



گۆڤاری ئەكادیمیای كوردی

Kurdish Academic Journals

No. 60 2024

ههولێر - شهقامی ههلهبجه

<http://gov.krd/ka>



گۆڤاری ئەكادیمیای كوردی

Kurdish Academic Journals

No. (60) 2724 Kurdish 2024

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A Cognitive Phonological Study of Stress in Central Kurdish

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Abstract

This study provides an analysis of stress in Central Kurdish from the perspective of Cognitive Phonology. Stress refers to the degree of emphasis given to a syllable or word in speech. To carry out the analysis, the study adopts the theory of Cognitive Phonology. The study hypothesizes that the meaning of an utterance is governed by the particular construal the speaker chooses to describe its content. The study addresses fundamental questions regarding the distinctiveness of stress as a suprasegmental unit, its effects on words and sentences, and its potential connection to cognition. This investigation also delves into the dimensions of construal responsible for its application, aiming to discern how stress interfaces with cognitive and linguistic domains. The paper concludes that Kurdish Stress is meaningful, in Central Kurdish because its placement in different positions adds a particular tinge of meaning to the utterance. Likewise, the paper has found that the construal dimension of salience is responsible for stress production. The researchers as a native speaker of Kurdish are being used as a source of data. Utterances of everyday communication have been used in the analysis to achieve the above aims and answer the questions.

Keywords: Suprasegmental phonology, Cognitive phonology, Central Kurdish, stress, patterns of stress, construal

1.1 Introduction

Kurdish language is spoken mainly in Southeastern Turkey, northern Iraq, western Iran, Syria, and Central Asia. It has different varieties. Central Kurdish (CK) is the one that concerns this study. CK dialect is a legally recognized regional language used in Sulaymani, Kirkuk, and Erbil provinces in Iraq, Kurdistan province in Iran, also, in the West Azerbaijan in Iran. Estimates of the total number of Kurdish speakers vary widely. According to Ethnologue (2009), Kurdish has 30 million speakers and concurrently, it maintains a significant and geographically dispersed community. The estimated number of CK speakers is almost (6.750.000) (Hamid, 2015, p. 7).

The Kurds are ancient people; however, modern literary Kurdish began in Iraq in 1919, when CK became the language of instruction in public schools in Kurdish areas. There is today a rich and flourishing literature in Iraq, where Kurdish intellectuals have established a Standard Literary Kurdish based on the Sorani dialect. Regarding their language, Kurdish is a phonetic language, i.e., it is written as it is pronounced (Rahimpour & Dovaise, 2011, p. 74). Three central writing systems are found in the Kurdish language: modified Arabic alphabet, Latin Kurmanji, and Cyrillic. This study adopts the Latin Kurmanji writing system (Kurdish Academy of Language, 2018) because it is very close to the English writing system.

The data of this study are exclusively drawn from CK, whose suprasegmental feature of Stress is not covered within the framework of Cognitive Phonology as yet. Both researchers, native speakers of CK, serve as primary sources for authentic Kurdish examples, meticulously transcribing them in square brackets with corresponding English translations and

grammatical categorizations in rounded brackets. The study's focal point is to empirically highlight the pivotal role of stress placement in accentuating significant information for speakers. It extensively examines stress through a cognitive phonological lens, revealing the intricate construal operations that underlie its production.

1.2 Data analysis

The researchers opt for a descriptive analysis of data, which is concerned with the study of the structure of a language through an analysis of the forms, structures and processes at the phonological level of language. It objectively analyzes and describes how language is actually used by a speech community. It explains how suprasegmental unit of stress is used in naturally occurring settings. Likewise, they opt for a qualitative analysis, which pursues in-depth investigations of linguistic phenomena, as grounded in the context of authentic, communicative situations. It is a method to analyze a certain subject using non-numeric plus non-quantifiable indicators, behavior, and characteristics to determine its overall situation, quality, value, or any other parameter. As Hamawand (2020: 99) notes, in a qualitative analysis researchers adopt an inductive approach in studying the meanings and functions of linguistic forms. An inductive approach, sometimes called bottom-up approach, works from specific observations to broader generalizations.

1.3 Research questions

The investigation of suprasegmental unit of Stress in Central Kurdish triggers two fundamental questions:

(1) Is suprasegmental unit of Stress distinctive?

If so, what effects does it have on words and sentences?

(2) Is suprasegmental unit of Stress related to cognition? If so, what dimension of construal is responsible for its use?

1.4 The aim

The general aim is to provide a detailed analysis of the prosodic feature of Stress in Central Kurdish.

The specific aims are to show:

- How important Stress is for marking all kinds of meanings in speech.
- The use of a suprasegmental unit of Stress is a manifestation of a communicative intention.
- How Stress is used and how it can be produced.
- How Stress interfaces with cognitive and linguistic domains.

2.1 Suprasegmental phonology

Sounds are used in articulating utterances. Vowel and consonant sounds come in sequences, creating syllables when composing an utterance. A syllable is a unit of pronunciation that consists of at least a nucleus (typically a vowel), surrounding with or without consonants forming a whole or a part of a word (Khoshnaw, 2014, p. 46). Although Kurdish linguists generally agree on the importance of the syllable, there is no inclusive description of the syllable structure and associated phonotactic restrictions. It is also an agreed-upon idea that the vowel is the only central element in a syllable and syllables without vowels cannot be found in Kurdish (Hasan, 2012, p. 15). Different types of syllables can be realized in Kurdish. According to the presence of the coda, syllables can be open or closed. An open syllable is a syllable that ends

in a vowel sound, as in *Dw [du]* (two) CV. A closed syllable is a syllable that ends in one or more consonants, as in *hat [hat]* (came) CVC and *dast [dast]* (hand) CVCC (Marif, 1976: p. 69 and Wais, 1984: p. 83-84).

The phonology of Kurdish in general and its prosody (suprasegmental) in specific has not been researched adequately. However, several scholars have tried to identify and analyze its main features. Hayman (1975: p. 2) gives a simple definition of Kurdish phonology. He states that “it is a scientific study of the sound system in a particular language showing how speech sounds structure and function to enable speakers to use their language in communication”. Mushir, Mihemmed, and Salih. (2013: p. 113) provide a similar idea when defining Kurdish phonology as “referring to that part of language which investigates and studies the sound system of a specific language to show the function of those sounds used in a communication system.” It concerns how languages make use of sounds to distinguish words from each other.

In Kurdish phonology, two different units are identified; segmental and suprasegmental. According to Mahwi (2008:266), uprasegmentals refer to those features of stress and intonation used within the segmental phonemes in sentences and articulations where the meaning of an utterance changes depending on the speaker's needs. Garib (2019:6) considers suprasegmentals as sound phenomena such as Stress, pitch, accent, intonation, and juncture, which are used in speaking. He also explains that, unlike phones and segments, suprasegmentals do not come in sequence; instead, they fall on phrases, morphemes, words, syllables, and sentences. For that reason, stress is called the suprasegmental feature of sound. For instance, any Kurdish word with more than one syllable is pronounced

with one of its syllables being stressed and the rest unstressed. Stress is the relative emphasis or prominence given to a specific syllable in a word or a particular word in a phrase or sentence. The stressed syllable is articulated with more energy. Stress helps in differentiating the meaning and grammatical category of words; for instance, the word *Kara* [kə'rə] (*butter*) is a noun, and *Kara* [kʌrə] (*fool*) is an adjective.

2.1.1 Stress

Kurdish is a stress-accent language. Stress or accent is the relative emphasis or prominence given to a specific syllable in a word or a particular word in a phrase or sentence. That emphasis is typically caused by such properties as increased loudness and vowel length and full articulation of the vowel, as Fattah (1980:179) claims that a combination of features such as intensity, pitch, sound quality, and quantity contributes to prominence. The prominence of a stressed syllable is not measured by length; instead, it is identified by loudness and pitch. Thus, the stressed syllable has greater loudness and pitch movement but not necessarily greater length (Rahimpour & Dovaise, 2011, p. 77). Similarly, Ahmed (1986) regards stress as intensity or loudness, while Amedi (1987) characterizes stressed syllables by duration and intensity. Kurdish is seen as a syllable-timed language, i.e., whether a syllable is stressed or not, its vowel maintains its quality and remains a full vowel with all its distinctive features. For example, *taxta* [tax'tə] (*wood*) and [taxtə] (*flat*). The vowel /ə/ remains weak and short whether stressed or not. Hence, it is possible to state that Kurdish uses both tonal and non-tonal features to indicate word-level prominence. Languages can use a common repertoire of vocal sounds to signify distinct meanings.

Speakers are quick to use stress in places where needed. For some words, a change in the position of stress results in a change either in the meaning of that word or a change in its grammatical status. For instance, *sawza* [saw'zə] (*vegetable*) is a noun, and *sawza* ['sawzə] (*green*) is an adjective (Rahimpour & Dovaise, 2011, pp. 78-79). In CK, speakers may depend on stress as an indication of time as in,

(1) Diraxtaka sawz bw. (The tree grew up.)

From the view of time, it has two indications. When the stress falls on *bw* (*became*), it indicates that the tree is green now and was not green in the past. When the stress falls on *sawz* (*green*), it indicates that the tree is not green now. It was green in the past. As for hearers, stress helps them to mark the information-bearing words in an utterance. Through stress, speakers may wish to emphasize new information and show the most informative and salient part of the sentence, as shown in:

(2) Ew sê 'sêwi xward. (She ate three 'apples). When the word *sew* (*apples*) is produced with a higher pitch and greater loudness, it makes it more prominent consequently, and it draws the listener's attention. The listener finds the new information by stressing the word *apple*, knowing she ate apples, not oranges.

In CK, no pitch level difference is reported between stressed syllables and their unstressed peers. The placement of stress follows a strict simple stress assignment system where the final syllable in the prosodic word usually takes the primary stress. The preceding syllables take secondary stress (stem-final vowels are regularly stressed) regardless of the weight of the syllable(s) as in *Runak* [rû'nak] (*bright*)

(Hamid, 2015, p. 49). In addition, CK is neither a fixed nor a free-stress language. It is a language with limited freedom of stress. It shows traits of fixed stress, as stress is predictable based on phonological factors such as edge (the beginning and ending point of a syllable or word). At the same time, stress in CK is a morphological phenomenon (Muhammad, 2005, pp. 21-3). It is the morphology that determines whether a syllable attracts or repels the primary stress, i.e., it depends on whether the word is simple or derived and whether an inflectional or a derivational affix creates the derivative as in:

- (3) 'xoş [ˈxoʃ] (nice)
 xoş'tir[xoʃ'tir] (nicer)
 xoşti'rîn [xoʃti'ri:n] (nicest)

Kurdish shows traits of free systems as some morphemes whose locations are not predictable are lexically marked for stress. However, stress assignment rules take over once the morphemes are strung together to form a word (Abbas & Ahmad, 2012, p. 1).

2.1.2 Patterns of stress

In phonetic terms, stress is the degree of force with which a certain syllable in a word or a certain word in a sentence is pronounced. As mentioned earlier, a stressed syllable or word is louder in pronunciation, higher in pitch, and longer in duration than an unstressed syllable or word. In phonological terms, stress is the relative emphasis, degree of salience, or prominence given to a syllable in an individual word or a word in a sentence. Words in isolation can have different patterns of stress in Kurdish. More than one stressed syllable in a word can be found in many languages, including Kurdish. CK is a stress accent language. One syllable is more prominent than others; this stress pattern is

called 'primary stress. Primary stress, also called first stress, is longer and louder than secondary (second) and weak (third) stress patterns. It is marked by a small vertical line ['] put at the upper left side of the syllable. Secondary stress, also called second stress, is louder and longer than a weak syllable. Both secondary and weak syllables are marked with a small vertical line [.] put at the lower right side of the syllable. An unstressed syllable receives no stress. No symbol of any type is placed on a non-stressed syllable (Garib, 2019, p. 7). An example that bears different levels of stress would be *Dangubâs* [dan.gub'âs] (news).

Stress is essential in making one syllable more salient than another. When a syllable is more salient than another, it can mark contrast. It distinguishes the meanings of two orthographically identical expressions but acoustically different. As shown in the word *Mora* [mor'ə] (dice) is a noun, and [mórə] (purple) is an adjective. Characterized as a stress language, CK prefers well-formed rhythmic patterns, where strong and weak syllables are spaced apart at regular intervals. The patterning of stress is marked in morphologically simple, complex, compound words and sentences. Word or lexical stress corresponds to the accentuation of one syllable within a word whose position is stored in the mental lexicon. One of the stressed syllables in the sentence is more accented: it corresponds to the sentence stress. In a sentence with focus, stress can be located in any (focused) word.

2.1.2.1 Word Stress

Word stress refers to the manner in which stresses are distributed on the syllables of a word. Placing stress on certain syllables within a word is called *word stress*. In a word, stress can be placed on

one syllable while the other syllables are given less emphasis. General rules are found to account for the place of stress in numerous words, but these are slight generalizations that can be made about stress placement. The position of stress is variable in Kurdish. Kurdish is known to have a simple stress rule that places stress on the word's final syllable irrespective of its length or weight (Fattah, 1980; Qadir, 1983; Ahmed, 1986; Shokri, 2002). The rule is applied to simple, complex, and compound words. Placing stress in its proper position helps distinguish between two homonym words in their meanings and their grammatical category, for example:

(4) *taxta* ['taxt ə] versus [tax't ə].

From the above example, one can notice that when stress is on the first syllable, the word functions as an adjective meaning 'flat'. However, when stress is on the last syllable, the word functions as a noun meaning 'wood'. In addition, Kurdish speakers may wish to put stress on a specific syllable in simple, complex, and compound words to emphasize it and through which they show their ideas and points of view.

Word stress can be subdivided into simple word stress and complex word stress. Simple words are not composed of more than one grammatical unit, so, for example, *grtn* [girt'in] (to catch or to hold) is a simple word while *halgirtin* [haI-girt'in] (to carry) (derivation) and *ragirdtn* [ragirt'in] (suspension) (compounding) are complex. The stress placed on compound words is called compound stress.

Simple words

Simple words are defined as words consisting of single stems, and they can have one or more syllables. Stress is usually on the final syllable in

stems, including single stems regardless of the number of syllables and the syntactic category of the word. As Hamid (2015: p. 116) states, "stress in simple words is on the last rightmost syllable regardless of the number of the syllables and the internal structure of the stressed syllable".

(5) One syllable: <i>kur</i> ['kur] (boy)	noun
<i>xrap</i> ['xrâp] (bad)	adjective
Two syllables: <i>xanu</i> [xâ'nu] (house)	noun
<i>runak</i> [ru'nâk] (bright)	adjective
Three syllables: <i>Qaraman</i>	
[, qa. ra. 'man] (champion)	noun
<i>Qutabi</i> [qu,t 'bi] (student)	noun
Four syllables: <i>baxawani</i>	
[baχə ,wa 'ni] (gardening)	verb
<i>malawani</i> [malə ,wa 'ni] (swimming)	verb

From the examples cited in (5), it can be concluded that stress in simple words is on the last rightmost syllable. The last syllable takes the primary stress indicating that it is more prominent than the secondary stressed syllable or the stressed ones found in words with disyllables, tri-syllables, and quardi-syllables. In a pair of simple words, stress is used to differentiate both the meaning and grammatical category of the words. Without stress, the meaning of the pair appears to be similar, as illustrated in the following:

(6) a. <i>bedar</i> ['bedar] (sleepless)	(adjective)
b. <i>bedar</i> [be+'dar] (without tree)	(prepositional phrase)

In addition, in simple words, stress has no role in determining the syntactic category of the word. However, this rule does not apply to particles such as 'çunka (because), 'bôya (thus), and

'*balâm* (but). They are the only exceptions to this generalization (Amin, 1979; Ahmed, 1986).

Complex Words

A complex word is a word made up of two or more morphemes. A complex word may consist of a base (or root) and one or more affixes, as in *gulistan* [*gułis t'än*] (a flower yard) which is composed of *gul* (flower) and *-stan* (yard). Unlike simple words, complex words are created by the root with one or more affixes added. An affix can be a prefix (added to the beginning of the root) or a suffix (added to the end of the root). In Kurdish, affixation can affect the placement of stress. The position of primary stress in derivatives depends on the nature of the affix added to the stem (Muhammad, 2005, pp. 21-3). For instance, derivational suffixes are attached to the verb stem to create nouns, and without a change in the general meaning of the words. They always receive the primary stress as verified in the following examples:

(7) *binin* ['*bini:n*] (to see)

xwendin ['*xwendin*] (to read)

shordin ['*ʃordin*] (to wash)

bistin ['*bistin*] (to hear)

poshin ['*poʃin*] (to wear)

krin ['*kri:n*] (to buy)

binar [*bi'nər*] (the person who sees)

xwenar [*xwe'nər*] (reader)

(8) *bigra* ['*bigrə*] (catch, hold)

grtn /'*grtin*/ (to catch, to hold)

rabwasta ['*rābwastə*] (stand up, wait)

bwasta [*bwas'tə*] (you stand up, you wait)

naroštm ['*naroʃtim*] (I didn't go)

roštm [*roʃ'tim*] (I went)

šordn ['*ʃordin*] (to wash)

šorge [*ʃor'gə*] (the washing machine)

bistin ['*bistin*] (to hear)

bistok [*bis'tok*] (ear-phone)

pošin ['*poʃin*] (to wear)

pošak [*po'ʃak*] (clothes)

krin ['*krin*] (to buy)

kriar [*kr'iar*] (customer, buyer)

In these examples, the primary stress falls on the derivational suffixes. In addition to changing the word class from verb to noun, they also keep the primary stress. The prefix is stressed when added to a word. When the prefix is deleted, the stress moves to the end of the word, as shown in sample words found in (7) (Kadir, 1983: p. 81, 83). Regarding prefixes, for instance, the imperative particle [*bi*] and negative prefixes [*na*] and [*ma*] affect the placement of the stress when added to the root of the verb, used with second person singular, and plural without a change in meaning.

When a derivational prefix [*hal-*] is added to a word, it does not influence the position of the stress and the grammatical category of the word but causes a change in meaning. That is, the stress remains on the final syllable of the root of the word, as in:

(9) *çun* ['*çu:n*] (to go)

halçun [*hał 'un*] (to rise)

hatn [*ha'tin*] (to come)

halhatn [*hał hat'in*] (to escape)

grtn ['*grtin*] (to catch)

halgrtn [*hał 'grtin*] (to store or to carry)

In the case of having a sequence of stressed suffixes, the last suffix will attract the stress as elaborated in the following inflectional suffixes.

(10) *gul* ['*guł*] (flower)

gulistan [*gułis t'än*] (a flower yard)

gulistanaka [*guł istäna'ka*] (the flower yard)

Moreover, even when there is a sequence of some unstressed and stressed suffixes, the last stressable suffix is stressed. Besides, the suffixes –aka (the) and –an (plural marker) attract stress onto themselves, as in these words:

(11) Penws (pen)

- | | |
|--------------------|-------------|
| a. [pe'nüs] | (pen) |
| b. [penusa'ka] | (the pen) |
| c. [penusak'än] | (the pens) |
| d. [penusak'änim] | (my pens) |
| e. [penusak'äntän] | (your pens) |

The definite morpheme - êk (a, an) is a non-stress-bearing suffix where the Stress remains on the final syllable of the word stem, as shown in the following:

- | | |
|---------------------|---------|
| (12) pênus [pe'nüs] | (pen) |
| pênusêk [pe'nüsek] | (a pen) |

As far as adjectives and nouns are concerned, when affixes are added to verbs they keep the verb's overall meaning. The stress, which is typically located on the last syllable of the root, moves forward and backward according to the nature of the affixes attached. The position of primary stress in verbs is a different matter. Since the formation of tense and aspect in CK involves prefixes, some of which can be stressed. Stress tends to be initial in verbs, as shown in sample words found in the previously mentioned sample words.

Distinct inflectional suffixes are characteristically stressed, such as the definite suffix [-aká] (the), the comparative and superlative suffixes [-tír] (more) and [tirín] (most), and the plural suffix [-án] and other plural suffixes such as [-gól],

[-hát], [än], [at]. The addition of these suffixes to words receives the primary stress without changing the meaning (Ahmad, 1986, p. 83)

(13) De ['de] (village)

- | | |
|----------------------|-------------|
| Dehat [de'hät] | (villages) |
| Jin ['zin] | (woman) |
| Jinan [zin'an] | (women) |
| Mindal ['mindal] | (child) |
| Mindalan [minda'län] | (children) |
| Sew ['sew] | (apple) |
| Sewaka [sew'ak] | (the apple) |
| Mê ['me] | (female) |
| Mêgal [me'gól] | (females) |

Compound Words

Words formed by the combination of two or more free morphemes are called compound words. Compound words include two or more conjoined words to create a word with a different and new meaning. In CK, the prosodic structure of compound words is of two kinds: words composed of two words without linkers, as shown in (14), and words composed of two words linked by a vowel, commonly /a/ and /u/ as shown in (15). According to Fatah (1980: 184-187) and Hamid (2015, 119-120), the stress falls on the final syllable of the resulting compound word regardless of the grammatical category of the combined words.

(14) Sarkar [sark'är] (team (n)+leader(n))

- | | |
|-------------------------|------------------------------|
| (worker team leader) | |
| miwafroš [miwəfr'oš] | (fruit(n)+sell(v)) |
| (grocer) | |
| gianlabar [gijanla'bar] | (soul (n)+wearer (particle)) |
| (animal) | |
| rwxoš [ru'xoš] | (face(n)+delicious(adj)) |
| (friendly) | |

(15)

hawrabrwska /hawrabrus'kə/ (cloud (n)+a+ glitter(n))
(thunder)

gftugo [gftu'go] (word(v) + u + say(v))
(discussion)

kwrtahawal [kurtaha'waɫ] (short (adj)+a+news(n))
(headlines)

rastwhala [rastuha'lə] (right (adj))+u+ wrong(adj))
(right and wrong)

As shown by the examples, primary stress in compound words generally falls on the final syllable of words. In contrast, secondary stress falls on the final syllable of the first element of the compound. Thus, the first word loses its primary stress and reduces it to secondary stress (Musa, 2009, pp. 72-3). Accordingly, it can be inferred that stress in CK is on the final syllable of simple, complex, and compound words.

2.1.2.2 Sentence stress

Stress placed on words within sentences is called sentence stress. It is the emphasis that certain words have in utterances. Sentence stress is how stresses are distributed on the syllables of words assembled into sentences. Usually, this focus is on words that provide vital information; however, this can vary significantly depending on the exact meaning the speaker wishes to convey. In a sentence, there is a general tendency stress the stronger syllables of content words (*e.g.*, main verbs, nouns, adjectives) rather than on function words (*e.g.*, auxiliary verbs, prepositions, pronouns). Sentence stress mainly helps speakers communicate better, using prominence to emphasize specific parts of the sentence that convey the intended message more effectively. On the other side, listeners will be more aware of how sentence stress is produced orally, and learners may be better able

to understand fast speech.

The placement of sentence stress in CK is different from the word stress. In a sentence, stress depends on the utterance's meaning since parts of speech (verbs, nouns, adjectives, adverbs, etc.) take stress in isolation. In other words, parts of speech carry more weight or volume of stress, sense, content, or meaning than others when they come in isolation. However, the stress placement changes when words are combined to form a sentence. That is, they receive different stress. The speaker's intention plays a vital role in determining which part of the sentence would be stressed in a sentence.

Kurdish is an SOV language. In SOV languages, and simple transitive sentences, the object receives primary stress, and the subject receives secondary Stress (Kahnemuyipour, 2009, p. 117).

(16) Zara 'namayki nusi. [zara 'naməjəki nusi]
S2 O1 V

Zara (S) wrote (V) a letter (O).

Depending on the speaker's purpose, different elements are stressed, as shown in the following sample sentences:

(17) Riz**Gar**(Rizgar) dwene(yesterday) seweki
(an apple) xward (ate).

(Rizgar, not Zara)

Rizgar dwe**NE** seweki xward.

(Yesterday, not today)

Rizgar dwene sewe**KI** xward.

(an apple, not a banana)

Rizgar dwene seweki **XWARD**.

(ate, not bought)

As the examples in (17) show, elements of a

sentence are stressed according to the speaker's intention. The stressed words carry essential or new information. According to communication needs, different words are stressed. Through stress, the speaker focuses more on a specific word in each sentence, thus changing the meaning and showing a particular point of view. It indicates no fixed rule or condition in sentence stress, and the speaker intends to convey a specific meaning that plays a fundamental role in which the word is stressed as an element of a sentence. Moreover, a sentence may include only one-word shifting stress from one syllable to another in a word.

2.1.3 Cognitive view of stress

Language is an open-ended set of linguistic signs or expressions, each associating a semantic representation with a phonological representation. In Cognitive Phonology, language exists in the minds of its speakers. Language is considered a cognitive tool for conveying specific information. In Cognitive Phonology, there is a symbolic serial connection between form (phonological structure) and meaning (semantic structure) (Mompean, 2014, p. 357). Language helps speakers to depict their experiences of the world. The meanings of suprasegmental units relate to entities existing in the conceptual world (Hamawand, 2022, p. 289). Thus, language is a cognitive means of delivering information. One way to achieve this is through stress. As users of language, Kurdish speakers use stress as a means of delivering certain information. As a stress accent language, stress in CK is measured via a wide range of phonetic properties, such as greater loudness and more significant pitch movement but not greater length. It is a greater force, prominence, or focus given to a specific syllable in a word,

phrase, or sentence. Through construal, Kurdish speakers choose a specific syllable or item to be focused on or prominent rather than another. The emphasis placed on certain elements within a word or sentence is the outcome of construal.

2.1.3.1 Construal

Langacker (1987) and Hamawand's (2005, 2016, 2021, and 2022) scholarly works are the ones that tackle construal in detail. Langacker (1987) defines construal "the cognitive process by which individuals interpret and structure their experiences, perceptions, and concepts to create meaningful representations of the world". According to Hamawand (2021:243), construal is "the particular way the content is conceived relative to the communicative needs. The speaker can conceptualize a situation differently and use different linguistic expressions to stand for them in discourse". The same scene or situation can be construed in different ways depending on how the speaker construes or views the entity. When different expressions have similar sequences of phonemes, they differ semantically in terms of the alternating ways the speaker construes their common content. Each alternative encodes a specific meaning and is implemented differently in the language. Each choice encodes a discrete meaning and is comprehended in language differently. The speaker imposes contrasting images on a conceptualized situation due to alternations in intention. The relationship between language and cognition is the subject of construal theory. Thus, the core of the construal theory is that human thought and language are intimately interrelated. The construal pertains to salience, which brings about the phonological difference between two utterances.

2.1.3.1.1 Saliency

One of the essential dimensions of construal that pertains to stress is saliency. According to Hamawand (2005: 194-195) and (2021: 248), saliency is “the mental act of making an element in a situation prominent, or a unit in an utterance conspicuous. The attachment of saliency to a unit in an utterance can change significantly depending on the specific meaning the speaker wants to communicate”. To know how an expression has different degrees of importance, another mental operation called “initial saliency” is needed. Hamawand cites Langacker’s (1991: 4–5; 1987: 116– 117) definition of initial saliency, referring to the most significant part of a scene. In Cognitive Phonology, stress, as one of the Kurdish suprasegmental features, enables Kurdish speakers to construe different degrees of saliency. Variations in construal result in differences in stress placement, which indeed reflect differences in meaning (Hamawand, 2005: 194), as shown in the following sentences:

(18) Êw (he/she) ‘ mîwe (fruit) dakrre (buys).

[ʔəw ‘mîwe dΛΛΛkrê]

Êw (he/she) miwa(fruit) ‘dakrre (buys).

[ʔəw miwa ‘ dΛΛΛkrê]

The two utterances cited above have the same word order but do not have the same meaning. They depict the same scene, yet vital differences exist in how the depiction is construed. In each case, the meaning of the utterance is determined by how the speaker structures the scene. In the first utterance, the noun *Miwa* is stressed, meaning that the speaker buys fruit, not, for instance, meat. In the second, the verb *Dakre* is stressed, meaning that the speaker buys fruit, not selling it. The difference in meaning between the two utterances is signified by the different

placements of stress. This shows that stress helps speakers choose which specific part of an utterance is initially salient and which part is secondarily salient. The part that receives initial saliency is produced with more force and energy, indicating that it is the phonologically focused and prominent part, while the rest is not. From this, it becomes clear that an absolute synonym is impossible even if expressions share the same items and order depending on how the speaker construes a scene (Hamawand, 2007, p. 181). The different stress placement draws the listener’s attention and helps him/her better understand the speaker’s idea and intention, as shown in the following utterances:

(19) a. **Nazdar**(Nazdar) dwene (yesterday) garayawa (came back).

(Nazdar, not someone else)

[nazdar duene gərayawə]

b. Nazdar **dwene** garayawa.

(Yesterday, not some other day)

c. Nazdar dwene **garayawa**.

(she came back! She did not go!)

-
- The sentences in (19) contain the same elements and describe the same situation. Nevertheless, they differ primarily in terms of meaning. The meaning of each sentence is reflected by the position of stress. The salient word in bold determines which participant within the situation is highlighted and which participant has ascribed the function of the subject. It proves that the suprasegmental unit of stress is the product of a cognitive process. Saliency is one of the important mental processes used in language. It is the mental/cognitive act of making a constituent in a situation prominent or focused or a unit in an utterance more significant. The attachment of saliency to a unit in an utterance can

change significantly depending on the specific meaning the speaker wants to communicate. It also signifies that the phonologically stressed words can be used pragmatically to focus on a specific idea or part of a sentence leading to a change in its meaning. Stress helps listeners to recognize and focus on the part of the utterance that carries the new and essential information. For that reason, the non-focused parts would usually be reduced in stress to let the focused elements stand out phonologically. Changing the placement of stress each time while articulating the same utterance indicates that the speaker is not saying the same utterance with the same meaning.

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3.1 Conclusion

The present study has presented a cognitive analysis of the phonological process of stress in CK. As a suprasegmental feature, stress is the relative emphasis or prominence given to a certain syllable in a word or to a certain word in a phrase or sentence. Based on Cognitive Phonology, it is hypothesized that using language involves how speakers conceptualize a situation and realize it in language linguistically. The aim is to underline the role of stress in distinguishing meaning in language. Kurdish is a stress-accent language. Stress is a distinctive feature that helps differentiate the meaning and grammatical categories of two words or sentences. In CK, speakers place stress on the final syllable of a grammatical word regardless of the weight of the syllable(s) in the word. Thus, the absence of Stress makes the meaning of two words or sentences appear the same as in *sawza* [səu'zə] (vegetable) is a noun, and *sawza* ['səuzə] (green) is an adjective. Stress in CK is considered a morphological phenomenon, and it depends on whether the word is simple

or derived and whether an inflectional or a derivational affix creates the derivative. One dimension of construal is salience. Attaching various degrees of salience to utterance elements lead to a difference in meaning. In *Zana royst* [zana roi't] (Zana went, not someone else) and *Zana royst* [zana roi't] (went, not came back), the two utterances are composed of the same elements and describe the same scene, but they convey different meanings. In the first sentence, 'Zana' is the salient element, whereas in the second 'royst t' is the initial element. Each utterance has a specific meaning. Thus, salience helps listeners know which part of an utterance conveys the new and core information.

Unlike the Traditional approaches of stress where they primarily examine phonological patterns of stress within words, emphasizing regularities. The cognitive analyses of, rooted in framework of Cognitive Phonology, exploring stress as a reflection of both phonological and cognitive processes. It investigates how stress placement serves cognitive and communicative functions, considering the role of focus, emphasis, and meaning structuring in shaping stress patterns.

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پوخته

لێکۆڵینهوهیهکی فۆنۆلۆجیی مهعریفی له سههر ستریس له زمانی کوردیی ناوهندیدا

ئهم لێکۆڵینهوهیه له روانگه ی فۆنۆلۆجیی مهعریفیهوه شیکارییهک بۆ ستریس له زمانی کوردیی ناوهندیدا پیشکەش دهکات. ستریس ئاماژهیه بۆ ئه و رادهیه که له قسه کردندا جهخت له سههر بزۆنیک یان وشهیهک دهکرێتهوه. بۆ ئه نجامدانی شیکارییهکه، توێژینهوهکه تیوری فۆنۆلۆجیی مهعریفی وهردهگریت. توێژینهوهکه گریمانه دهکات که مانای قسه کردنیک بههۆی ئه و لیکدانهوه تابهتهی (کۆنستروال) که قسه کهر هه لیده بزۆنیک بۆ وه سفکردنی ناوه پوککه که ی بهرپوه دهچیت. توێژینهوهکه ئامانجیکى دوو لایه نه ی هه یه. ئامانجی یه که م ئه وه یه نیشانی بدهین که ستریس، وه ک تابه ته مندییه کی سه روو سیگمیتتی، له زمانی کوردیی ناوه نیدی ماناداره. ئامانجی دووهم نیشاندانی ئه وه یه که دانانی ستریس ده رته نجامی پرۆسه ی مهعریفی لیکدانه وه یه. توێژینه وه که بۆی ده رکه وتوو که ستریس کوردی ماناداره، چونکه دانانی له پێگه ی جیاوازا رهنگیکی تابه ته ی مانا بۆ گوته که زیاد دهکات. به هه مان شیوه، توێژینه وه که بۆی ده رکه وتوو که ره هه ندی لیکدانه وه له زه قبوونه وه بهرپرسه له به ره مه پینانی ستریس. توێژه ر وه کو به کاره پینه ری زمانی زگماکی کوردی وه ک سه رچاوه ی داتا سوودی لئ وه رده گیری ت. له شیکارییه که دا بۆ گه یشتن به و ئامانجانیه ی سه ره وه وه لامدانه وه ی پرسیا ره کان، ئه و وتانه ی که له په یوه نیدی رۆژانه به کار ده هینرین پشتیان پئ به ستراوه.

کلپه وشه: فۆنۆلۆجیای سه روو سیگمیتتی، فۆنۆلۆجیای مهعریفی، کوردیی ناوه ندی، ستریس، کۆنستروال.

الملخص

دراسة صوتية معرفية للتشديد في اللغة الكردية الوسطى

تقدم هذه الدراسة تحليلاً للتشديد في اللغة الكردية الوسطى من منظور علم الأصوات المعرفي. يشير التشديد إلى درجة التركيز المعطاة لمقطع لفظي أو كلمة في الكلام. لإجراء التحليل، تتبنى الدراسة نظرية علم الأصوات المعرفي. تفترض الدراسة أن معنى الكلام محكوم بالتفسير المعين (كونستروال) الذي يختاره المتحدث لوصف محتواه. الدراسة لها هدف مزدوج. الهدف الأول هو إظهار أن التشديد، كميزة سوبراسيغمنتيه، له معنى في اللغة الكردية الوسطى. الهدف الثاني هو إظهار أن وضع التشديد هو نتيجة للعملية الإدراكية للتفسير. وجدت الدراسة أن التشديد في اللغة الكردية له مغزى لأن وضعه في مواقع مختلفة يضيف مسحة معينة من المعنى للكلام. وبالمثل، وجدت الدراسة أن البعد التفسيري للبراعة هو المسؤول عن إنتاج التشديد. يتم استخدام الباحث بصفته متحدًا أصليًا للغة الكردية كمصدر للبيانات. تم استخدام الأقوال في الاتصال اليومي في التحليل لتحقيق الأهداف المذكورة أعلاه والإجابة على الأسئلة.

الكلمات الدالة: علم الأصوات سوبراسيغمنتيه، علم الأصوات المعرفي، الكردية الوسطى، التشديد، التأويل (كونستروال)