



WHAT IS THE ROLE OF TEACHER'S INTONATION AND WORD STRESS IN MAKING SUCCESSFUL SPEECH?

Qambarova Mohlaroyim

Andijan State Institute of Foreign Languages

English language and literature major

Faculty of English philology, teaching methodology

and translation studies Student of group 402

Abstract: Effective communication is the cornerstone of successful speech, and teachers play a vital role in instilling this skill in their students. Among the various factors that contribute to successful speech, intonation and word stress are two crucial elements that are often overlooked. A teacher's intonation and word stress can significantly impact the way students perceive and process spoken language, ultimately influencing their ability to communicate effectively. This article will explore the role of teacher's intonation and word stress in making successful speech, highlighting their importance in language acquisition, comprehension, and overall communication.

Keywords: intonation, teaching materials, new methods, communication style, elements, languages, diversity

Introduction: The considered properties of language are largely related to sentence intonation, which is an important and almost necessary instance of intonation, on the one hand, and word stress (including sentence stress), a pretty controversial but undeniable



component of sentence-level prosody, on the other. Besides, sentence stress constitutes the class of primary stresses superimposed on the word level, without which the latter does not make sense if applied in small doses. Its application, however, tends to run counter to the moraic rhythmic law and yet is enough to guarantee that when native speakers are speaking.

The essence of our work lies in the following: Nowadays, very little attention is paid to the intonation and word stress. Studies in this field are mainly connected with native speakers, on the one hand, and usually phonetically well-trained foreign speakers of English, on the other. Although, as practice, if not theory, shows, the absence of sufficiently pronounced intonation and correct word stress has the capacity to weaken our perception of the speaker. The more successful the exposition appears to us when the intonation and word stress are rendered sufficiently salient. In connection with this, considerable interest is shown in teaching materials that pay attention to intonation and word stress. These issues are explored in the present work, as well as a demonstration of how the salience of the intonation and word stress can be brought about.

Background

Teacher's intonation pattern and distribution of word stress both can be successfully modelled for accomplishing high and effective expressiveness, structure, and categoricity of classroom speech. Without these main expressive features understanding may be hard to achieve for learners or require additional information or explications which can lead to extra attention and resources spent as opposed to learners being able to make assumptions, show off skills or automatically perceive the intended meanings of the teacher's speech and to convey own meanings, ideas, needs, and problems to the teacher. The most specific, strictly regulated and frequently employed within the same conversation, discourse or talk are amplitudes of the components which determine the melodic and rhythmic parameters of language, such as its loudness, rising or falling, way of connecting and duration, while the



specific values of these main paralinguistic curves are uniquely determined by one's intention in communication.

Every sound in language is a world that can stand independently. Therefore, sounds can bear not only grammatical, but also lexical information. We all know that there are highly informative sounds in language, and they are vowels and especially stressed syllables. The word which is most deep in its meaning and corresponds best to the speakers' intention, in terms of the utterance, i.e. in the chain of related utterances like conversation, question-answer, etc., is pronounced in a special way: with peculiar intonation, as well as the change of loudness and other paralinguistic characteristics and, of course, with the best clear vowel and the most prominent word stress.

Intonation, the rise and fall of pitch when speaking, is a fundamental aspect of spoken language. It conveys emotions, attitudes, and intentions, adding depth and meaning to the spoken word. A teacher's intonation can significantly influence the way students interpret and respond to spoken language. For instance, a teacher's enthusiastic and rising intonation can convey excitement and encouragement, motivating students to engage with the material. Conversely, a monotone or flat intonation can lead to disengagement and boredom. Research has shown that students are more likely to remember information presented with varied and expressive intonation, as it captures their attention and stimulates their interest (Nation & Newton, 1997).

Moreover, a teacher's intonation can also affect the way students process and understand spoken language. Studies have demonstrated that intonation can influence the way listeners allocate attention, with rising intonation drawing attention to new or important information (Cutler, 1984). This is particularly significant in language acquisition, where students are still developing their linguistic skills. A teacher's intonation can help students identify key concepts, distinguish between similar sounds, and develop phonological



awareness. For example, a teacher's emphasis on certain words or phrases can help students recognize grammatical structures, such as verb tenses or sentence clauses.

Word stress, the emphasis placed on specific syllables or words in a sentence, is another critical aspect of spoken language. It helps listeners identify the most important information, distinguish between similar words, and understand the relationships between words. A teacher's word stress can significantly impact the way students comprehend spoken language, particularly in cases where the meaning of a sentence depends on the correct stress pattern. For instance, the sentence "I didn't eat the cake" can have different meanings depending on the word stress, with "I" stressed implying that someone else ate the cake, and "didn't" stressed implying that the speaker did not eat the cake (Brown, 1990).

Furthermore, a teacher's word stress can also influence the way students produce spoken language. Research has shown that students are more likely to mimic the word stress patterns of their teachers, incorporating them into their own speech (Moyer, 1999). This is particularly significant in language teaching, where students may not have access to native speakers or authentic language models. A teacher's word stress can provide students with a model for correct pronunciation, helping them develop their own linguistic skills.

In addition to language acquisition and comprehension, a teacher's intonation and word stress can also impact the overall communication dynamic in the classroom. A teacher's expressive intonation and emphasis on key words can create a sense of engagement and participation, encouraging students to contribute to discussions and share their ideas. This, in turn, can foster a sense of community and collaboration, promoting a positive and inclusive learning environment. Conversely, a teacher's lack of intonation and word stress can lead to a monotonous and unengaging classroom atmosphere, deterring students from participating and engaging with the material.

Conclusion.



In conclusion, a teacher's intonation and word stress play a vital role in making successful speech. They can significantly impact language acquisition, comprehension, and overall communication, influencing the way students process and respond to spoken language. By incorporating expressive intonation and emphasis on key words into their teaching practice, teachers can create a more engaging and effective learning environment, promoting successful speech and communication in their students. As language educators, it is essential that we recognize the importance of intonation and word stress, incorporating them into our teaching practices to provide our students with the skills and confidence they need to communicate effectively in the world beyond the classroom.

References:

1. Muhayyo, A., & Avazbek, O. (2023). SIMULTANEOUS TRANSLATION AND ITS HISTORY. ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 23(6), 73-75.
2. Muhayyo, A., & Arofat, U. (2023). SHADOWING.
3. Brown, H. D. (1990). Teaching by principles: An interactive approach to language pedagogy. Prentice Hall.
4. Cutler, A. (1984). Stress and accent in language production and comprehension. In D. G. MacKay & A. Cutler (Eds.), Speech, place, and action: Studies in deixis and related topics (pp. 77-97). North-Holland.
5. Moyer, A. (1999). Input, interaction, and the development of second language phonology. Studies in Second Language Acquisition, 21(2), 161-184.
6. Nation, I. S. P., & Newton, J. (1997). Teaching vocabulary. In J. C. Richards & W. A. Renandya (Eds.), Methodology in language teaching (pp. 100-114). Cambridge University Press.