPhil Scholar, Applied Linguistics, Kinnaird College for Women University Lahore, Punjab, Pakistan
2. MPhil Scholar, Applied Linguistics, Kinnaird College for Women University Lahore, Punjab, Pakistan
3. Head of Applied Linguistics Department, Kinnaird College for Women University, Lahore, Punjab, Pakistan

***Corresponding Author:** badriah.khaleel@kinnaird.edu.pk**ABSTRACT**

This study investigates the impact of stress patterns on the pronunciation of English nouns and verbs by Pakistani ESL learners, aiming to identify common mistakes and propose pedagogical strategies for improvement. The background underscores the challenges ESL students face in mastering English stress patterns, particularly in the context of Pakistani linguistic backgrounds. Through a qualitative analysis of ten recent research publications from 2015 to 2023, the study delves into the difficulties Pakistani ESL students encounter in acquiring accurate stress patterns, offering insights for educators and curriculum developers to enhance English pronunciation teaching practices. Results emphasize the essential integration of suprasegmental elements in the standard curriculum to enhance pronunciation accuracy, suggesting that exposure to clear pronunciation models and relevant language input can aid ESL learners in mastering stress patterns. Recommendations advocate for prioritizing stress pattern instruction, creating interactive learning environments to foster critical thinking and communication skills, thereby equipping students for success in diverse professional settings.

KEYWORDS English Language, Stress Shift Pattern, Syllable Structures, Word Stress**Introduction**

Particularly in the context of English as a Second Language (ESL) learners from a variety of linguistic origins, the complex relationship between language acquisition and pronunciation is an intriguing field of study. Particular difficulties arise for Pakistani ESL students in learning the specifics of English stress patterns, which have a big impact on their overall intelligibility and accuracy of pronunciation. The purpose of this study is to give a thorough analysis of how stress patterns affect how Pakistani ESL learners pronounce English nouns and verbs. We will investigate the common difficulties Pakistani learners encounter in acquiring accurate stress patterns, pinpoint the underlying causes of these challenges, and evaluate the efficacy of different pedagogical approaches suggested in the literature through a comparative analysis of ten recent research articles from Pakistan. This research will clarify the complicated interrelationships among stress patterns, language transfer, and pronunciation accuracy, offering important new perspectives on the challenges of ESL instruction and guiding the creation of more potent teaching methods for Pakistani ESL students.

Literature Review

The study of pronunciation difficulties among English as a Second Language (ESL) learners has gained prominence, with a particular emphasis on the difficulty faced by Pakistani ESL students. Pronunciation, an important part of language development, is inextricably related to efficient communication, academic performance, and professional advancement. Among the several elements determining pronunciation, stress patterns play a critical role, particularly because they differ greatly between the native languages spoken in Pakistan, such as Urdu, Punjabi, and Pashto, and the English language. This literature review digs into the existing body of research conducted between 2015 and 2023, with the goal of providing a comprehensive understanding of the impact of stress patterns on the pronunciation of English nouns and verbs among Pakistani ESL learners. This study examines relevant studies to emphasize not just the obstacles faced by learners, but also to provide significant insights for educators and policymakers, creating a more nuanced approach to ESL instruction in Pakistan.

The performance of ESL learners in school and the workplace can be greatly impacted by their ability to pronounce English correctly, which is essential for efficient communication. Out of all the different features of pronouncing words in English, stress patterns are especially crucial for meaning and word distinction. The unique stress systems of their home languages, such as Urdu and Punjabi, make it difficult for Pakistani ESL students to absorb English stress patterns. As the stress patterns in Urdu and English are the main emphasis of Rizvi et al. (2022). Their study provides a useful framework for examining the difficulties Pakistani ESL students encounter when learning English pronunciation. Due to the phonological differences between these languages, Urdu's stress patterns differ significantly from native English's due to its inclination toward equal stress on syllables. This variation presents significant challenges for teachers and students in understanding and mimicking the subtle patterns of stress that are essential for proper pronunciation of the English language. Based on these findings, important context is added to an examination of how stress patterns affect Pakistani ESL learners' pronunciation of English nouns and verbs. It sheds light on the complexities and challenges students have while attempting to discern where the stress is placed inside words, which is essential for effectively communicating meaning. The knowledge gained from this study offers priceless pedagogical insights, especially with regard to spoken proficiency in English language instruction, giving educators a solid base on which to address and resolve pronunciation issues among ESL students in Pakistan.

Furthermore, as observed by Pashto speakers in Khyber Pakhtunkhwa, Pakistan, the study carried out by Khan et al. (2016) provides a critical insight into the complex influence of suffixation on stress location in English words. In order to shed insight on the impact that these suffixes—known as shifters—have on stress placement, their research explores the differences in fundamental stress patterns found in bi- and tri-syllabic words. The study identifies unique stress patterns among various suffix types by examining the oral readings of native Pashto speakers. Remarkably, suffixes like *ese* and *ade* did not significantly affect the placement of stress; instead, major stress was retained on the first syllable instead of moving to the final, as was the case with suffixes like *ic*, *ity*, and *cy*. The results of this study demonstrate that Pashto speakers are largely unaware of the significant stress-shifting effects of several suffixes, underscoring the necessity of more research and focus on these subtleties. These results provide important foundational work for comprehending how stress patterns impact English word pronunciation among ESL students in Pakistan.

Additionally, Umaima Nadeem (2016) conducted a research on stress patterns in Pakistani Standard English (PSE) which offers a thorough examination of the phonological traits that characterize English as spoken in Pakistan. The study underlines the role of supra-segmental elements in pronunciation, notably in the sub-variety of English news media known as Pakistani Standard English. Nadeem employs both auditory and acoustic phonetics, using Praat software to evaluate prosodic structures and waveform spectrographs. The analysis goes beyond segmental aspects, concentrating on syllable patterns and prosody within the context of Optimality Theory (OT). The paper constructs a grammar of phonological features by ranking constraints on syllable and word stress patterns, offering a unique approach termed violation computing method (VCM) to address the complex issue of constraint ranking. The findings demonstrate different stress patterns in PSE that differ from native English variations, as well as the establishment of a 'iambic' foot pattern rather than the 'trochaic' foot pattern found in native forms. This study makes an important contribution to understanding the complexities of Pakistani English pronunciation. In the context of ESL learners, such as those in Pakistan, this study lays the groundwork for future research into how these distinct stress patterns influence the pronunciation of English nouns and verbs among Pakistani ESL learners. The investigation of stress issues within this particular linguistic environment can provide useful insights for language instructors and curriculum development.

Furthermore, the study carried out by Kamran and Afsar (2017) offers important insights into the peculiar foot patterns and lexical stress present in Pakistani English (PE), a nativized variety of English that is specific to the area. According to their research, understanding issues and possible communication difficulties are frequently caused by the different stress patterns in PE compared to local varieties such as British Standard English (BSE). In particular, the study highlights the differences in stress allocation across various syntactic categories in PE, exposing a propensity to stress the final syllable in contrast to the penultimate emphasis that is typically seen in native English for nouns and adjectives. This difference in stress patterns denotes a substantial divergence from the accepted standards of English pronunciation. Furthermore, the finding that the trochaic foot pattern found in BSE is different from the iambic foot pattern found in PE highlights the differences in the way that stress is organized in multisyllabic words. These results provide as a starting point for investigating how stress patterns affect how Pakistani ESL students pronounce English nouns and verbs. They also emphasize the necessity of addressing and navigating these differences in order to improve students' spoken English competency.

The study also incorporates earlier research by Hameed et al. (2023) in order to investigate the effect of stress patterns on the pronunciation of English nouns and verbs among Pakistani ESL learners. Their research clarified the existence of stress shift patterns in English words that have dual functions as nouns and verbs. Notably, their investigation focused on the patterns of stress placement exhibited by learners and the frequency of this phonological occurrence in the speech of English language learners. The researchers found that there were widespread errors in the subjects' placement of stress, indicating a lack of knowledge about word stress. They obtained this information by examining one hundred intermediate-level students who were given sentences to read that contained both nouns and verbs that were tri- and dissyllabic. As a result, their research highlighted the need for intermediate-level English language teachers to teach suprasegmental elements as part of the regular curriculum, which may have consequences for the upcoming study of stress patterns among Pakistani ESL students with regard to English grammar terms.

Furthermore, Ahmad's (2018) research on Pashtun ESL learners' English lexical stress patterns offers important insights into the difficulties faced by English as a Second Language (ESL) learners in Pakistan. Ahmad's study, which was conducted on University of Malakand undergraduate students, focuses on the common stress-related mistakes made when pronouncing words that are tri- and disyllabic. The results indicate that Pashtun ESL learners tend to emphasize the second syllable in disyllabic words and the third syllable, sometimes the second syllable, in trisyllabic terms. The causes of these variations are ascribed to the variations in Pashtu and English stress patterns as well as the impact of the learners' mother tongue on their English pronunciation. To overcome these difficulties, Ahmad suggests becoming more familiar with English lexical stress patterns and spending time with native English speakers. The proposed study seeks to expand on Ahmad's research by investigating the effects of stress patterns on Pakistani ESL learners' pronunciation of English nouns and verbs. In order to provide a more comprehensive knowledge of the pronunciation difficulties faced by ESL learners in Pakistan, this study aims to examine the specific effects of stress patterns, which were found to be a significant issue in the previous study, on the pronunciation of nouns and verbs in English.

Also, the study done by Mahmood et al. (2015) clarified the difficulties that international students, especially those from Pakistan, encounter when trying to grasp this important component of the English language. After studying English lexical stress for a month, male and female Khowar speakers' acoustic pronunciations of six frequently used English terms are compared in this study, which is being done at the National University of Modern Languages in Islamabad. The researchers discovered that both male and female participants had difficulty accurately producing lexical stress, frequently pronouncing words in a flat and unstressed manner or emphasizing the incorrect syllable. This was true even if gender differences in pitch and duration were present. This study highlights how challenging it can be for non-native English speakers to learn English lexical stress and lays the groundwork for future research into similar topics including stress patterns in Pakistani ESL learners' pronunciation of English nouns and verbs. The proposed study is to expand our understanding of the impact of stress patterns on particular lexical categories, providing a nuanced perspective on pronunciation challenges faced by ESL learners in Pakistan. This builds on the insights garnered from the gender-based acoustic analysis.

The study conducted by Nadeem & Rahman (2015) on stressing unaccented syllables offers significant insights into the complexities of advanced phonological issues that English as a Second Language (ESL) learners in Pakistan encounter when it comes to pronunciation concerns. Their study examines the students' capacity to discern between accented and unaccented syllables in connected speech, especially in two-syllabic words like adjectives, nouns, and verbs. It is based on 80 M.A. English students who had taken a specialized course on "Phonetics & Phonology." According to the study, a considerable proportion of pupils find it difficult to distinguish between verbs, adjectives, and nouns when speaking orally, even after receiving phonetic instruction. The results imply that problems could be caused by interference from the first language, by not applying phonological rules enough, by not practicing with phonetic scripts enough, or by using the target language irregularly in social and academic settings. 'Phonetics and Phonology' postgraduate-level courses to improve pronunciation and emphasize accent proficiency among ESL learners are suggested by the study as a remedial measure that higher education institutions should take. Building on the findings of this study, the proposed research aims to further explore the nuances of pronunciation difficulties within a particular linguistic context by examining the effects

of stress patterns on English noun and verb pronunciation in Pakistani ESL learners. This will contribute to the ongoing discussion on successful language instruction methods for ESL learners in Pakistan.

In addition, Nawaz et al.'s (2020) study on the way in which Urdu speakers employ English stress patterns sheds important light on the phonological differences that arise among Pakistani ESL students. With an emphasis on how native Urdu speakers' stress patterns impact English pronunciation, the study examines the variations between the stress patterns used by native speakers and those noticed by Pakistani ESL learners. The findings indicate that stress patterns in Urdu significantly affect how English is pronounced, which presents difficulties for both teachers and pupils. The researchers use a quantitative examination of stress patterns among public sector university students to highlight the true challenges associated with spoken English competency. The study highlights the frequency with which Urdu speakers misplace lexical stress, either before or after the syllable itself. In view of these challenges, the study proposes that implementing the tones of native speakers be a workable approach. By encouraging an investigation into the specific impact of stress patterns on the pronunciation of English nouns and verbs among ESL learners from Pakistan, this study lays the groundwork for future research. By building on the insights gathered from the research of Urdu speakers, the proposed study aims to provide a more thorough understanding of stress-related pronunciation issues in the context of ESL learning in Pakistan.

Additionally, Mahmood et al. (2015)'s study shed light on the intricate relationship between Pakistani English's (P.E.) stress patterns and how native English variants vary from P.E. due to the effect of Pakistan's native languages, which are primarily syllable-timed. Their study focuses on determining the acoustic correlates' intensity, pitch, and duration in five pairs of noun/verb categories and compound nouns. The findings indicate that Pakistani speakers do not adhere to native English stress patterns and clearly identify the site of stress in P.E. The results of this investigation provide credence to the notion that Pakistani English is a separate dialect. Examining how stress patterns impact Pakistani ESL learners' pronunciation of English nouns and verbs is crucial in light of this discovery. ESL students can better comprehend the challenges and variances they face when learning English phonetics by understanding how stress affects pronunciation. Additionally, this understanding can be applied to improve language learning and education methods.

Finally, this extensive literature study gives a deep understanding of the difficulties faced by Pakistani ESL learners in mastering the pronunciation of English nouns and verbs, with a particular emphasis on the impact of stress patterns. The research reviewed collectively offer light on the complex nature of these issues, which come from the particular stress systems inherent in languages like Urdu, Punjabi, and Pashto. The different stress patterns in these local languages' present substantial challenges for Pakistani ESL students in effectively reproducing the stress nuances required for effective English communication. The convergence of research findings emphasizes the importance of focused interventions in ESL teaching in Pakistan. This study paper intends to contribute to the current body of knowledge by providing a complete analysis of the impact of stress patterns on the pronunciation of English nouns and verbs among Pakistani ESL learners by combining multiple studies. The findings not only emphasize the difficulties encountered by learners, but also offer useful insights for educators, including possibilities for curriculum enhancement and instructional practices suited to meet the complicated issues connected to stress patterns in the context of ESL learning in Pakistan. Overall, the purpose of this study is to fill a vacuum in the

literature by providing a deeper knowledge of the complexities involved in learning stress patterns for increased spoken English proficiency among Pakistani ESL learners.

Material and Methods

The data has been collected from the ten recent research articles that cover the years 2015–2023. The relevance of these research to Pakistani ESL learners' acquisition of stress patterns in relation to English nouns and verbs was carefully considered during the selection process. A qualitative methodology is employed to amalgamate, juxtapose, and evaluate results from these heterogeneous origins, thereby facilitating a refined comprehension of the obstacles encountered by students in acquiring proficiency in lexical stress. In short, this qualitative synthesis gives educators, researchers, and curriculum developers useful advice for improving the teaching and learning experiences linked to English pronunciation among Pakistani ESL learners in addition to giving a thorough overview of the body of existing research.

Results and Discussion

Finding similarities, differences, and new themes in the chosen research has made easier by the foundational use of data triangulation. A comprehensive understanding of the difficulties involved in stress pattern acquisition was made possible by the qualitative analysis, which entailed a methodical review of the procedures, findings, and implications of each study. The impact of stress errors on pronunciation accuracy and intelligibility, challenges faced by Pakistani ESL students, and successful educational approaches are just a few of the themes that are thoroughly retrieved and examined.

Furthermore, an interpretive framework was utilized to place the results in the perspective of language learning and teaching as a whole. This method made it possible to examine the implications for teaching English language more deeply and highlighted the necessity of incorporating supra-segmental features into the regular curriculum. Aside from that, the literature was consulted in order to formulate useful suggestions that would help teachers deal with these issues and provide students the tools they need to successfully negotiate the complexities of stress patterns.

The study papers on stress patterns in English spoken by speakers of various linguistic backgrounds provide insightful information about the variances and difficulties related to pronunciation in various linguistic communities. Although these investigations are independent of one another, taken as a whole, they add to the knowledge of non-native English variations in the stress pattern. Aside from this, all of the articles together advance our knowledge of phonological variation.

Challenges Faced by Learners

For ESL students around the world, pronouncing words correctly in English is essential to successful communication and academic achievement. Pakistani ESL students encounter particular difficulties in learning English stress patterns because their native languages, Urdu and Punjabi, have different stress systems. These difficulties show up as a variety of speech problems, such as syllable deletion, vowel reduction, and misplaced stress. Recent research indicates that Pakistani ESL learners frequently pronounce words incorrectly. For example, "desert" ('dæz.\rt) is pronounced as "desert" ('de.z{\rt), "record" ('ræk.\rd) as "record" ('re.kord), and "address" (ə'drēs) as "address" ('æ.dr{s).

Additionally, there exist additional notions that give rise to mispronunciations of words. Homographs are words with the same spelling but distinct meanings and pronunciations according to their part of speech (noun or verb). *item* (noun): 'ɒbdʒɛfɪkt, for example, means "I found an interesting object." The verb for object is ɒbdʒɛkt, which means "I object to this proposal."

Whether a word is used as a verb or a noun affects the pattern of stress. ESL students may find this ambiguity confusing because the location of the stress changes the meaning and affects the correctness of the communication. Word formation is the process of combining affixes (suffixes, prefixes) or altering word forms to create new words.

Mispronunciations and misunderstandings may result from ESL learners' inability to recognize these variances. Likewise, minimum pairs are words that have just one phoneme difference in meaning and are frequently associated with stress. For example: In reference to the noun present, use 'preznt to say "I received a present." In contrast, the present tense of the word pri'zent means "I will present my findings." In this sense, the word's meaning and function are changed by the shift in stress. It may be difficult for learners to identify and consistently place the appropriate stress, which affects their ability to understand and express themselves.

Every article clarifies the particular difficulties faced by students in understanding English stress patterns. A particular problem for learners is the inability to discern between accented and unaccented syllables, as highlighted by Nadeem & Rehman (2015). They claim that students could have trouble giving words the proper rhythm and intonation, which could render the word illegible. Phonetic reductions and word shape distortion can result from major stress placement errors. It is claimed in that Pakistani speakers may find it challenging to indicate stressed words in English with consistent use of stress, as well as to convey emotions through intonation, such as surprise or curiosity.

Stress placement for learners whose first language is Urdu may be complicated and interfered with due to the influence of Urdu stress patterns, as highlighted by Nawaz et al (2020). These difficulties are caused by a variety of causes, such as interference from native speakers of the language, a lack of exposure to native English speakers, and insufficient English pronunciation education. Stress patterns from the learner's first language are transferred to English, causing native language interference. Fewer opportunities exist for learning a natural language and accurately mimicking stress patterns when one is not exposed to native English speakers. Ineffective teaching strategies for English pronunciation might leave learners with recurrent mistakes by not offering clear guidance and practice with stress patterns.

Furthermore, Kamran et al. (2017) highlight the inability of learners to distinguish between ultimate, penultimate, and antepenultimate stress patterns in local English dialects, which are absent from Pakistani English (PE), such as British Standard English (BSE). Additionally, learners neglect to modify the shift in stress location in bisyllabic words in BSE in accordance with their syntactic category (noun or verb), which has no bearing on PE's stress patterns. In multisyllabic words in BSE, they fail to detect the secondary stress, which is frequently missing or distinct in PE. These difficulties highlight the value of individualized language training that takes into account the unique requirements of various student populations.

Material and Methods

These studies use a variety of approaches, including quantitative and qualitative ones. Out of the ten research studies, about six use a quantitative approach while the other four use a qualitative one. Quantitative methods were employed by Mahmood et al. (2015) and Khan et al. (2016) for the analysis of stress patterns in suffixed words as well as for the acoustic analysis of pitch and duration differences. Comparably, for objective measurements in the quantitative investigation, Zahid & Sattar (2015) and Nadeem (2016) have used tools such as Praat software. In a similar vein, Hameed et al. (2023) and Nawaz et al. (2020) examined stress patterns and placement using certain recordings.

On the other hand, qualitative method has used in the rest of the research articles for using and exploring the suprasegmental features through auditory and acoustic phonetics. Despite these methodological differences, all studies share a common goal: understanding the intricacies of stress patterns to enhance language instruction.

Supra-Segmental Features and Theoretical Frameworks

By utilizing Optimality Theory and exploring supra-segmental aspects, Nadeem (2016) sets itself apart. By providing an organized method for comprehending the interplay between restrictions on syllable and word stress patterns, this theoretical framework adds another level of complexity to the investigation. According to Rizvi et al. (2020), Pakistani universities have not given enough attention to teaching supra-segmental qualities. The researcher uses contrastive analysis as a theoretical framework, which is the process of identifying structural similarities and contrasts between two or more languages. Since the stress patterns in English are very different from those in Urdu, the researcher thinks that contrastive analysis can help anticipate and aid speakers of Urdu overcome these challenges. It is challenging for Pakistani ESL students to acquire a correct understanding of English stress patterns since they are frequently underexposed to native English speakers and reliable stress models. Even while other research might not have a formalized theoretical framework, taken as a whole, they help recognize the importance of supra-segmental factors in determining stress patterns.

Individual Pronunciation Preferences

Even within the same word, certain people can prefer to emphasise some syllables more than others. Numerous things, such individual preferences, regional variances, or personal experience, may be to blame for this. According to the study, speakers of non-native English variants may have very different preferences when it comes to pronunciation. Mahmood et al. (2015) emphasize the establishment of distinct stress patterns and suggest that Pakistani speakers may not strictly follow native pronunciation traditions. The dynamic nature of stress placement and the necessity for sophisticated assessments that take speaker-specific elements into account are highlighted by this individual difference. Among these issues is analogical levelling, where students attempt to apply a word's stress pattern to another word even though the two terms have different stress patterns. When learning a word, a student who is accustomed to emphasizing the first syllable of "record" might also do so when reading "recordings," even though the second syllable should receive the necessary amount of stress. Hypercorrection, which happens when students attempt to overcorrect their pronunciation in an attempt to sound more native, is another significant component. This can occasionally result in overstressing specific syllables or incorrectly employing stress patterns.

Impact of Indigenous Language Rhythms

As different languages differ greatly in terms of rhythm and stress patterns, learning the English noun and verb stress patterns can be greatly influenced by the rhythm of an indigenous language. When non-native English speakers come into contact with English for the first time, they could find the stress patterns of English words strange and difficult to acquire. This is because it could be challenging for them to discriminate between stressed and unstressed syllables in English due to differences in the stress patterns of their original tongue. Together, the pieces demonstrate how English stress patterns are influenced by the rhythms of indigenous languages. The fact that "A Study of Acoustic Correlates of Stress in Pakistani English" mentions that "syllable-timed" Pakistani indigenous languages are different from stress-timed English implies that learners may find it difficult to align their stress patterns with the target language because of the influence of their native language rhythms.

Learner Exposure to Native Speakers

It is suggested by a number of studies—including Ahmad (2018) and Nawaz et al. (2020)—that students be exposed to English native speakers. Immersion language experiences play a critical role in language acquisition, and this exposure is considered to be a critical component in assisting learners in developing more accurate stress patterns. Native speakers are able to provide remedial feedback when students develop words with the improper pattern of stress. Learners can enhance their pronunciation and acquire the proper pattern with the aid of this feedback. Learners can get an understanding of the natural flow of English speech by listening to native speakers. They can use this to help them create their own speech with the proper stress and rhythm.

Integration of Phonetics Courses

Exercises designed to teach students to differentiate between various stress patterns are frequently included in phonetic courses. This can aid students in improving their ear for the organic cadence and flow of English speech. The 2015 book "Stress Out of Stress" by Nadeem & Rehman focuses on the value of phonology and phonetics courses in fostering precise pronunciation. The proposal highlights the relevance of structured education in resolving stress-related issues by suggesting that integrating courses that focus on phonetic script, phonological rules, and practical speaking exercises could improve learners' capacity to recognize and apply correct stress patterns. By doing this, students can improve their muscle memory and coordination, which are necessary for producing precise stress placement.

Attention to Suprasegmental Features

According to Nadeem's (2016) research, the incorporation of suprasegmental elements indicates an understanding of the holistic aspect of pronunciation. Stress in non-native English variants may be better understood by taking into account suprasegmental elements like prosody and rhythm in addition to segmental ones. The different stress patterns of nouns and verbs show how prosody and rhythm interact. The stress pattern on nouns is usually more consistent, emphasizing a particular syllable independent of its grammatical role in a phrase. For example, the noun "export" always emphasizes the first syllable, whether it is used as an object or a subject. On the other hand, depending on their grammatical function, verbs frequently display a change in stress pattern. Take the verb "conduct," which, when employed as a verb (e.g., "The orchestra conducted the symphony with great passion"), stresses the second syllable; yet,

when used as a noun (e.g., "The conductor's conduct was exemplary"), the stress is moved to the first syllable.

Focus on Syntactic Function

The research paper "An Analysis of Stress Shift in English Noun-Verb Pairs" by Hameed (2023) is noteworthy since it focuses on stress shift patterns that are determined by the syntactic function of words. This syntactic emphasis adds to our understanding of stress patterns by offering a distinctive viewpoint on the relationship between grammatical roles and stress placement. He examines patterns of stress shift, illuminating how different words' syntactic functions affect stress. This illustrates the interaction between syntax and stress and adds another level of intricacy to the study of stress patterns. Other studies acknowledge the significance of taking grammatical aspects into account in stress analysis, even though they are not specifically syntactic in nature.

Geographic and Linguistic Variation

These articles highlight the variety of languages found in non-native English dialects. In particular, Zahid and Sattar (2015) and Nadeem (2016) highlight regional differences within this linguistic community by concentrating on Pakistani English. Ahmad (2018), on the other hand, focuses specifically on Pashtun ESL students, highlighting the particular stress issues that this particular population faces. Nawaz & Ramzan (2020) investigate how Urdu affects English stress, emphasizing the ways in which native language interference affects the location of stress. These variations highlight the diverse stress patterns and complex linguistic tapestry seen in various linguistic communities.

Awareness and Pedagogical Implications

The communicative efficacy and academic development of Pakistani ESL learners are significantly impacted by their incapacity to grasp English stress patterns. Mispronunciation can cause misconceptions, social embarrassment, and a decrease in self-assurance when speaking in English. Pronunciation mistakes in academic contexts can make it difficult to understand lectures and conversations, which can have an impact on academic performance and possibly limit chances for further education. Stress patterns are not given enough attention in English language instruction in Pakistan, which deprives students of proper instruction and practice in this important domain. All of the research point to the need for educators and students to be more conscious of stress patterns. Stress patterns are not given enough attention in English language instruction in Pakistan, which deprives students of proper instruction and practice in this important domain.

Emphasizing the educational significance of accent differentiation, introduce the phonetics and phonology courses Nadeem & Rehman (2020) recommend. This will give students a thorough understanding of how different languages make sounds, which will help them pronounce words more accurately, understand the subtleties of spoken language, and acquire an acute sense of linguistic variance. Furthermore, in order to promote a dynamic learning environment, it is imperative that the specified curricula give more weight to viva voce and classroom interaction. These interactive classes give students lots of chances to actively connect with the subject matter, develop their critical thinking talents, and improve their communication skills. Furthermore, giving priority to oral communication teaching in the English language is crucial to preparing students

for the needs of the modern workforce. Students can succeed in their chosen vocations and successfully traverse globalized professional contexts by improving their English skills. Higher education institutions can successfully equip their students to prosper in a world that is changing quickly by putting these strategies into practice.

Ahmad (2018) proposes many pedagogical implications to enhance the pronunciation of the suprasegmental characteristic stress in Pashtun ESL learners. First and foremost, the most important element in aiding learners in developing their pronunciation is language experience. To help children learn how to speak words comprehensibly, teachers should practise pronouncing words clearly. Since English is the pupils' goal language, it is especially crucial to understand its stress patterns. Second, students should watch television, go to lectures, or use social media sites like Facebook, Skype, and the like to hear from native English speakers to make sure they are exposed to acceptable linguistic input. Thirdly, the curriculum of the learners' courses is another important aspect in the development of pronunciation. Therefore, the course curriculum for the students should incorporate lectures on conversational English and pronunciation by the lecturers and curriculum designers. To ensure that students understand the phonological rules—or, in this case, stress patterns—of the English language, teachers should also teach phonetics and phonology in the language. For instance, it is important to clearly teach students how to adjust the place of stress in English words that are disyllabic. In a similar vein, other researches emphasize how important it is to include linguistic awareness in language training in order to address particular problems caused by different stress patterns.

Language Transfer and Interference

The accent that learners pronounce English stress patterns can also be influenced by their mother tongue. For instance, students whose mother tongue has a different stress system than English may be more prone to mispronounce some English words' syllables. Because Urdu and Punjabi, two native languages of Pakistan, have different stress patterns, learning English stress patterns can be difficult. Nawaz et al. (2020) found that language transfer is a factor that contributes to aberrations in stress patterns. The difficulties learners encounter in eliminating the effect of their mother language are highlighted by the interference of Urdu stress patterns in English pronunciation, underscoring the necessity of focused intervention measures.

Integration of Native Speaker Tones

Following native speaker tones as a last resort is advised in "A Study On Urdu Speakers' Use of English Stress Patterns" by Nawaz et al. (2020). This shows that integrating native-like intonation and stress patterns into language education could be a helpful pedagogical technique. This suggestion emphasizes how good it may be to imitate native prosody to improve pronunciation.

Linguistic Communities and Varieties

There are differences in the way that different parts of the English-speaking world emphasize different words and phrases. This is caused by linguistic influences from the past, cultural variances, and linguistic usage trends within particular populations. The papers investigate how stress manifests itself in various linguistic communities. Ahmad (2018) concentrates on Pashtun ESL learners, whereas Mahmood et al. (2015) and Nadeem (2016) exclusively examine Pakistani English literature. These

articles highlight the variety of English spoken in these areas and offer insights into the stress patterns of learners from various linguistic backgrounds.

To sum up, although the studies have different linguistic foci, approaches, and particular emphasis, taken as a whole they contribute to a better understanding of stress patterns in non-native English variations. The differences in their methods and areas of emphasis add to the larger conversation about the difficulties and variances in stress distribution among various linguistic communities. Based on these results, it is evident that the purpose of this research paper is to close the gap in the literature by comparing and contrasting the 10 research papers on the stress pattern in English pronunciation that were published between 2015 and 2023 in particular, and by offering solutions for both teachers and students.

Conclusion

The comprehensive insights of the recent studies emphasize how important it is to teach suprasegmental elements, especially stress patterns, in order to help Pakistani ESL students, pronounce words more clearly and understandably. The study offers insightful information on the difficulties ESL students encounter in grasping English lexical stress patterns and suggests useful pedagogical strategies to overcome these difficulties. To sum up, the research articles covered in this article have shed important light on the difficulties and differences in the distribution of stress among different language populations. The importance of considering syntactic function, regional and linguistic diversity, language transfer and interference, integration of native speaker tones, and linguistic groupings and variants has been highlighted while teaching and learning English pronunciation. Teachers can create more efficient methods of assisting students in learning proper and natural-sounding English stress patterns by taking these elements into consideration.

Recommendations

It is recommended that learners should concentrate on the integration of native speaker tones, linguistic groups and variations, awareness and pedagogical consequences, syntactic function, geographical and linguistic variation, and language transfer and interference. They should also understand the English stress patterns, the significance of pronunciation in academic situations, and the academic progress and communication effectiveness of Pakistani ESL learners. In order to hear from native English speakers, learners should also be exposed to the language through television, seminars, and social media platforms. Lastly, students' language education should incorporate stress patterns and intonation that are similar to those of native speakers.

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