

Investigating lexical stress assignment

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Correctly emphasizing syllables in words and words in sentences (i.e., producing stress) makes both words and sentences easier to understand (e.g., Field, 2005; Hahn, 2004; van Heuven, 2008). Determining whether L2 learners are able to accurately produce stress can be difficult, though, and this may have to do, among other things, with a teacher's / researcher's operationalization of stress, data collection, and the analysis of data. This workshop will take attendees through a series of steps that can be followed for both the collection and analysis of L2 learner lexical and sentential stress data. Participants in this hands-on workshop are asked to bring a laptop onto which they have downloaded Praat (www.praat.org).

References

- Field, J. (2005). Intelligibility and the listener: The role of lexical stress. *TESOL Quarterly*, 39(3), 399–423.
- Hahn, L. (2004). Primary stress and intelligibility: Research to motivate the teaching of suprasegmentals. *TESOL Quarterly*, 38(2), 201–223.
- van Heuven, V. J. (2008). Making sense of strange sounds: (Mutual) intelligibility of related language varieties. A review. *International Journal of Humanities and Arts Computing*, 2, 39–62.