THE ROLE OF SUPRASEGMENTALS IN ENGLISH: STRESS, INTONATION, AND RHYTHM

Teshaboyeva Nafisa Zubaydulla qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages Phylology and foreign languages

Student of group 301-21: Abdurazzoqova Noila Mamarasul qizi

Annotation: This article explores the critical role of suprasegmentals—stress, intonation, and rhythm—in spoken English. It highlights how these features extend beyond individual sounds to shape meaning, convey emotion, and structure speech. Stress is examined at both the word and sentence levels, demonstrating its impact on meaning and emphasis. Intonation is discussed in terms of pitch patterns, showing its function in expressing mood, sentence types, and speaker attitudes. Rhythm, characterized by English's stress-timed nature, is presented as essential for natural speech flow. The article underscores the importance of suprasegmentals for effective communication, particularly for non-native speakers seeking fluency and clarity. It concludes by emphasizing the transformative power of these elements in fostering connection and enhancing linguistic expression.

Key words: Suprasegmentals, stress, intonation, rhythm, English language, word stress, sentence stress, pitch, communication, pronunciation, fluency, language learning, stress-timed rhythm, intonation patterns, spoken English.

The Role of Suprasegmentals in English: Stress, Intonation, and Rhythm

In linguistics, suprasegmentals are the features of speech that go beyond the individual sounds (or segments) of language, such as consonants and vowels. These elements, which include stress, intonation, and rhythm, play a critical role in conveying meaning, structure, and emotion in spoken English. Understanding suprasegmentals is essential for learners of English, as they contribute significantly to effective communication and comprehension.

Stress: Highlighting Key Information

Stress refers to the emphasis placed on certain syllables or words in speech. In English, stressed syllables are typically louder, longer, and pronounced with a

higher pitch compared to unstressed syllables. Stress operates on two levels: word stress and sentence stress.

- **Word Stress:** In polysyllabic words, one syllable is usually stressed. For example, in the word 'record', the stress placement determines its grammatical function: when the first syllable is stressed (RE-cord), it acts as a noun, but when the second syllable is stressed (re-CORD), it functions as a verb. Misplacing stress can lead to misunderstandings or a non-native-like accent.
- **Sentence Stress:** In a sentence, content words (nouns, main verbs, adjectives, adverbs) are generally stressed, while function words (prepositions, conjunctions, articles) are not. For example, in the sentence "She *bought* a *new car*," the stress highlights the key information, guiding the listener's attention.

Sentence stress can also convey nuances of meaning. Consider the sentence "I didn't say she stole the money." Stressing different words changes its implication:

- "I didn't say she stole the money" implies someone else did.
- "I didn't *say* she stole the money" suggests it was implied but not spoken outright.
- "I didn't say *she* stole the money" shifts suspicion to someone else.

Intonation: Expressing Mood and Meaning

Intonation refers to the rise and fall of pitch during speech. It serves various functions, such as signaling sentence type, highlighting emphasis, and conveying emotions. In English, three common intonation patterns are used:

- 1. **Falling Intonation:** Typically occurs in declarative sentences and whquestions. For example, "I'm going to the store." The pitch falls at the end, indicating completion.
- 2. **Rising Intonation:** Found in yes/no questions and sometimes in lists. For instance, "Are you coming?" Rising pitch signals a question or uncertainty.
- 3. **Rise-Fall Intonation:** Often used to express surprise, sarcasm, or a sense of finality. For example, "Oh, really?"

Intonation also helps indicate speaker attitude. A flat tone might suggest boredom or disinterest, while varied pitch can convey enthusiasm or engagement. Misinterpreting intonation can lead to confusion or unintended interpretations in conversation.

Rhythm: The Flow of Speech

Rhythm in English is characterized as stress-timed, meaning that stressed syllables occur at roughly regular intervals, with unstressed syllables compressed in between. This rhythm gives English its distinct "beat," contrasting with syllable-timed languages like Spanish or French, where each syllable is given approximately equal duration.

For example, the sentence "The *cat* sat on the *mat*" has a clear rhythmic pattern, with stressed syllables (*cat*, *sat*, *mat*) standing out. In longer sentences, the timing between stressed syllables remains consistent, even as unstressed syllables are added: "The *cat* sat on the *mat* by the *door*." Mastering English rhythm is crucial for sounding natural and improving listening skills.

The Importance of Suprasegmentals in Communication

Suprasegmentals are not just decorative elements of language—they are fundamental to effective communication. They help speakers:

- Clarify meaning: Stress and intonation can distinguish between statements, questions, and commands, as well as resolve ambiguities.
- Convey emotion: Intonation patterns express feelings like joy, sadness, or frustration.
- **Engage listeners:** A rhythmic, varied delivery keeps conversations dynamic and engaging.

For non-native speakers, understanding and practicing suprasegmentals can significantly improve pronunciation and fluency. Teaching methods often include listening exercises, mimicry, and explicit instruction on stress patterns and intonation contours.

Conclusion

Stress, intonation, and rhythm form the backbone of English suprasegmentals, shaping the way language is understood and experienced. These elements

transform a string of sounds into meaningful communication, adding depth, nuance, and emotional resonance. For learners and linguists alike, exploring suprasegmentals reveals the artistry and complexity of spoken English, offering a path to clearer, more expressive interactions. Mastering the suprasegmentals of English—stress, intonation, and rhythm—is essential for achieving effective and natural communication. These features not only shape the meaning of words and sentences but also enhance the emotional and social aspects of speech. For language learners, focusing on suprasegmentals can bridge the gap between understanding and truly connecting with others in English. By refining these skills, speakers can navigate conversations more confidently, ensure clarity, and convey their messages with greater impact. Ultimately, suprasegmentals transform language into a dynamic, expressive tool, fostering deeper human connections.

REFERENCES

- 1. Abercrombie, D. (1967). *Elements of General Phonetics*. Edinburgh University Press.
- 2. Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (1996). Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages. Cambridge University Press.
- 3. Cruttenden, A. (1997). *Intonation*. Cambridge University Press.
- 4. Ladefoged, P. (2001). A Course in Phonetics (4th ed.). Heinle & Heinle.
- 5. Roach, P. (2009). *English Phonetics and Phonology: A Practical Course* (4th ed.). Cambridge University Press.
- 6. Wells, J. C. (2006). *English Intonation: An Introduction*. Cambridge University Press.
- 7. Yule, G. (2010). *The Study of Language* (4th ed.). Cambridge University Press.
- 8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).
- 9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

- 10. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).
- 11. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.
- 12. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. Central Asian Research Journal for Interdisciplinary Studies (CARJIS), 2(10), 8-10.
- 13. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murodo'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, 2(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84
- 14. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).
- 15. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).
- 16.Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In "Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).
- 17. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In "Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).
- 18. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).
- 19.Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS.

International Journal of Contemporary Scientific and Technical Research, 465-469.

- 20.Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187
- 21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.
- 22. Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). " NOUNS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 292–297. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13128
- 23. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). WORD FORMATION. COMPOUNDING. "XXI ASRDA INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 109–113. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3187
- 24. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13126
- 25.Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). Word Formation: Compounding . "Conference on Universal Science Research 2023", 1(12), 113–115. Retrieved from https://universalpublishings.com/index.php/cusr/article/view/3185
- 26. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo gizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR **SPECIFIC** FEATURES. "XXI **ASRDA INNOVATSION** TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI MUAMMOLAR" Nomli **DOLZARB** Respublika Ilmiy-Amaliy Konferensiyasi, 1(12), 126-131. Retrieved from https://universalpublishings.com/index.php/itfttdm/article/view/3191

- 27. Тешабоева, H. (2023). Teaching writing as a major part of productive skills in mixed ability classes . Информатика и инженерные технологии, 1(2), 652–656. извлечено от https://inlibrary.uz/index.php/computer-engineering/article/view/25759
- 28. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. Development of pedagogical technologies in modern sciences, 2(12), 187-192.
- 29. Teshaboyeva, N. (2023). Compound sentences in the English language. Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari, 2(2), 68-70.
- 30.Nafisa, T. (2023). THE USA ECONOMY, INDUSTRY, MANUFACTURING AND NATURAL RESOURCES OF GREAT BRITAIN. *INTERNATIONAL JOURNAL OF RECENTLY SCIENTIFIC RESEARCHER'S THEORY*, 1(9), 94-97.
- 31. Nafisa, T. (2023, December). Secondary ways of word formation. In "
 Conference on Universal Science Research 2023" (Vol. 1, No. 12, pp. 109-112).
- 32.Nafisa, T. (2023). VOWELS AND THEIR MODIFACATIONS. Новости образования: исследование в XXI веке, 2(16), 298-305.
- 33. Nafisa, T. (2023, December). Secondary ways of word formation. In *"Conference on Universal Science Research* 2023" (Vol. 1, No. 12, pp. 109-112).
- 34.Nafisa, T. (2023). THE EDUCATION SYSTEM OF THE USA: PRESCHOOL EDUCATION, SECONDARY AND HIGHER EDUCATION, SCHOOL FORMS. The Role of Exact Sciences in the Era of Modern Development, 1(6), 53-57.
- 35.Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. *Scientific Impulse*, 2(15), 563-567.
- 36.Nafisa, T. (2023, December). Word Formation: Compounding. In "Conference on Universal Science Research 2023" (Vol. 1, No. 12, pp. 113-115).
- 37.Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. *Новости образования: исследование в XXI веке*, 2(16), 292-297.