The Role of Explicit Instruction in English Word Stress Patterns in an EFL Arab Palestinian University Context

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Abstract
This study presents the results of an investigation into the extent to which explicit instruction in English word stress patterns correlates with better word stress assignment performance by Palestinian EFL university students. The students received two weeks of explicit instruction on the main English word stress rules. In analyzing the differences in the pre- and post-treatment test scores, the researchers found significant increases on the post-treatment test scores which indicates a correlation between explicit instruction in word stress rules and students' ability in word stress assignment. Teaching suggestions and activities are provided to improve learners' word stress assignment performance. The results of this study are of great value to Palestinian linguists, EFL teachers and curricula developers who need to pay special attention to this neglected area and, therefore, ensure that pedagogical materials and teaching activities dealing with word stress become an integral part of Palestinian EFL curricula.

KEY WORDS: word stress rules, explicit instruction, Arabic, stress placement, performance