TEACHING ENGLISH DISSYLLABIC NOUN STRESS IN SECONDARY SCHOOLS IN CONGO

Roland Giscard ONDZE OTOUBA
rolandondze@gmail.com,
Université Marien N'gouabi, Congo.

Abstract

This research work examines the different problems that block the teaching of English dissyllabic noun stress. In fact, the results derived from the classroom observation mention that the teaching of English dissyllabic noun stress has not received much attention by the secondary school teachers in classes. In addition, the analysis of data collected from the questionnaire for teachers shows that the prospective teachers have not been trained to deal with the teaching of English noun stress and no workshops on the teaching strategies of this language item have been organised to encourage full teachers of English in schools. Thus, this research work unveils that English dissyllabic noun stress could be taught, learnt and assessed the same way as other English teaching items. Therefore, this article suggests some teaching strategies and a sample of the lesson plan in order to help teachers cope with the selected teaching item in classes.
Keywords*: Teaching, noun stress, dissyllabic nouns, English, Secondary school, Congo.*

Résumé

Ce travail de recherche examine les différents problèmes qui empêchent l'enseignement de la prononciation des noms à deux syllabes en anglais. En effet, les résultats issus de l'observation dans les salles de classes mentionnent que l'enseignement de la prononciation des noms à deux syllabes en anglais n'est pas pris en compte par les enseignants du secondaire. Ensuite, l'analyse des données collectées du questionnaire des enseignants montre que les élèves enseignants n'ont pas été formés à l'enseignement de la prononciation des noms à deux syllabes en anglais et aucun atelier n'a pas été organisé pour encourager les enseignants d'anglais dans les écoles. Ainsi, ce travail de recherche dévoile que l'enseignement de la prononciation des noms à deux syllabes pourrait être enseigné, appris et évalué de même que les autres items d'enseignement en anglais. Par conséquent, cet article propose quelques stratégies d'enseignement et un échantillon du plan de la leçon pour aider les enseignants à faire face à l'enseignement sélectionné dans les salles de classes.
Mots clé*: Enseignement, prononciation des noms, nom à deux syllabes, anglais, Secondaire, Congo.*

Introduction

The aim of this work is to provide a didactic scrutiny on the teaching of English noun stress at secondary school. Otherwise, the objective of this article is to suggest the didactic process that facilitates the teaching, learning and assessing of English dissyllabic noun stress driving data from the class of Première. Data collection goes through pre-

investigation, the classroom observation and questionnaire. Here, the term "dissyllabic noun stress" refers to the accent on the specific syllable within a two-syllable noun. It is more or less variable attribute of the noun if it is spoken in isolation. However, most Congolese secondary school learners experience difficulties in stressing nouns with more than one syllable. It is very often observed that dissyllabic nouns raise trouble because the position of the stress is not state, but dynamic. Because this English pronunciation item is included in the English syllabus and requested to be taught, I decide to embark on this research to contribute to the improvement of English language teaching. Thus, this article covers two research questions: (1) what are the problems that hamper the teaching of the English dissyllabic noun stress in classes? (2) how to teach English dissyllabic noun stress? Moreover, this work highlights that if teachers neglect the teaching of English dissyllabic noun stress in classes, it is due to their lack of training during their training period at Ecole Normale Supérieure (ENS). In addition, seminars based on English pronunciation items are not organised. This article opens with the historical evolution of the English word stress, the relevance of teaching English word stress, the data collection method and the practical suggestions related to the teaching of English dissyllabic noun stress at secondary school.

1. Historical Evolution of English Word Stress

The historical process of the English word stress is undoubtedly related to the history of the English language. As a matter of fact, our objective is to deal with the evolution of the English word stress placement concerning the English noun stress from the Old English, Middle English to the Modern English periods. Thus, Seth Leter (2007) mentions that the English language belongs to the West Germanic branch of the Indo-European family. The closest undoubted living relatives of English are Scots and Frisian. He divides the history of English into three periods; Old English (or Anglo-Saxon), Middle English, and Modern English. For Seth (2007:9), the earliest period begins with the migration of certain Germanic tribes from the continent to Britain in the fifth century A.D., *though no records of their language survive from before the seventh century,* and it continues until the end of the eleventh century or a bit later. By that time Latin, Old Norse (the language of the

Viking invaders), and especially the Anglo-Norman French of the dominant class after the Norman Conquest in 1066 had begun to have a substantial impact on the lexicon, and the well-developed inflectional system that typifies the grammar of Old English had begun to break down. Here, stressed syllables are longer and louder than unstressed ones which is still typical of English languages. Firstly, in Seth Leter (2007:40)'s words, Old English has had a fixed stress which falls at the beginning of the word. In other words, in Old English, stress usually fell on the first syllable of the word, rarely on its second syllable as in the example (1).

a. ˈandswaru (answer)
b. forˈgiefan (forgive)

The example (1) reveals that word stress in Old English is not dynamic as it is in Modern English. That is, depending on word category, the English word stress placement in ancient time has been fixed. In that time, nouns are always stressed on the first syllable. In fact, if the noun is formed with a prefix, that prefix carries the stress since it is the first syllable of the noun. However, in verbs the stress always falls on the root, neither on the prefix nor on the suffix. Secondly, as for the Middle English, Seth asserts that this period extends roughly from the twelfth century through the fifteenth. The influence of French and Latin upon the lexicon continued throughout this period, the loss of some inflections and the reduction of some vowels (often to a final unstressed vowel spelled -*e*) accelerated, and many changes took place within the phonological and grammatical systems of the language. In this connection, Celce-Murcia et al. (1996: 93) writes: *"New accentual patterns are found in numerous Middle English loan-words from French. Probably, when they first entered the English language, they retained their original stress".* This passage demonstrates that the word stress placement in English becomes unpredictable when new words from other languages enter in the English vocabulary. Since English language starts to borrow words from other languages, this really affects the stress placement of English words. The stress placement in English becomes more and more difficult for English learners. The difficulties are due to the fact that, some loan words retain the stress placement of their source language in English whereas others are stressed according to the English rules on the stress placement. Finally, the period of Modern English extends from the sixteenth century to our own day. The early part of this period has seen the completion of

a revolution in the phonology of English that has begun in late Middle English and that effectively redistributes the occurrence of the vowel phonemes to something approximating their present pattern.

Therefore, the pedagogical implications of this historical process is related to the understanding of some language items such as "syllable" and "stress" in order to facilitate the teaching and learning process of the English dissyllabic noun stress at secondary school. As a matter of fact, in non-technical every-day speech, we speak about "syllable" without even thinking that this can be a problematic notion. This means, a syllable is a part of the word that has one vowel sound and which is pronounced as a unit like in the following example (2):

      a. d**o**g
      b. gr**ee**n
      c. b**a**+n**a**+n**a**

In fact, the analysis of the example 2 shows that words in 2(a) and 2(b) count one syllable or they cover one vowel sound. That is, in "d**o**g" the letter "o" is pronounced /ɒ/ and in "gr**ee**n" the letters "ee" are sounded /iː/. Whereas, in 2(c), it is a three-syllable word because it has three parts and each part has a vowel sound. That is, the first syllable has the reduced vowel /ə/, the second syllable has the tense (long) vowel sound /ɑː/ and the last syllable contains the reduced vowel sound /ə/. Elsewhere, in the example (3) below, things are not always straightforward.

      a. Teacher
      b. Inventor
      c. Employee

The above example unveils that 3 (a), 3(b) and 3(c) are nouns derived from verbs (teach, invent, employ). That is, a suffix has been added at the end of each verb to form a derived noun. In this connection, 3(a) is the combination of the verb "*teach*" and the suffix "*er*", 3(b) is made of the verb "*invent*" and the suffix "or" and, 3(c) is formed with the verb "*employ*" and the suffix letters "*ee*". In addition to that, when uttering words or sentences in English, the speech produces the musicality. In fact, this musicality is called "stress" in English. Thus, David Crystal (2008:454) writes that "*Stress refers to the degree of force used in producing a syllable*". This means that stress is a kind of extra force or loudness emitted while pronouncing a particular English syllable, word or sentence. In this perspective, Peter Ladefoged (1982:225) argues that "*Stress sounds are those on which the speaker expends more muscular energy. This*

involve pushing out more air from the lungs by extra contraction of the muscles of the rib cage, and by extra activity of the laryngeal muscles, so that there is an additional increase in pitch". As a matter of fact, stress can be considered as the emphasis or the strong force of pronunciation speakers put on a syllable or a word to make it the most audible and clear. In fact, a strong force of pronunciation means energetic actions of articulatory organs. Consequently, some syllables are perceived more distinctly than others. In addition to that, it is important to mention that the English language belongs to free stressed-time languages. That is, languages which the stress placement is unpredictable. To illustrate, noun stress in English is variable, it does not occur in a fixed syllable. In other words, the stress placement is not fixed in a given syllable, it may occur in the first, the second or the last syllable. The example (4) illustrates:

      a.   'Photo
      b.   'Photograph
      c.   Pho'tographer
      d.   photo'graphically

The superscript vertical line (') placed just before a syllable in each noun above marks a stressed syllable. It is the syllable which is pronounced with a great energy or force. The pronunciation of the selected words in example (4) demonstrates that the stress placement of English nouns is not static, but dynamic. It can occur either in the first, second, third or last syllable without taking into account the number of the syllable of each noun. Since the position of the stress placement at the syllable within a noun causes a great deal of difficulty, teachers should create simple strategies to facilitate the learning of this issue. Additionally, in English, stress is used to distinguish different lexemes or different grammatical categories when two English words may have the same spelling. The example (5) illustrates:

      a.   'Present
      b.   Pre'sent

The example (5) reveals that stress in English can determine a category of a given word. In fact, 5(a) and 5(b) have the same spelling, but when stressing them, the two words are pronounced differently. In 5(a) the stress falls on the first syllable because it is a noun, whereas in 5(b) the stress is located on the second syllable because it is a verb. Meanwhile, it is important to mention that there are three main factors to take into account while stressing a syllable. First of all, the stressed syllable has a

strong and clear vowel. This means that the vowel is pronounced in unreduced form. As an illustration, the vowel in the first syllable in 5(a) above is the [e] sound, but in the second syllable it is a reduced sound [ə]. Secondly, the stressed syllable should be louder than the other part of the word. In the 5(b), the second syllable is louder than the first syllable. Finally, the stressed syllable is higher in pitch or tone. Here, pitch refers to a level or degree of a voice. For example, in 5(b) the second syllable has a high pitch and the first syllable has a low pitch. That is, while pronouncing 5(b), the melody or the musicality starts low and ends high because the last part of the word is stressed. However, in 5(a) the first syllable has a high pitch and the last syllable has a low pitch. Also, stress in English can convey completely different meanings for similar phrases. The following example (6) is an illustration.

        a.   An **orange** tree
        b.   An orange **tree**

In the example 6, 6(a) refers to a tree that grows oranges whereas, 6(b) refers to a kind of tree that has been coloured orange. Finally, the stress placement in English distinguishes degrees of emphasis or contrasts in sentences as in the following illustration (7):

        a. **I** didn't say he stole the money.
        b. I didn't say **he** stole the money.
        c. I didn't say he **stole** the money.
        d. I didn't say he stole the **money**.

The analysis of the illustration (7) enlightens that in the sentence 7(a) the stress is on the pronoun **"I"**. This means that the speaker is denying that he is not the person who says "he stole the money"; but it is maybe someone else who did it. In 7(b) the stress falls on "**he**" to mean that you misunderstood the speaker. Here the speaker tries to underline that the money was stolen by someone else. In 7(c) it is the verb "**stole**" which is stressed to show that money was not stolen, but maybe borrowed. In 7(d) the stress is located on the noun "**money**" to mean that something else have been stolen, not money.

2. The Relevance of Teaching English Noun Stress

Talking about the relevance of teaching English noun stress refers to its importance in the English language teaching and learning process at secondary schools. Since the English dissyllabic noun stress is the main

issue in this article, the teaching of its stress placement requires many rules which have been provided by scholars. In fact, this work aims at selecting some in order to encourage both teachers and learners deal with this language item following the didactic process in classes. Therefore, it is worthwhile noting that any language is realised by both spoken and written dimensions. The spoken language is the first dimension acquired by human being. It contains segmental (sound system) and supra-segmental (stress, pitch, intonation and rhythm) features which make the speakers understand each other during the oral conversations. So, the teaching and learning of English dissyllabic noun stress is very necessary for both teachers and learners because it helps them improve their communicative skills. In this connection, McNerney and Mendelsohn (1992), quoted by Juliana Alberton (2010:18) claim that "*A short-term pronunciation course should focus first and foremost on supra-segmental as they have the greatest impact on the comprehensibility of English learners*". Obviously, supra-segmental refers to stress, rhythm and intonation, to quote only a few. It is clear that if Congolese pupils are encouraged to learn the supra-segmental patterns based on the English language in classes, they will speak the target language intelligibly and will not have difficulties to understand what the teacher, the classmate or the native speaker says in English.

Besides, some mispronunciations involving disyllabic nouns are avoided by both teachers and learners while dealing with this issue. For example, the word "*mature*" may be wrongly interpreted if the stress is misplaced. In fact, in this word if the stress falls on the first syllable, it will be heard as "*macho*". So, it is crucial to teach disyllabic noun stress in order to help learners avoiding such mistakes while communicating in English. In the same way, M. Mosheer Amer & Walid M. Amer (2011: 71) write that "*English word stress is very important to EFL learners and sufficient knowledge and practice in stress placement rules can certainly help enhance learners 'communicative competence and language use*". This means that the teaching of stress placement helps pupils communicate more clearly and effectively in the classroom or out of the school environment. As a matter of fact, the teaching of disyllabic nouns stress must have a high priority in secondary schools because this course enables pupils pronounce English words correctly and facilitate communications between teachers and learners at school. In other words, the teaching of English disyllabic noun stress at secondary schools enables both learners and teachers to stress

English words accurately and appropriately while dealing with oral language. Thus, Celce-Murcia et al. (op. cit.144) asserts that "*We suggest beginning the presentation of stress with a brief discussion of the nature of stress and its historical origins in English. This can be followed up with an introduction to the fixed stress patterns that occur in certain categories of words*". For Celce-Murcia et al. (1996), the course on English word stress should first begin with the historical evolution of the English word stress. In this way, the learner will easily understand how the stress in English language has evolved previously. In fact, the teacher's job is to make simple what is difficult, to explain the evolution of the English word stress and to develop some simple rules dealing with the English word stress. These rules should be focused on the simple disyllabic nouns, the compound disyllabic nouns or the loan words where the stress seems to be static. Firstly, talking about simple disyllabic nouns, we mean morphologically simple. Meaning that they cannot be divided into smaller meaningful segments. These are nouns with two syllables made of one morpheme. In other words, simple dissyllabic nouns stand for two syllable nouns without affixes as in the example (8) below.

a. ˈWater or ˈpencil
b. Aˈvail or beˈlief

As it is illustrated in 8(a), two syllable English nouns are stressed on the first syllable. However, 8(b) shows that, since the first syllable of the two syllable nouns contain a weak or reduced vowels /ə / or /ɪ /, the stress shifts on the second syllable. In fact, English weak vowels in general and the schwa sound in particular are not stressed. Thus, it is worth noting that the schwa is the weakest English sound. Secondly, the complex nouns refer to a combination of two or more morphemes to create a derived noun. That is, a new complex word derived from the combined meaning of the two-morpheme involved. Accordingly, a complex noun is viewed as the combination of the root with a prefix and/or suffix. The example (9) evidences:

a. *Dis*ˈ**card**
b. ˈ**Fit***ness*
c. ˈ**Act***ion*

The italicized part of the above words in (9) illustrates the English prefixes and suffixes, whereas the bold part stands for the root. This example shows that stress in English complex nouns generally falls on the root of the word. Thus, it is necessary to consider the prefixes and

suffixes of English noun stress, because they sometimes affect the stress placement of words. However, in the following parts we will pay more attention on nouns formed with prefixes. As a matter of fact, prefixes stand for a part of word which is added to the beginning of a word to construct a new word as the italicized part in (10):

        a. *dis*'**card**
        b. *in*'**firm**
        c. *un*'**ease**

If we analyse the stress placement of the base words in (13) before and after the affixation of the italicized prefixes, we notice that there is no difference between the stress placement in the base words and the derived words. This means that, prefixes in English do not alter the stress placement on words. In other words, prefixes are seldom stressed in English. However, suffixes are letters or group of letters added at the end of a word to form a new word. Here we are going to focus on three categories of suffixes: the neutral suffixes, auto stressed suffixes and pre-stress suffixes.

Known as unstressed suffixes, neutral affixes are kinds of suffixes which do not affect the stress placement when they are added into a given word. As in the following illustration (11):

        a. '**mean***ing*
        b. '**sad***ness*
        c. '**job***less*

In fact, words in (11) reveals that suffix letters *ing, less* and *ness* do not change the stress placement when they are added to the base words.

By auto stressed suffixes, we mean suffixes which attract the stress placement on themselves. These are mainly: *ee, oon, een,* and *eer* in the following nouns (12).

    a. Train
    b. Eight
    c. Buff
    d. Car

We note that, in (12) the stress is put on the first syllable. However, by attaching the auto stressed suffixes, the stress shifts from these positions to the positions where the auto stressed suffixes are. The following words illustrate nouns with auto stressed suffixes (13).

    a. Trai'n*ee*
    b. Eigh't*een*

c. Buf'foon
d. Ca'reer

The pre-stressed suffixes are kinds of suffixes which fix the stress on the syllable occurring before them. These are generally words ending on *ian*, *ion* and *ity*. Thus, the following words are an illustration (14).

a.   b.

Asia

'asian

Tense

'tension

Act

'action

Pie

'piety

The words in (14) demonstrate that the before last suffixes have an effect on the stress placement of their base words. In fact, they shift the main stress of the base to the syllable immediately preceding the suffix.

Concerning the loan words, it is important to mention that, English has inherited words from other languages. These words are called loan words. The table (1) below illustrates English stress placement of dissyllabic noun from German, French, Greek and Latin.

Source language	English words
German	'Bison; 'lantern; 'muesli; 'pretzel; ca'boose; cas'hier
French	'Oeuvre; 'encore; 'phantom; ca'goule; ca'noe; re'gard
Latin	'Media 'algae; 'datum; a'buse ; ba'boon
Greek	'Pancreas; 'crisis

The above table demonstrates that English disyllabic loan noun may have their stress placement whether on the first syllable or on the last one. In fact, when a foreign noun becomes part of the English vocabulary, some of them keep the stress placement of their respective source languages. This process is known as imitation. Here the English speakers try to pronounce a word as it is pronounced in its source language. However, some loan words' pronunciation is adapted to the phonological rules of

the English language. Thus, this pronunciation process is called "adaptation".

(15)

    a.   ca ˈgoule

    b.   ˈphantom

Let's note that the above words are from French origin. In 15(a), the stress falls on the last syllable, because French words often have their stress placement on the last syllable. However, in 15(b), the stress falls on the first syllable because English dissyllabic words are generally stressed on the first syllable.

3. Data Collection Method

I have used different research instruments such as: observation and questionnaires to collect the acquired data about the teaching of English dissyllabic nouns stress at Lycée Chaminade in the class of Première.

3.1. Pre – investigation

This section aims at analysing documents related to the teaching and learning of English at secondary school. As a matter of fact, I focused my investigation on the INRAP syllabus of the secondary level to make sure that pronunciation items such as English sounds, Stress, Intonation and connected speech teaching issues are taken into account. In addition, I have examined some teachers' teaching cards and the secondary school learners' copybooks in order to see if the above teaching items are implemented in classes. Finally, I have had a glance on the previous research works on the teaching of English in Congo so as to verify if the English dissyllabic noun stress has been achieved.

As result, it is important to clarify that the above English pronunciation items are well mentioned in the official syllabus of English course (cf. G.O:2, S.O:2.2) where they are requested to be taught, learnt and tested in different pedagogical classes. Moreover, the investigation on the teachers' previous lesson plans and the learners' previous lessons unveil that English dissyllabic noun stress is not taught and learn in the selected class. At last, many former research works on English language teaching are realised in grammar, vocabulary and language functions. That is why, I have decided to deal with the classroom observation in the class of Première in High school.

3.2. Observation

To obtain the first-hand information about the teaching of English dissyllabic noun stress, observation has been selected as the second method. This method consists of collecting information while watching both teachers and learners dealing with English course in the classroom. It aims to know whether the English noun stress is taught or not in classes. Yet, it has been mainly focused on indirect observation. This means that no questions have been asked while observing, just watching and listening. The following table illustrates.

Table n°1: Observation card

English word stress items	Contents	Observation
English dissyllabic words (*G.O.2 Expressing orally; S.O.2.2 Producing a message by respecting the prosody*)	Noun stress (*'kɒnflikt, 'impɔ:t..)* Verb stress (*kɒn'flikt, im'pɔ:t..)* Compound word stress (N+N, N+V...)	***Not taught, learnt and assessed accordingly***

The table above illustrates the different English word stress items, such as: Noun stress, Verb stress and Compound word stress which are requested to be taught learnt, and assessed (**G.O.2:** Expressing orally; **S.O.2.2:** Producing a message by respecting the prosody). In fact, word stress refers to the accent on the specific syllable within a word of more than one syllable. This will bring learners to know about the stress placement of English words during the English learning process at secondary school. Then, it appears that English noun stress is not taught, learnt and assessed according during the formative and summative evaluations. Thus, I decided to ask questions in order to get more information about the topic.

3.3. Questionnaire

A questionnaire covers a set of written questions. In fact, Seliger, H.W. and Shohamy, E. (1989: 1972) define it as *"printed forms for data collection, which includes questions or statements to which the subject is expected to respond, often anonymously".* That is, a document containing questions and other types

of items designed to solicit appropriate information. In this article, we are interested in the teachers' questionnaire which aims at collecting data related to the teachers' training background, their professional experience, activities and strategies they use to make learners implement the English noun stress lessons in classes. As a matter of fact, the first question is the following:'' **How do you find the teaching of English noun stress? Justify the answer''** This question is asked to discover the teachers' opinion about the teaching of English dissyllabic noun stress in class. The following table (2) illustrates the collected information.

Answers	Respondents	Percentages
Easy	0	0%
Difficult	5	50%
Boring	5	50%
Total	10	100%

The table shows that 100% of teachers have a negative view on the teaching of English noun stress. By difficulty and boring, the teachers refer to the lack of strategies or techniques that can help them make learners understand this language issue and the abilities to provide a lesson plan related to the teaching of English dissyllabic noun stress. In fact, this analysis illustrates the failure of the course of phonetics and phonology taught at the Teacher-Training College and the lack of expertise by the Ministry of Education to improve the teachers' training on the teaching process of English pronunciation items at secondary school.

Secondly, I ask as follows: **Do you teach English noun stress? Justify the answer.** The purpose of this question is to check if the secondary school teachers deal with the English noun stress when teaching English lessons. Thus, the obtained results are summarized in the table (3) below.

Answers	Respondents	Percentages
Yes	4	40%
No	6	60%
Total	10	100%

The results show that the majority of teachers do not teach English noun stress. While discussing with these ten teachers about the present

question, they have all affirmed that they do not teach English noun stress because they have not been trained on this issue and then this issue is not taken into account during the exams. However, four teachers have asserted that they teach English noun stress. In fact, it is important to mention that they do not teach English noun stress as an autonomous lesson. During the classroom observation, we have noticed that they do not really teach English noun stress as such, but just telling learners how a given word is pronounced while teaching grammar or vocabulary lessons. So, we can assert that this aspect of English pronunciation has never been taught as an autonomous lesson in secondary schools.

Thirdly, I ask the following question: "**Have you been trained to teach English noun stress? Justify the answer**" This question has been asked to know whether teachers are trained or not to teach English noun stress at secondary school. Thus, the results obtained are summarized in the following chart (4).

Answers	Respondents	Percentage
Yes	03	30%
No	07	70%
Total	10	100%

This table shows that the majority of teachers at high school has never received the adequate training on the teaching of English noun stress at university. This means, at Ecole Normale Supérieure (ENS), teachers of English have been trained in other aspects of English language except on the teaching of English pronunciation. However, few of teachers have said that they have been trained on the teaching of English noun stress. Meanwhile, while interviewing teachers, we have discovered that they have not been trained on the teaching of English noun stress. But they have had the course of phonetics and phonology during their training period at ENS. In fact, this course aimed to train the prospective teachers on the description and transcription of English sounds, but not on how to teach them. In other words, the course of phonetics and phonology is intended to help prospective teachers to be fluent speakers, but not to be trained in teaching English noun stress to secondary school learners. Finally, our last question is the following: "**Does INRAP organise seminars on the teaching of English noun stress? Justify the answer**" This question is asked to know if INRAP organises seminars

or workshops likely to help teachers gaining some strategies or techniques that can motive learners to be interested in the learning of English noun stress at secondary school. Elsewhere, the table n°4 shows the results.

Answers	Respondents	Percentage
Yes	0	0%
No	8	100%
Total	8	100%

In fact, the above chart attests that Institut National de Recherche et d'Action Pédagogiques (INRAP) does not organise seminars or workshops on the teaching of English noun stress. This means, teachers are demotivated to teach this issue because they never receive an additional training on the teaching of English pronunciation in general and that of English noun stress in particular. Thus, the teaching of English noun stress appears neglected in secondary schools.

4. Major Findings

The aim of this section is to demonstrate the most important information discovered on the teaching and learning of English dissyllabic noun stress during our investigation at CHAMINADE high school. In fact, I have noticed that the main reason that hampers secondary school teachers to deal with English noun stress is the lack of strategies or techniques to teach English dissyllabic noun stress. During the teacher's training at university, they have not been trained on the teaching of English pronunciation items at secondary school. In other words, the course of phonetics and phonology has been focused on scientific aspect describing and transcribing English sounds and stress issues. Furthermore, INRAP inspectors or researchers do not organise workshops on the teaching of English dissyllabic noun stress. This means that secondary schools teachers of English do not get additional training on the teaching of the selected item in different pedagogical classes at secondary school. Consequently, teachers of English are unable to teach and evaluate this language item in classes. However, they emphasise other issues such as grammar, vocabulary, reading comprehension in order to prepare learners face formative and summative evaluations.

5. Practical Suggestions

The focus of this section is to provide some practical suggestions regarding the teaching and learning of English dissyllabic noun stress. In this connection, our main intention is focused on the teaching method of 3Ps (Presentation, Practice and Production) couple with explanatory method and the sample of a lesson plan.

5.1. Presentation
In this stage, the teacher provides the different conditions justifying the stress placement of English dissyllabic nouns through the following list of words:
 a. ˈAdult, ˈCoffee, ˈMoney
 b. Misˈtake ˈPrayer ˈActor
 c. Paˈyee, Trusˈtee, Setˈtee
The teacher enlightens that when a dissyllabic word is a noun, it is stressed at the first syllable as in (a). When a dissyllabic noun is derived from a verb, the stress falls on the part that bears the verb meaning as in (b) whereas, when a dissyllabic noun is derived from a verb and ends with the suffix letters "ee", the stress falls on the last syllable as in (c).

5.2. Practice
After dealing with rules that help learners to predict stress placement within English dissyllabic nouns in the previous stage, the teacher should lead learners to practice dissyllabic nouns stress placement through the repetition of the words provided above and ask them to provide their own dissyllabic nouns orally.

5.3. Production
The objective of this stage is to lead learners write down their own examples on the board and pronounce them accordingly. In fact, this activity permits to enlarge and enrich the list previously provided by the teacher. The next step is to allow learners to copy down the summery of the lesson before dealing with the applied exercises.

5.4. Explanatory method
Explanatory is inspired from Chomsky Explanatory adequacy which

resumes that language study should not only provide structural description. It should more provide an explanation for different language facts. Actually, when teaching English noun stress, the role of the teacher is not only to limit himself on a mechanical transposition by indicating the stress position. The teacher should go beyond structures by explaining the whys the stress falls on this syllable, but not on another syllable (cf. Presentation stage). Ndongo Ibara (from 2015 to 2023) dedicated works on accounting for implementation of this approach in order to help prospective teachers of English deal with English pronunciation items in secondary schools through the course of phonetics and phonology at ENS. This approach highlights that drilling or mechanic repetition on noun pronunciation cannot help learners grasp the different features of English stress assignment.

5.5. Sample of the lesson plan

This section is devoted to a lesson plan on English dissyllabic noun stress. This lesson plan or teaching card includes the goal (the teachers' expectations from the selected learners of a given class), the way this goal will be achieved (the implementation of 3Ps method) and the way to measure how well the goal could be reached (via assignments or testing).

Level: Première D	Teaching card n°01	**Date**: Tuesday, June 22th 2021
Subject: English	**Attendants**:	**Duration**: 45mn
Matter: Pronunciation	**Girls**:	**Reference books**: English pronunciation Made simple; C.A.L. Dictionary
Lesson: English dissyllabic noun stress **G.O 2**: Expressing oneself orally **S.O 2.3**: Producing a message by respecting the prosody	**Boys**:	

Performance objective	Teaching strategies	Learners activities	Evaluation	Timing	Observation

By the end of the lesson, learners should be able to stress different categories of dissyllabic nouns thanks to the teacher's explanation.	**1. Warming up** Good morning class! How are you feeling today? Fine too. What's the date of today? **2.Pre requisites** The T asks Ls to identify nouns from the word list. The teacher asks learners to identify dissyllabic nouns. **Day's lesson:** English dissyllabic noun stress **1. Presentation:** The teacher provides rules to stress dissyllabic nouns. 1. Basically, two syllable nouns are stressed on the first syllable. Eg: ˈrebel; ˈcoffee; ˈrecord 2. When a dissyllabic noun derives from a verb, the stress falls on the verb part. Eg: ˈteacher; reˈply; misˈtake 3. When a dissyllabic noun derives from a verb and ends in ee the stress is on the second syllable. Eg: traiˈnee ; paˈyee; trusˈtee **2. Practice** The T asks Ls to repeat the above words and asks them to provide their own examples orally. **3. Production** - The teacher asks learners to write their	**Listening and speaking** Ls. Good morning Sir! Fine thanks and you? Today is Friday, April 7th 2017 Learners identify nouns Information; dog; singer; banana Singer; actor Learners follow the teacher's explanation then write the lesson in their copy book. Learners repeat	**Task1:** identify nouns in this list: Singer; badly; actor; dog ; information; handsome; banana **Task2:** Identify dissyllabic nouns from the list above. **Task2:** Repeat after me and provide your own examples orally. ˈRebel; ˈcoffee; ˈrecord; ˈteacher; reˈply; misˈtake; traiˈnee;	5 min 10 min 15 min 10 min

	own example and pronounce them. - The teacher asks learners to write down the lesson on their copybooks. **EVALUATION** **1. Applied activities** The teacher asks learners to identify the dissyllabic nouns and say true or false if the selected dissyllabic nouns are well stressed. **2. Follow up activity** The teacher asks learners to Stress the appropriate syllable in these dissyllabic words.	after the teacher. ˈRebel; ˈcoffee; ˈrecord; ˈteacher; reˈply; misˈtake; traiˈnee; paˈyee; trusˈtee Learners write their own examples and pronounce them: Trusˈtee; ˈaction; ˈtoffee; ˈtreatment Ls write down the lesson on their copybooks **Answers1:** Shower; mission; guitar **Answer2**: degrˈee (T); faˈther (F); levˈee (F); ˈeater (T) **Answers3** setˈtee; ˈpianist; ˈdraftee; ˈbible	paˈyee; trusˈtee Write your own examples and pronounce them Write down the lesson on your copybooks **Task1:** Identify dissyllabic nouns in this list: Agree; independence; shower; pronounce; book; organisation; mission; guitar; strong **Task2**: Say True or False if the following nouns are well stressed. degrˈee; faˈther; levˈee; ˈeater; **Task3**: Stress the appropriate syllable in these dissyllabic words: Settee; pianist; draftee; bible		

Conclusion

This research work has been conducted to know the whys the secondary school teachers do not deal with English dissyllabic noun stress at secondary school. The analysis of the pre–investigation, the observation and the questionnaire for teachers have firstly revealed that, the course on English noun stress is not taught in high schools because teachers have not been trained on the teaching of English pronunciation at Teaching Training College (ENS). That is, the Phonetic and Phonology course taught is not intended to help teacher get a good command on the teaching of English pronunciation at secondary school. Secondly, INRAP does not organize workshop on the teaching of English pronunciation. In fact, the study has demonstrated that although, the teaching of English pronunciation is mentioned in the syllabus of INRAP (cf. G.O:2, S.O:2.2) workshops on the teaching and the learning of English pronunciation are not organized to provide teachers with techniques and activities to deal with English word stress at secondary school successfully. Thirdly, the English oral test is not taken into account during the state exams. Thus, teachers are demotivated to teach English pronunciation items; hence learners are not familiar with this language item when learning the target language in classes. Thus, it emerges from this article that these problems could be resolved if the training of prospective teachers include didactic phonetics and phonology and if INRAP's inspectors organize workshop on teaching and learning of English pronunciation. That is the reason why, this work has suggested a lesson plan about the teaching of English dissyllabic noun stress to help teachers cope with this language item when teaching English in classes.

References

Aupp Juliana Alberton (2010), An analysis of the stress pattern of English words. Post-Graduation Program in English Language: Universidade Extremo Sul Catarinense.
Babtista Barbara (1981), An Analysis of errors of Brazilians in the Placement of Word Stress, Docência Thesis. Universidade de Santa Catarina Florianópilis

Brown James Dean (1988), Understanding Research in Second language learning. Cambridge: Cambridge University.

Celce Murcia, Brinton, Donna, & Goodwin, Janet (1996), Teaching Pronunciation: A Reference for Teachers of English Speakers of Other Languages. New York: UP.

Cook Ann (2000), American accent training, second edition.

Crystal David (2008), A Dictionary of Linguistics and Phonetics 6th edition: ISBN

Dalle Paulette and Poms Lillian (2005), English Pronunciation Made Simple. Pearson education: Inc. New York.

Gretchen Iorio Mary Charles E.Beyer (2001), Pronunciary American English, Pronunciation Dictionary: Vocalis Ltd. Waterbury, Connecticut USA

Handerson Edmund (1985), Teaching Spelling. Third Edition, Boston: Houghton Muffin Company

Ladefoged Peter (1982), A course in Phonetics. Second edition: University of California, Los Angeles.

Luu Thi Mai Vy (2009), Compound words in English and Vietnamese. Ho Chi Minh City University of Education.

McDowall David (1989), An illustrated History of Britain. Edinburg: Longman Group UK Limited.

Mosheer Amer & Walid Amer (2011), The Role of Explicit Instrument in English Stress Patterns in an EFL Arab University Context. Indonesian Journal of English Language Teaching, Vol7, N°2 p. 71-87

Ndongo Ibara Yvon- Pierre (2015), Farming English sound-letter Parallelism Teaching. Lien Nouvelle Série N°20 p.38

Ndongo Ibara Yvon-Pierre, Ondze Otouba Roland Giscard & Kelele Kedi Frayvon (2021), "The teaching and learning of English yes/no question pronunciation at secondary school" in Didactiques, V. 09 N° 03, pp.138-162,

Ndongo Ibara, Yvon-Pierre, Ondzé Otouba, Roland Giscard, Ossere Mounguellet, Jules Bianchiny, 2019, "Teaching English Compound Noun Stress" in English Language Teaching, Canadian Center of Science and Education, vol. 12, N°3, pp.46 – 56.

Ndongo Ibara Yvon-Pierre (2023), A pedagogical Based approach to Teaching English Pronunciation, Generis publishing, Moldavia

Ondzé Otouba Roland Giscard (2019), "Pronunciation's contribution in teaching and learning English grammar at secondary school" in Revue Congolaise de Linguistique, N° 02, pp. 211 – 223

Ondzé Otouba Roland Giscard (2019), « Problématique de l'enseignement-apprentissage des sons anglais au Congo-Brazzaville » in Revue Internationale de Linguistique, didactique des langues et de Traductologie, Flaly, N°7, p.24.

Ondzé Otouba Roland Giscard & Ndongo Ibara Yvon-Pierre (2021), "The teaching and learning of English short vowel sound [ɪ] in the class of seconde", in Annales de la faculté des lettres et des sciences humaines, N° 12, pp. 53 – 71.

Ondzé Otouba Roland Giscard & Ndongo Ibara Yvon-Pierre (2022), "L'enseignement-apprentissage de l'accent des suffixes «auto-stressed » anglais au secondaire", in ALTRALANG Journal, pp.106 – 123.

Ondzé Otouba Roland Giscard & Ndongo Ibara Yvon-Pierre (2022), "The teaching and learning of English back stress suffix at secondary school", in Akofena, Revue scientifique des Sciences du langage, Lettres, Langue & Communication, Vol.1, N°006, p.p.139 – 150.

Ondzé Otouba Roland Giscard & Ndongo Ibara Yvon-Pierre (2022), "Teaching English Connected Speech Items at Secondary Schools" in La Saison des pluies, N°19, pp.-160-177

Roach Peter (1976), English Phonetics and Phonology A practical course: Cambridge University Press.

Roach Peter (2000), English Phonetics and Phonology A practical course: Cambridge University Press.

Seliger Herbert and Shohamy Elana (1989), Second Language Research Methods. Oxford: Oxford University Press.

Seth Lerer (2007), Inventing English, A portable History of the language. Colombia university press: New York 2007

Silverman, D. (2001), Interpreting Qualitative Data: Methods for the Analysis of Talk, Text and Interaction. 2nd edition. London: Sage