

# Comparing the Effects of a Word Stress Intervention on Two Groups of EFL Students

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## Abstract

Stress placement of word syllables has long been recognized as an important aspect in the instruction of pronunciation within Chinese English curricula, but concrete improvements to teaching methods have proven elusive. This study proved that the improper speech habits of Chinese students can be effectively improved using a set of word stress prediction model rules. By evaluating the vocabulary pronunciation of the two groups of Chinese college English majors, the statistical findings of the paired-samples t-tests suggested that there are significant improvements on word stress placements in students who were tutored on these stress rules than who were not. This study provides substantial and undeniable evidence demonstrating the potential of these stress prediction rules in helping EFL learners improve their Standard American English (SAE) pronunciation.

Keyword : Accent, Word Stress, Multi-syllable Words, Orthography, Comprehensibility