R.T.
UFUK UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
ENGLISH LANGUAGE EDUCATION PROGRAMME

THE RECOGNITION OF PRIMARY STRESS IN SIMPLE SENTENCES

MASTER'S THESIS

ELİF ŞEKER ERCAN

SUPERVISOR
PROF. DR. MEHMET DEMİREZEN

ANKARA
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BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

- Tezimin/Raporumun tamamı her yerden erişime açılabilir.

03/09/2024

Elif ŞEKER ERCAN

DEDICATION

To my beloved family; for their love, support, and encouragement in every stage of my life.

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ÖZ

ŞEKER ERCAN, Elif. Bir Devlet Okulundaki 7.Sınıf Öğrencilerinin Basit Cümlelerde Birincil Vurgu Tanıması, Yüksek Lisans Tezi, Ankara, 2024.

Bu çalışma, İngilizce basit cümlelerde birincil vurgu fonemlerinin tanınmasını araştırmaktadır. Çalışma, öğrenciler üzerine odaklanmaktadır. Basit cümlelerde birincil vurgu fonemlerinin tanınması, genellikle bir cümlede hangi hecelerin veya kelimelerin daha fazla vurgulandığını veya belirgin şekilde telaffuz edildiğini anlamayı ve tanımlamayı içerir. Fonetikte birincil vurgu, bir cümlede belirli bir heceye veya kelimeye uygulanan artan vurgu veya güç anlamına gelir ve bu genellikle o öğenin perde, süre veya yoğunluk gibi özelliklerinde değişikliklere yol açar. Bu araştırmada, Longman English Dictionary'den (2008) 44100Hz ile Audacity programı aracılığıyla indirilecek 20 basit cümle, Aci Okulları'nda 7. sınıfa devam eden 34 öğrenciye çoktan seçmeli bir test ile sözlü olarak verilecektir. Katılımcılar, her bir basit cümleyi 5 saniyelik aralıklarla üç kez dinleyeceklerdir. Ana cümlede ve genişletilmiş bölümde en çok vurgulanan terimleri belirlemeleri istenecektir. Bu şekilde, katılımcıların birincil vurgunun tipik İngilizce söyleyişlerindeki yerini yorumlamaları değerlendirilecektir. Araştırma bulguları, dinleme eğitimi müdahale programını alan öğrencilerin son test sonuçlarının, ön test sonuçlarından anlamlı derecede yüksek olduğunu göstermektedir. Araştırma bulguları, öğrencilere uygulanan dinleme eğitimi müdahale programının vurgu anlama becerileri üzerinde olumlu ve anlamlı bir etkisi olduğunu ortaya koymaktadır. Bu nedenle, araştırmanın ana hipotezi doğrulanmıştır.

Anahtar Kelimeler: Birincil vurgu, vurgu kayması, tonik vurgu, basit cümleler

ABSTRACT

ŞEKER ERCAN, Elif. The Recognıtıon of Prımary Stress ın Sımple Sentences, Master's Thesis, Ankara, 2024.

This study investigates The Recognition of Primary Stress in English Simple Sentences. The study focuses on the students. The recognition of primary stress phonemes in simple sentences typically involves understanding and identifying the syllables or words within a sentence that are emphasized or pronounced with greater emphasis or prominence. Primary stress in phonetics refers to the increased emphasis or force applied to a particular syllable or word within a sentence, often leading to changes in pitch, duration, or intensity of that specific element. In this research, 20 simple sentences will be downloaded via the Audacity program in 44100Hz from the Longman English Dictionary (2008) which will be orally given to 34 7th-grade students at Aci Schools in a multiple-choice test. The participants will listen to each simple sentence three times within 5-second intervals. They will be asked to identify the terms that are stressed the most in the main clause and the extended section. In this manner, their interpretation of the primary stress's location about typical English utterances will be assessed. The findings from the research indicate that the post-test results of the students who received the listening training intervention program are significantly higher than their pre-test results. The findings from the research show that the listening training intervention program applied to students had a positive and significant effect on their emphasis comprehension skills. Therefore, the main hypothesis of the research has been confirmed.

Keywords: Primary stress, stress shift, tonic stress, simple sentences.

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LIST OF ABBREVIATIONS

EFL **:** English as a Foreign Language

ELT **:** English Language Teaching

ESL **:** English as a Second Language

MH **:** Modern Hebrew

NNSs **:** Non-native Speakers

NS **:** Native Speaker

SPSS **:** Statistic Package for Social Sciences

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INTRODUCTION

Simple sentences consist of just one independent clause, which means they contain a subject and a verb and express a complete thought, as seen in the S+V structure. There are also S+V+ Direct Object and S+V+ Indirect Object structures. In this way, sentences get lengthened by additional components to their structures. Simple sentences are divided into unextended and extended types, depending on how many words they contain. The main issue to know about extended sentences is that an extended sentence is a more complex structure than a simple sentence. It includes additional elements such as phrases, clauses, or conjunctions to add detail, complexity, or further information to the main idea.

Simple sentences are the basic units of writing and speaking, made up of a subject, a verb, and sometimes an object. They're clear, easy to understand, and form the foundation for more complex sentence structures. Simple sentences are impactful, useful for teaching language basics, and can be combined with other sentence types for diverse and engaging writing.

Background of the Study

Throughout this century, there has been debate about the stress patterns on oral expressions, particularly compound words and phrases, which are in some ways a direct result of their syntactic structure (Yurtbaşı, 2017).

Kenworthy (1987) highlights the place of word stress in language teaching and learning as "… the stress of pattern of a word is an important part of its identity for the native speaker (p. 18)". Teaching and learning English, as a stress-timed language, definitely needs a further emphasis on the stress both on segmental and suprasegmental levels. Such importance has shaped the approaches, aiming a better communication skill development, and effort to realize such an improvement has taken place since communication was started to be accepted as an essential part of the language learning and teaching process (Ozkan, 2010).

Moreover, even if the speaker has rather solid grammar, a mispronunciation like this could lead to misunderstandings and even discomfort, which would diminish their effort in oral communication. In L2 instruction, placing a strong emphasis on appropriate

intonation makes a significant contribution to the speaker's overall comprehensibility (Damar, 2014).

Nunan (2002) said that listening is one of the most crucial skills in second language acquisition. Nunan (1998) claimed that listening time spent by students in a foreign language was more than 50 % (as cited in Nation & Newton, 2009). Vander Listening had a minimum attention compared to reading, writing, and speaking, and it was subordinated to speaking this is the reason why Nunan (1997) calls it "the Cinderella skill in second language learning" (p. 42).

Listening is said to be the Cinderella skill in second language learning. All too often, it has been overlooked by its elder sister: speaking. For most people, being able to claim knowledge of a second language means being able to speak and write in that language. Listening and reading are therefore secondary skills – means to other ends, rather than ends in themselves (Nunan, 2002, p, 238).

However, listening becomes fashionable every now and then. It was strengthened in the 1960s by the focus on oral language proficiency. With the rise in popularity of Krashen's (1982) theories regarding intelligible input in the 1980s, it became popular once more.

Shortly after, James Asher's (1988) Total Physical Response—an approach that took inspiration from Krashen's work and was predicated on the idea that learners learn a second language most efficiently in its early stages—reinforced it. Advocates of second-language listening were also buoyed by developments in the field of first languages during the 1980s. Before this, it was assumed that first-language learners required teaching in reading and writing but not in speaking or listening as these abilities were innate to them as native speakers (Nunan, 2002, p, 238).

However, unfortunately, listening has not been understood or researched satisfactorily (Vandergrift, 2007). Listening is essential for people's evaluation of their environment and "is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values" (Guo & Wills, 2006, p. 3). Even paying attention to the amount of time we spend while listening helps us to see the importance of this skill.

In overall communication, we spend 9% of our time on writing, 16% on reading, 30% on speaking, and the remaining 43% of the time on listening (Feyten, 1991; Morley,

2001). However, as Morley (2001) notes: “It has taken many years to bring the language teaching profession around to realizing the importance of listening in second and foreign language learning".

Considering the importance of stress patterns in English for the correct identification of words for both native and non-native speakers, it is evident that more emphasis should be given to activities so as to develop awareness of the issue. Just like all other parts of learning and teaching pronunciation, stress patterns can be quite demanding and time-consuming for both teachers and students. Although the instructional material can be easy to handle during class hours the practice session and effort to develop a constant awareness of the word stress pattern of English for language learners can be difficult to complete during classes (Ozkan, 2010). Therefore, I aimed to research primary stress in simple sentences to emphasize the essence and importance of stress in a sentence.

Effective communication is a crucial skill that is essential for students to convey their message effectively. To achieve this, there are ten speaking sub-skills that are essential for individuals to master, which go beyond merely speaking fluently. As a teacher, it is important to help learners develop these sub-skills to become effective communicators. Pronunciation is one of the sub-skills we focused on in this research.

There was a time not too long ago when pronunciation teaching was poorly understood and had fallen out of favor within many circles of English language teaching (ELT). Starting in the mid-1980s and with a momentum that has been building ever since, ELT specialists have been generating more effective and innovative pronunciation teaching materials, resources, and instructional strategies. Just as important, beginning in the mid1990s a growing number of empirical researchers have been expanding a reliable research base to support pronunciation teaching (Derwing & Munro, 2015). Because contemporary teachers can build upon teaching specialists’ and researchers’ efforts, today we know a lot more about teaching the pronunciation of English than ever before. The questions classroom teachers, materials developers, and researchers ask are ever more interesting and a knowledge base to support pronunciation teaching is not only expanding but deepening in quality (Baker & Murphy, 2011; Thomson & Derwing, 2015). Along with its expanding knowledge base, the need to teach pronunciation is becoming increasingly clear.

English speakers in need of pronunciation assistance live both within and beyond English-dominant parts of the world. Those within include: recent immigrants and refugees to English-speaking nations who are in search of better employment, social, and educational opportunities; long-term residents who aspire to fuller societal participation; secondary school students, university students (international teaching assistants especially), and faculty; technical and professional employees in business, health services, entertainment, and industry; and service providers such as small business owners, etc.

Similarly, non-native speakers in need of pronunciation instruction who live outside English-dominant parts of the world include: “refugees (adult and adolescent) in resettlement and vocational training programs wishing to relocate in English-speaking countries” (Celce-Murcia et al., 2010, p. 8); the already large and growing number of non-native English-speaking teachers around the world; students at all levels of education; diplomats, politicians, and entrepreneurs; and service industry employees such as call center personnel, hotel and restaurant personnel, tour guides, travel agents, and customs agents. Many residents of non–English dominant nations use English as the medium of communication when speaking with international visitors and temporary workers unfamiliar with the local language. As this partial listing suggests, the diversity of contemporary student populations in need of English pronunciation instruction is both notable and expanding worldwide.

The principle of prominence or salience, which assigns higher phonetic emphasis to certain words based on their structural and semantic relevance, is linked to primary stress in simple sentences. When it comes to English, content words—nouns, main verbs, adjectives, and adverbs—which reflect the lexical core and provide crucial information within the sentence—usually receive the most emphasis. For example, the predominant focus in the sentence "She loves to play the piano" naturally emphasizes the noun "piano" and the important verbs "loves" and "play." Because of their semantic significance and function in expressing the main action and object, these words are linguistically prominent. By emphasizing the essential components of a sentence, primary emphasis helps in language decoding and comprehension. It greatly contributes to effective communication and interpretation in language processing by helping to parse sentences and extract important information.

Purpose of the Study

Primary stress phoneme helps in the understanding of sentence emphasis and rhythm by learners because it bears the accent. It shows them on which syllable to say more loudly, which helps both non-native and native speakers comprehend. Stress is also essential for communicating meaning and emotions in many languages, including English. By simulating natural speech patterns, learners can improve the fluency and authenticity of their speech by learning the main stress.

Learning about primary stress enables students to differentiate between words that might simply differ in where the emphasis is placed, which enhances their ability to recognize words and expand their vocabulary. Accurate word pronunciation is ensured by learning fundamental stress, which is necessary for clear communication and preventing misunderstandings. Understanding primary stress improves listening comprehension by assisting students in recognizing stressed syllables in spoken language and facilitating understanding of rapid-fire speech.

Perception of the primary stress phoneme in a sentence is essential for understanding and communicating. The tonic syllable is the most significant component of any sentence in terms of English intonation (or unit of speech). The tonic syllable, which has the most stress, is where the unit's intonation pattern starts. The tonic syllable is highlighted in the following examples:

Have you ever been to ˈ**CU**ba?

It's ˈ**WON**derful!

Why are you so ˈ**HA**Ppy about it?

They ˈ**TOLD** me.

The examples demonstrate that the final content word (verb, noun, adverb, etc.) in a unit is most likely to include the tonic syllable (Hudson, *Home* 2024).

Nuclear stress in English is especially crucial for indicating information focus (Dickerson, 1989; Lu et al., 2012). Misplaced nuclear stress can impact the comprehension of both

native and non-native English speech (Jenkins, 2002; Hahn, 2004; Luchini, 2005; Ingels, 2011; Frost, 2011).

It would be so simple to put life into the kids' sentences by reminding them to emphasize the logical phrases as they practice speaking. However, course materials appear to neglect this speaking technique, which emphasizes the most crucial words in each situation - the basic foundation of conversation. Even when you talk to yourself, you emphasize the phrases that are important (https://www.britishcouncil.org/voices-magazine/teaching-how-stress-words-spoken-english-important). Because of these reasons, practice is a key feature of using an intonation.

Nuclear stress in English refers to the stress caused by the nuclear tone in an intonation unit. Native English speakers typically assign nuclear stress in a specific pattern.

According to Crystal (1969), Roach (1991), and Cruttenden (1997), nuclear stress is typically placed on the final syllable of a broad-focus speech. Altenberg (1987) found that 88% of utterances in the London-Lund corpus place nuclear stress on the last word.

Nuclear Stress, also called nucleus or tonic stress, is the main stress in the pronunciation and intonation of words, requiring the use of extra muscular and respiratory energy during the articulation of the syllable which receives, due to certain reasons, more emphasis than surrounding syllables. The related syllable gains extra prominence with respect to neighboring syllables as a result of the primary stress it receives. English intonation and stress draw attention to native uses of these pronunciation features, who will be the likely listeners to (and judges of) learners' pronunciation (Demirezen, 2016).

Intonation is one of the important components in English. The entire pattern of pitch shift within an utterance—for example, the rising and falling of a speaker's voice—is referred to as intonation. Intonation makes speech meaningful. To put it another way, distinct tones can indicate distinct interpretations for the same statement. Pitch variation enables speakers to convey a wide range of emotions, including joy, sorrow, surprise, irritation, rage, and more (Peng, 2016).

In the study of language, stress refers to the relative weight that different syllables within a word may receive. For comparable patterns of phonetic emphasis inside syllables, the term is also applied. It is also able to discern that English is a rhythmically spoken language with stress timing. Both individual words and phrases are formed with strong

and weak stresses as a result of this. Sentence stress is a natural component of spoken English, although it can be challenging for both teachers and students to practice. If sentence stress is unfamiliar to you, consider learning more about it. You can learn to understand spoken English—especially spoken quickly—by doing this.

The rhythm of English is sentence stress. Sentence stress, like word stress, makes it easier for you to understand spoken English, especially from rapid-fire speakers. Additionally, it introduced the English accent, which enhances the language and is loved by speakers worldwide. Stress patterns inside sentences can also aid in distinguishing between similar sentences.

Ex: He can TALK. ↗

Ex: He can’t TALK. ↘

The example above indicates that verbs ending in "-n't" are invariably stressed. This makes it easier for us to distinguish between "can" and "can't" in the next two sentences because sentences have distinct stress patterns (*Sentence Stress Pattern | PDF | Stress (Linguistics) | English Language*, 2010)

Tonic stress refers to the emphasis placed on a particular syllable within a word or phrase. In many languages, including English, this stress is crucial for conveying meaning and understanding. For example, in the word "record," the stress can fall on the first syllable in one context ("RE-cord") or the second syllable in another ("re-CORD"), altering the meaning. Here are the some example sentences:

1) You're leaving already? (Rising pitch at the end, expressing surprise.)

You're leaving ALREADY↗?

2) Wonderful news. (Falling pitch at the end, expressing genuine happiness.)

Wonderful NEWS↘.

3) You're serious? (Rising pitch at the end, expressing disbelief.)

You're SERIOUS↗?

4) That's fantastic. (Falling pitch at the end, expressing genuine enthusiasm.)

That's FANTASTIC↘.

5) You forgot again? (Rising pitch at the end, expressing frustration.)

You forgot AGAIN↗?

6) You're kidding. (Rising pitch at the end, expressing disbelief or suspicion.)

You're kidding↗?

7) What a surprise. (Falling pitch at the end, expressing genuine surprise.)

What a SURPRISE↘.

8) You're the best. (Falling pitch at the end, expressing genuine admiration.)

You're the BEST↘.

Research Questions

This research aims to identify knowledge gaps in middle school students' interpretation of stressed words in simple sentences when they are receiving listening instruction in the seventh grade. Even though middle school students frequently receive listening instruction, the assessment of their capacity to identify stressed words is frequently disregarded. This study aims to increase awareness in this area by drawing attention to these deficiencies. For this purpose, the following research questions were formulated:

1) What is the rate of success in primary stress in the pre-test?
2) What is the rate of success in primary stress in the post-test?

3) Is there a significant difference between the overall pre-test and post-test scores?

Significance of the Study

Perception of primary stress in sentences is a matter of listening skills. Guo & Wills (2006) stated that listening is essential to language learning because it gives students the auditory input they need to begin acquiring a language and allows them to engage in spoken conversation. Listening is the first language mode that children acquire. It provides the foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of communication. Language input is the most crucial requirement for language learning, according to second language acquisition theory. Listening is an essential input ability for pupils' language development. According to Krashen (1985), language acquisition occurs when a person comprehends the language they are exposed to. As a result, Guo &Wills (2006) found out that the primary means of acquiring a language is through the reception of intelligible input, and the capacity to listen is a prerequisite for this type of input. Given the significance of listening in language acquisition and instruction, language instructors must assist students in developing as proficient listeners. Yıldırım said that (2020) listening is vital in both daily life and academic settings. According to Rost (1994), listening is crucial in language classes for the reasons listed below:

1. Because it gives the student input, listening is essential in language classes. Simply said, learning cannot start without appropriately leveled input comprehension.

2. Spoken language gives the student a way to interact. because comprehension cannot be attained without student interaction. It is crucial to have access to language speakers. Furthermore, rather than being a barrier to connection and learning, learners' inability to grasp the language they hear serves as a motivator.

3. Learning to grasp language as native speakers use it might be difficult when exposed to authentic spoken language.

Understanding and comprehending spoken language is what listening comprehension is, about. It's the skill of being able to grasp and interpret spoken information whether it's in conversations, lectures, interviews, or any other form of communication. Listening comprehension plays a role, in language proficiency and effective communication.

Not every language uses the word stress. Certain languages pronounce each syllable equally emphatically, like French or Japanese (Dash,2013). For instance, English uses the

word stress. Even in challenging situations, English speakers may communicate quickly and precisely by using word stress. Because of the placement of the stress, for instance, you can still understand a word even if you cannot hear it clearly (Dash,2013). As a result, from the perspective of the learner, the most crucial element is to emphasize the correct syllables when speaking English (Dash,2013).

Many ESL/EFL pronunciation tools advocate educating nonnative speakers (NNSs) suprasegmentals to increase the comprehensibility of their speech. Therefore, a substantial percentage of speech intelligibility is provided by appropriate intonation, and suprasegmentals play a critical part in communication (Damar,2014). According to Damar (2014), when a native speaker (NS) speaks English with perfectly understandable vowels and consonants and standard grammar forms, language learners may encounter significant difficulties understanding them because of their completely foreign and unnatural intonational patterns, which can lead to a complete misinterpretation of their speech.

Although the importance of hearing in second and foreign language learning is well known today, and appropriate listening comprehension teaching is crucial for target language competency (Morley, 2001). Until the late 1960s, listening was often neglected in second and foreign-language schools (Yıldırım, 2016). Yıldırım (2016) also said that changing patterns had the greatest impact on listening, among the four main language skills. In the 1970s, listening became a more important skill in language teaching, alongside speaking, reading, and writing. In the late 1970s, the emergence of Communicative Language Teaching highlighted the necessity of teaching English for communication and listening skills globally (Yıldırım, 2016). In the 1990s, aural understanding became an important aspect of second and foreign language learning due to greater emphasis on listening (Morley,2001; Rivers, 1981; Richards & Rodgers, 2001). Since then, scholars have shown a significant interest in hearing (e.g. Field, 1998; Rost, 2002; Vandergrift, 1999; Vandergrift, 2007).

Gilakjani and Sabouri (2016) stated that listening comprehension is an essential component of language learning. Learners aim to comprehend native speakers and multimedia, including DVDs and the Internet. The listening comprehension process provides useful intuitions while teaching listening. However, learners may struggle with listening comprehension, presenting teachers with chances to improve listening exercises.

Developing listening comprehension skills helps students succeed in language acquisition by improving intelligible input (Gilakjani&Sabouri 2016). Increasing self-reliance in listening comprehension motivates learners to engage in spoken English discussions with native speakers (Kurita, 2012). The more listening exercises in the classroom, the more they engage in listening comprehension. Learners need to be motivated and feel relaxed so that they can understand when they focus on. There are some factors that leaners need to pay attention. Context, facial emotions, and body gestures help listeners understand what speakers are saying (Ziane, 2011). At the beginning of this process, when learners start to listen via videos, they get a better understanding of context. Learners may relate to what is being said by looking at their faces or emotions. So that, it makes them relaxed.

As a result of these, my main aim is to conduct research that covers problems in using the correct intonation in sentences. As I have mentioned, if learners don't use the rising or falling intonation in a sentence, there will be a misunderstanding in conversation because they affect the sentence's meaning. I would like to improve ESL listening comprehension skills. It is also crucial for ESL because they need to hear intonation places correctly and need to use inappropriate sentences. I want to achieve that 7th-grade students will be able to comprehend stress in simple sentences. The study also emphasizes the significance of teaching suprasegmentals, such as intonation, to non-native speakers. Proper intonation and stress patterns have a substantial impact on speech intelligibility and communication effectiveness, both of which are necessary for learners to be understood and understood by others.

The study emphasizes that listening is more than just absorbing spoken language; it is also about facilitating conversation. As Rost (1994) points out, listening promotes interaction, which is essential for comprehension and language practice. This connection can push students to overcome comprehension hurdles.

The findings highlight the importance of language instructors focusing on helping students improve their listening abilities. Effective listening teaching can help learners improve their overall language skills, allowing them to better understand and participate in conversations with native speakers and multimedia environments.

Definition of Terms

Simple sentences: Simple sentences are basic sentence structures that consist of just one independent clause. These sentences contain a subject, a verb, and a complete thought, expressing a single idea clearly and straightforwardly. They do not include dependent clauses or complex constructions, making them easy to understand and concise in their expression.

Primary stress: Primary stress refers to the emphasis or prominence placed on a specific syllable within a word. It is the syllable in spoken language that is pronounced longer, louder, and more forcefully than the syllables around it in a word. It's an important component of pronunciation since it can alter the emphasis or meaning of a word.

Tonic stress: The prominence or emphasis given on a specific syllable inside a word, or on a particular word within a phrase or sentence, is known as tonic stress in linguistics. Pitch, volume, and length fluctuations are frequently used to describe this focus. Tonic stress is important for language prosody and can affect how an utterance is understood or perceived.

Nuclear stress: The main or most noticeable stress in a prosodic unit—usually a phrase, clause, or sentence—is called nuclear stress. This phrase is frequently used to identify the most noticeable stress in an utterance through the study of speech patterns and intonation patterns. Pitch prominence, loudness, and syllable lengthening on the stressed part are all linked to nuclear stress. Since nuclear stress is a major factor in determining the rhythm and meaning of spoken language, it is vital to comprehend it while studying prosody.

Stress reduction: The English language is known for its use of stress, which may be seen in words at the lexical level as well as in phrases and sentences at the prosodic level. The lack of stress on a syllable, or on a word in some situations, is commonly linked in English to vowel reduction; many such syllables are pronounced with a centralized vowel (schwa) or with other vowels that are considered to be "reduced" (or occasionally with a syllabic consonant as the syllable nucleus rather than a vowel). For these phenomena, there are several phonological explanations (*Stress and Vowel Reduction in English*, 2024).

Listening comprehension: Listening comprehension is the ability to understand and make sense of spoken language. It involves not just hearing the words but also grasping their meaning, context, and nuances. Effective listening comprehension entails understanding

vocabulary, sentence structures, tone, and overall message conveyed through oral communication. This skill is essential in language learning and daily communication, enabling individuals to comprehend and respond appropriately to what they hear.

Discriminative listening: One sort of hearing talent called discriminative listening is the capacity to discern between various words, sounds, or facets of spoken language. Discriminative hearing is primarily concerned with identifying and perceiving the unique phonetic and auditory characteristics of the language. For language learners, this ability is fundamental since it facilitates the development of precise pronunciation, comprehension of minute details in speech, and recognition of intonation variances.

Sound-scripting method: Sound-scripting is a methodology of marking emphasis on context words in your script. For example, you can take a sentence like “The quick brown fox jumped over the lazy dog” and when you add Sound Scripting, it will look like

“The QUICK ↗ brown fox JUMPed ↗ over the lazy dog.”

Intonation: Intonation relates to the changes, in pitch that happen during speech. It includes the ups and downs of pitch in someones voice when they're talking. The patterns of intonation are significant, in communicating meaning expressing emotions and indicating the form of language. For example, in English, a rising pitch at the end of a statement often indicates a question, while a falling pitch typically denotes a statement. Understanding and using appropriate intonation patterns are essential for effective communication and language comprehension.

Shadowing: "Shadowing" refers to a language learning method where one imitates and repeats a speakers speech in time. The learner listens to a source, in the desired language. Makes an effort to reproduce what they hear with as little delay as possible. This approach aims to enhance aspects of language abilities, such, as pronunciation, intonation, rhythm and overall fluency.

CHAPTER 1

STRUCTURE OF ENGLISH SIMPLE SENTENCES

In this chapter, I will mention the Structure of English Simple Sentences. Nuclear stress is the primary stress placed on a particular word or phrase in a sentence to convey the most important information. Here are some examples illustrating nuclear stress**:**

1.1. Intonation

In English, pitch can determine different patterns of intonation. English language used pitch to give subtle meaning to sentences. The use of pitch is called intonation; therfore, the terms "pitch" and "intonation" are often used interchangeably. Pitch is directly related to word and syllable stress. Acoustically speaking, nuclear stress in English is indicated by a change in pitch height or pitch contour, a lengthening of the vocalic part in the stressed syllable, and an increase in intensity. Nuclear stress is the most prominent syllable and is also known as tonic stress. In a tone unit the syllable which carries the tonic/nuclear stress, also called the nucleus. This is the point at which the major pitch movement happens, and the hearer's attention is centred around it.

Here's some examples.

1. **I want a ˈCUP of coffee.**

- In this sentence, the nuclear stress is on the word "cup," indicating that the speaker's desire is for a cup specifically, not something else.

2. **She is reading a ˈBOOK** about economics.

- Here, the nuclear stress is on the word "book," emphasizing the type of reading material the person is engaged with.

3. **He fixed the ˈISsue** on his own.

- The nuclear stress falls on "issue," highlighting what the person fixed, emphasizing that it was the issue and not something else.

4. **We are going to** ˈ**VIsit** your sister next week.

- In this case, the nuclear stress is on "visit," emphasizing the purpose of the upcoming trip.

5. **The concert was** aˈMAzing!

The nuclear stress is on "aˈMAzing," expressing the speaker's strong positive opinion about the concert.

1) Statement Intonation:

I like COFfee↘. (Flat pitch at the end, indicating a simple statement of fact.) ,

2) Question Intonation:

Are you coming to the PARty? ↗ (Rising pitch at the end, indicating a question.) (This rising intonation is typical in yes-no questions in English.)

3) Exclamation Intonation:

What a beautiful SUNset! ↗ (Rising pitch at the end, expressing surprise or excitement.)

4) Command Intonation:

Close the DOOR ↘. (Falling pitch, conveying a command or instruction.)

5) Contrastive Stress Intonation:

I want the BLUE shirt. ↗ (Higher pitch on "blue," emphasizing a specific choice among options.)

6) List Intonation:

I need EGGs, ↗ MILK, and BREAD. ↘ (Rising pitch on each item in a list, indicating continuation.)

7) Uncertainty Intonation:

I think it's going to RAIN? ↗ (Rising pitch at the end, expressing uncertainty.)

8) Surprise Intonation:

You did WHAT? ↗ (Rising pitch on "what," expressing surprise or disbelief.

9) Confirmation Intonation:

So, you're coming to the MEETING. ↗ (Rising pitch at the end, seeking confirmation or agreement.)

10) Sarcasm Intonation:

Nice JOB. ↗ (Rising pitch at the end, conveying sarcasm or irony.)

Intonation can differ between languages and dialects and it is essential to effective communication because it gives spoken language more depth and emotion.

For example, in the following sentence, a speaker would typically pronounce *have* with a schwa, as /həv/ or /əv/ (homophonous with *of*):

Alice and Bob **HAVE** arrived. ↗

But in other contexts where the word carries stress, it would be pronounced in its "strong" (unreduced) form as /hæv/ (homophonous with *halve*). For example:

Alice and Bob **HAVE** three children.

[In response to the question "Have Alice and Bob arrived?"] They **have**.

(*Stress and Vowel Reduction in English*, 2024).

1.2. The Function of the Primary Stress

Primary stress is a form of prominence, a degree of force with a syllable in a word, phrase, clause, and sentence uttered, changing the meaning of utterances in spoken language. Primary stress can play a phonemic role, contrasting lexical pairs of verb/noun/

adjective. Acquisition of the correct pronunciation of English words by hearing from authentic texts is extremely difficult for foreign students, even the teachers because English has several degrees of word stress, primary, secondary, tertiary, and weak stresses, which are by nature all suprasegmental phonemes (Demirezen, 2015).

The Structure of Sentences

In English, there are 4 basic types of sentences. These are simple, compound, complex, and compound-complex sentences. The purpose of this thesis takes the simple sentences as a case of analysis in terms of perception of simple sentences. So what is a simple sentence? A simple sentence consists of one independent clause. (An independent clause contains a subject and verb and expresses a complete thought.)

Examples of Simple Sentences:

"The cat sleeps."

"She runs every morning."

"Water boils at 100 degrees Celsius."

A simple sentence can have a compound subject (e.g., "Tom and Jerry are friends.") or a compound predicate (e.g., "She sings and dances.") but still counts as a simple sentence because it contains only one independent clause.

It does not contain any dependent or subordinate clauses, which would make it a complex sentence.

Extended Simple Sentences

In my study, there are simple sentences that are extended from the middle, extended from the end, and extended from the beginning, middle, and final parts.

1) Simple sentences that are extended from the beginning is uncomplicated statement and are subsequently enlarged by adding introducing parts, like phrases or clauses, to offer more context, description, or emphasis are known as simple sentences extended from the beginning. The overall message is kept clear and succinct while these extensions enhance the sentence structure and complexity. Here is an example:

"[At the present time], we have no explanation for this."

The extended word "At the present time" in this sentence adds further temporal context to the main assertion "We have no explanation for this."

2) Simple sentences that are expanded from the middle are made by employing appositive phrases, which also need specific intonation changes at crucial junctures to improve the effectiveness of the sentence's meaning. Here is an example:

"Dan, [speaking for the students], stated the meeting."

“There are, [sad to say], losers on all sides”. My uncle, [a doctor in California], is moving to Turkey.

The expanded phrase "[speaking for the students]" in this sentence adds further context for Dan's involvement in the meeting.

3)Simple sentences extended from the end are sentences that start with a simple, clear assertion and then get longer at the end by including more details, phrases, or clauses. Without changing the core idea of the original statement, these extensions improve the sentence by adding more emphasis, detail, or explanation. Here is an example:

ˈDAD↗ was up the ladder, repairing the ˈROOF. ↗

Jack waved to the waiter, asking for the ˈCHECK. ↘

Most teachers agreed with the principal, with a few notable exˈCEPtions.↘

In brief, the crucial issue to remember is that, even though there is a chance of reducing the meaning and perception to clarity, writing more fluently can be achieved by occasionally and effectively using short phrases with the proper simple sentence structure, as indicated in these three patterns.

All things considered, emphasis in sentences is critical to clear communication since it helps with message transmission, sentence structure, emotional expression, fluency, and emphasizing important details in a text or discussion.

In this regard, Topal (2017) stated that as mentioned in several studies, it is urgent to teach intonation with realistic language (Chun, 2013; Goodwin, 2013; Reed & Michaud, 2015; Demirezen, 2015; McKinnon, 2016).

Having said that, real statements made by native speakers were used in this research since students should be given feedback from these people in addition to materials that have been modified from different textbooks. Because of this, this study made use of authentic texts in form of simple sentences to help learners pick up precise intonation patterns on the simple sentences.

In English, stress is described from an articulatory standpoint as the power of breath with which sounds are created, and it is perceived auditorily as prominence. It is interchangeable with the term "accent" and conveys meaning (Betti & Ulaiwi, 2018).

Lehiste (1970) defines stress as the prominence of syllables caused by muscular exertion.

The primary stress in word pronunciation and intonation is known as nuclear stress, also referred to as nucleus or tonic stress. It is caused by articulating a syllable that, for various reasons, receives more emphasis than surrounding syllables, necessitating the use of additional respiratory and muscular energy during articulation (Demirezen, 2016).

In Brown's (1995) book, he said that it is common to refer to emphasis, rhythm, intonation, and voice quality as "suprasegmental." However, I would argue that it should have been expanded to include some characteristics or procedures frequently regarded as segmental phenomena. In English, for instance, there is a phonemic distinction between /3:/ and hi. Nevertheless, as it is only found in unstressed syllables, /a/ is an atypical vowel in English. Thus, any minimum pair (foreword, forward, etc.) requires not only a change in /3:/ and /a/ but also a resulting change in stress: the second syllable in forward is unstressed, while it carries secondary stress in the foreword. Brown (1995) also said that similar effects on stress, rhythm, and vowel quality are caused by the distinction between so-called strong and weak forms of grammatical terms, or by pronouncing compound nouns differently.

For example, in the following phrase pairings, each pair's second sentence has words with strong vowel forms as well as some degree of stress. As a result, they have an impact on both the sentence's meaning and rhythm. To put it another way, the presence of /a/ is both a suprasegmental and a segmental trait.

1) a. He has some good **IDEA**s. ↘ (a genuine compliment) (Falling intonation on ‘’ideas’’)

b. He has some **GOOD** ↗ **IDEA**s. ↘ (…but also some ridiculous ones), (a back-handed compliment)

2) a. She said that coffee had risen in **PRICE** ↘ (all coffee) (Falling intonation on ‘’price’’)

b. She said that **COF**fee ↗ had risen in **PRICE** ↘ .(that particular type of coffee) (rising intonation on ‘’coffee’’, falling on ‘’price’’)

3) a. He is a **GEN**tleman ↘ .(compound noun) (Falling intonation at the end)

b. He is a **GENtle** ↘ **MAN** ↘ (adjective + noun) (Falling intonation on ‘’gentle’’, falling intonation on ‘’man’’ with a slight pause in between.)

Unfortunately, many teachers and students still view vowel and consonant segments as the primary focus of pronunciation. Though the emphasis placed on segmentals in coursebooks may cause readers to overemphasize their value, writers nowadays are convinced of the significance of suprasegmentals in pronunciation (Brown,1995).

Stress in the English language is a highly complex issue. Over the past few decades, scientists and researchers have focused on identifying the laws that govern stress placement (Khan, A., Ullah, I., & Khan, A. U., 2017). Robert Kingdon, a noted pioneer in this discipline, proposed a suffix-based strategy. He claimed that adding a suffix to a root influences word stress location. He also believes that the placement of stress in a word is heavily influenced by its origin, namely whether it is Latin, Greek, Scandinavian,

or English. Although he contributed to emphasis placement in English, he failed to discern between strong and weak syllables (Khan et al., 2017).

Linguistic stress refers to the proportionate emphasis placed on specific syllables within a word or on specific words within a phrase or sentence (Dash, 2013). Native speakers of English can use stress in a good way, but second language learners may have difficulty in usage of intonation. There are two issues that arise when non-native English speakers converse with native English speakers without employing word stress. English speakers will struggle to grasp the norms of stress because they find it difficult to understand native speakers, especially when they speak quickly (Dash, 2013).

Presence is the one quality that unites all stressed syllables; stressed syllables are distinguished from unstressed syllables by being more predominant (Dash,2013).

More on Simple Sentences

A simple sentence is a grammatical structure composed of a single independent clause that usually includes a subject and a predicate. It depicts a fundamental syntactic unit that conveys a complete notion or idea without the need for dependent clauses or other complexity. Based on the well-recognized Samancı (2011) rule, an English simple sentence comprises two components: the subject and the predicate. In other words, a simple phrase only has one major clause. In simple sentences, there is a clause and in each simple sentence, it has to be one subject and a verb. But simple sentences don't have to be very short. It can include compound subjects and compound verbs. These phrases can be seen at the beginning, in the middle, and at the end of the sentence. There are types of simple sentences:

Structurally speaking, according to Demirezen (2012, pp. 136-142), there are six types of simple sentences, which may be extended from the beginning, middle, and from the end, which can be further divided into simple sentences and extended simple sentences. The combination of a subject and predicate together form a simple sentence. In fact, the term "simple" refers to the basic syntactic structure of a sentence. Simple sentences can be short or long and can express simple or complex thoughts. Here are three simple sentences:

- Man is mortal.

- My father, mother, and sister went swimming.

- Jane studied maths with George, Jimmy, and Linda.

Extended simple sentences from the beginning:

Several types of phrases can come before the simple sentence. The initial phrase of a sentence is an introductory modifier (Giegerich, 1983; Hahn, 2004; Mannell and Harrington, 2014), which is usually a signal for a comma, indicating the extended part:

- Since the creation of human beings, man is mortal.

-To lose weight, my father, mother, and sister went swimming.

-Before the difficult exam, Jane studied maths with George, Jimmy, and Linda.

The simple sentences with extended phrases from the beginning are easy to confuse because their separate elements from the main clause look like separate sentences. To demonstrate this fact, Demirezen (2012, p. 140) cites the following examples:

-Afraid to move in front of the hungry lion, Jane froze in terror.

-Grumbling over the injustice of working on a Sunday, the workers rioted the whole day.

-Being the most commonly occurring vowel sound in English, the schwa phoneme has a pivotal role in the communication process.

-By examining ways of practicing these prosodic features, teachers make classroom speech more like normal speech.

Kelly (2008) said that a simple sentence is a grammatical structure composed of a single independent clause that usually includes a subject and a predicate. It depicts a fundamental syntactic unit that conveys a complete notion or idea without the need of dependent clauses or other complexity.

<u>There are Four Stress Phonemes in English</u>

In simple sentences, the place of the primary stress is highly crucial.

Fort he sakeof clarity, we must explain the position of the stress phonemes altogether.

1.2.1 / ‘/ The Primary Stress Phoneme

Primary stress in English is the most significance given to a certain syllable in a word. This focus on a particular syllable adds to the word's overall pronunciation and rhythm. Compared to the surrounding syllables, the syllable with primary stress is usually louder, longer, and higher in pitch.

Away (pronounced: a-‘**WAY**)

Delicious (pronounced: de-‘**LI**-cious)

Anticipate (pronounced: an-‘**TI**-ci-PATE)

Communication (pronounced: comm-un-i-‘**CA**-tion)

Autobiography (pronounced: au-to-bi-‘**O**-gra-phy)

1.2.2 / ˆ / or / ˌ / The Secondary Stress Phoneme

Secondary stress is a level of emphasis that is less than primary stress but more than unstressed syllables. It happens in longer words where there could be more than one stressed syllable, especially in terms with numerous syllables. Although secondary stress is usually less noticeable than main stress, it nonetheless affects the word's overall rhythm and pronunciation.

For example, in the word "university," there is a primary stress on the second syllable and a secondary stress on the fourth syllable:

1.2.3 Tertiary Stress Phoneme

Tertiary stress is a type of stress that is less intense than primary and secondary stress in the study of stress patterns in linguistics. Of the three, primary stress is the most intense, secondary stress comes next in intensity, and tertiary stress is the least noticeable.

Not as phonologically different as primary and secondary stress, tertiary stress is not regularly indicated in many languages, especially English. It is linked to syllables

that are even less noticeable than those with secondary stress and frequently occurs in lengthier words.

1. "Undeniably" /ˌʌn.dɪˈnaɪ.ə.bli/

- Primary stress: ˌʌnˈ (on the second syllable)
- Secondary stress: dɪˈ (on the fourth syllable)
- Tertiary stress: ˈ (on the seventh syllable)

2. "Categorically" /ˌkæt.ɪˈgɒr.ɪ.kə.li/

- Primary stress: ˌkætˈ (on the second syllable)
- Secondary stress: ɪˈgɒrˈ (on the fifth and seventh syllables)
- Tertiary stress: ɪˈ (on the third syllable)

3. "Unquestionably" /ʌnˈkwɛs.tʃə.nə.bli/

- Primary stress: ˈ (on the first syllable)
- Secondary stress: kwɛsˈ (on the fourth syllable)
- Tertiary stress: tʃəˈnə (on the seventh and ninth syllables)

In these instances the tertiary emphasis is indicated by a stress, on syllables that are neither the primary nor secondary stressed syllables. It is significant that tertiary stress may not always be perceptually intense or present consistently in every syllable.

1.2.4 Weak Stress

Weak stress falls on a reduced vowel, which carries little sonority, loudness, or acoustic quality. It can occur as much as 5 times in the same word. Unstressed syllables always carry the weak stress, and they have a vowel which is closer to neutral position. The syllable carrying weak stress has a short vowel. Weak stress also indicates vowel weakening in which all full vowels, no matter long or short, are reduced to schwa when the primary stress on them moves to the neighboring syllable. The following minimal pairs are phonetically partially similar word pairs in which the change of primary stress,

because it indicates, grammatical category change in the lexical items, marks the existence of different phonemes in English (Demirezen, 2012).

When a word has more than one vowel sound, usually we do not pronounce all the vowels with the same loudness. The loudness that a vowel sound has in a word is called its stress. Sometimes we pronunce vowels quite softly. When we do, the vowel has a weak stress. Sometimes we pronounce a vowel sound extremely loudly. That vowel is highly stressed. When we want to indicate that a vowel sound has significant stress, we use this mark: a′ (*CK-12 Foundation*, n.d.).

For example, to indicate that the heavy stress in the word famous is on the first vowel sound, we would write it as fa′mous (*CK-12 Foundation*, n.d.).

For example, the word interesting /ˈɪntrəstɪŋ/ has one stressed syllable followed by two unstressed ones (rhythmically, we would say PA-pa-pa). In dictionaries, this is represented with a stress mark, similar to an apostrophe, placed high before the stressed syllable /ˈɪntrəstɪŋ/. So, always remember that the stressed syllable comes after the apostrophe ((*Introduction to Word Stress and Weakening - English Pronunciation*, 2023).

1.3. Primary Stress in a Sentence

In sentence there must be at least one stress on each sentence. This is called basic sentence stress which refers to the words in a sentence that get the most emphasis.

Sentence stress occurs when we say certain words more loudly and with more emphasis than others. Primary stress is the strongest form of stress and is placed on one of the syllables of a word. The primary stress on a word means what you really mean. As you see in the examples:

1) I love ˈ**BOOKs**. (I love books, not the stories, trips, visits, encyclopedias, etc)

2) I ˈ**LOVE** books. (I love books, so I do not hate them).

3)ˈ**I** love books. (I love books, not you or any other person)

4) **‘I** ran quickly to the desk. (emphasizes who is doing the running)

5) I **‘RAN** quickly to the desk. (emphasizes what action is being done)

6) I ran **‘QUICKLY** to the desk. (emphasizes the way in which you ran, but does not fundamentally change the meaning of the sentence)

7) I ran quickly **‘TO** the desk. (inappropriate sense stress, but emphasizes the direction in which you ran)

8) I ran quickly to **‘THE** desk. (inappropriate sense stress, but emphasizes that it was a specific desk)

9) I ran quickly to the **‘DESK**. (emphasizes the object or location to which you ran)

10) **‘WHO** will come to the party? (you want to know who the party attendees are)

11) Who **‘WILL** come to the party? (you want to know who will definitely be attending the party)

12) Who will **‘COME** to the party? (you want to know who will attend the party, but this form does not change the standard meaning of the question)

13) Who will come **‘TO** the party? (inappropriate sense stress, but emphasizes the location of the party)

14) Who will come to **‘THE** party? (inappropriate sense stress, but emphasizes which party you’re talking about)

15) Who will come to the **‘PARTY**? (you want to emphasize the party, possibly in contrast to a separate event)

Stressed words are mostly nouns, adjective,verbs, and adverbs, which carry a lot of importance in an English sentence. But due to the speaker’s convenience, stress may fall on:

articles (a, an, the),

prepositions (to, in, at, on, for, from, etc.),

auxiliary words and model verbs

(be, have, do; shall, will, ought to, may, etc),

Be verb (am, is, are, was, were),

possessive adjectives (my, your, his, her, etc.),

conjunctions (and, or, so, but, etc.).

Examples for primary stress in a simple sentence:

1) You could just go for a ˈ**WALK.**

2) You look ex ˈ**HAUST**ed.

3) **I’**m really ˈ**STRESS**ed.

Sentence stress includes the learning of phrases, clauses and sentences, which is an extremely complicated task for many non-native speaking teachers. Sentence stress includes the learning of phrases, clauses, and sentences, which is an extremely complicated task for many non-native speaking teachers. The sentence stress variations in noun-adjective-adverbial clauses, and in simple, compound, complex, and compound-complex sentences, require special training of longer duration (Demirezen, 2009). Nunan (2003:53) stated that the bold typeface in the following four utterances indicates the stressed word in an examination of sentence stress:

I think I know. (You may not think I know the answer; but I’m pretty sure I do.)

I **THINK** I know. (I’m not entirely sure, but I think I know the answer?)

I think **I** know. (You may not know the answer, but I think I do.)

I think I **KNOW**. (I am not unsure I am quite confident that I know the answer.)

At this point in the pyramid, you can see that speaking uses all of the language levels, and that having a conversation is far from easy. It is critical that language instructors comprehend these linguistic components and how they function together (Nunan, 2003, p.53).

Since the principal stress phoneme in English manipulates intonation, it is a challenging concept to describe. However, as is frequently stated, intonation is an integral component of successful communication. As the role of sentential stress is to emphasize specific words in the spoken utterance, it is important to consider the cognitive mechanisms that actually modulate the listener’s behavior relative to the stress-related acoustic cues (Kakourosa & Räsänena , 2016).

After teaching English for 13 years in Turkey, Yıldırım (2020) admitted that she found it challenging to teach a second language with proper intonation. According to

Demirezen (2009), tone is the most challenging aspect of learning a new language. For this reason, it is necessary to identify the intonation components before adequately teaching them. Demirezen (2012) stated that when a word includes many syllables, one is always pronounced more firmly. Suprasegmental speech is linked to spoken English through vowels and semi-vowels. Stress, pitch, and junction are examples of suprasegmental cues. Stress is a significant prosodic characteristic in North American English (NAE). Changes in intensity, fundamental frequency, and duration indicate stress levels. Stressed vowels exhibit increased intensity, length, and fundamental frequency. When creating stressed syllables, the muscles of articulation, which eject air from the lungs, become more active. In addition to phonemic structure, lexical stress patterns aid in word identification.

In sentences, stressed words are typically longer, louder, clearer, and carry a higher pitch. In English, stress patterns on syllables can be utilized to distinguish between a word's syntactic responsibilities. Vowels in stressed syllables have increased articulation energy and duration compared to minimum pairs in unstressed syllables.

What Did the Other Scholars Say on this Issue?

It is evident that Turkish middle school students are not good at the intonation of English for the reason that Turkish does not have a similar intonation pattern to English. In Turkish, the perception of the primary stress phoneme is weak, and we Turks use the primary stress phoneme vaguely. Turkish learners of English easily transfer this habit into hearing and uttering the sentences.

Peng (2016) said that firstly, enhancing the theoretical teaching of English intonation is beneficial for students' acquisition of pronunciation. It is an effective way to handle students' practical problems if they can grasp the roles of English intonation and the semantic relationships between various intonations. Secondly, it is important to teach individual sounds and intonation together rather than apart. Many pupils are frequently observed using the dropping tone out of habit in everyday instruction. Their intonations look stiff and artificial when they talk in different tones. Thirdly, it is important to teach individual sounds and intonation together rather than apart. Many pupils are frequently observed using the dropping tone out of habit in everyday instruction. Finally, teachers should actively consider computer-based multimedia audio-visual teaching modes in

English language teaching, which can meet both teaching and learning needs and provide teachers with the opportunity to constantly enrich and update their teaching content.

It also provides students with a more flexible space to learn English pronunciation. As a result, both proper word pronunciation and phrase intonation carry equal weight. Instructors can help students learn how to express information, various emotions, and attitudes in a given environment by modeling different tones. As a result, both proper word pronunciation and phrase intonation carry equal weight. Instructors can help students learn how to express information, various emotions, and attitudes in a given environment by modeling different tones. In addition, learners are not presented with pronunciation features of English very well before they start undergraduate education while they're studying in secondary and high school. Thus, many reasons show the importance of the first impression. For instance, an understanding of basic emphasis paves the way for accurate pronunciation. It helps students emphasize words' syllables correctly, which improves speech accuracy and clarity. In many languages, including English, certain syllables within words are stressed, while others are less prominent. The stressed syllables are pronounced with greater force, length, and pitch compared to unstressed ones. For instance, in the word "elephant," the stress falls on the second syllable ("e-LE-phant"). Recognizing primary stress patterns aids in vocabulary development. It enables learners to identify stressed syllables in new words, making it easier to remember and use them appropriately.

In conclusion, the synthesis of these scholarly perspectives suggests that effective teaching of English intonation requires a nuanced understanding of both theoretical and practical components. Recognizing the unique challenges faced by Turkish learners and employing innovative teaching methods can significantly improve their acquisition of English intonation and stress patterns. By focusing on the interplay between stress, pitch, and duration, and leveraging multimedia resources, educators can facilitate a more comprehensive and effective learning process. This approach not only enhances pronunciation accuracy but also fosters better communication skills, ultimately contributing to the overall linguistic competence of ESL learners.

CHAPTER 2

REVIEW OF LITERATURE

In all languages, words are composed of syllables. Some of these syllables become more prominent by possessing a major stress phoneme that is the most prominent among the surrounding syllables in louder variants. Some of these syllables become more prominent by possessing a major stress phoneme that is the most prominent among the surrounding syllables in louder variants. Every word has a main stress; the stressed syllable with the primary stress is a natural characteristic of the word. Additionally, the syllable with the main emphasis is called tonic tension. The most noticeable syllable is the one with the principal word stress as it is automatically positioned on the linked syllable, highlighting how natural speakers pronounce and modulate words. Prospective Turkish students and English majors tend not to notice the nuclear stress, especially in longer terms (Demirezen, 2016).

Listening is one of the most important skills. However, the essence of importance is not given in schools. They pay more attention to teaching grammar, reading, and writing. Therefore, I have done research about primary stress in simple sentences which is thoroughly related to understanding what you hear.

There are numerous definitions of the term "listening". According to Chastain (1971), the purpose of listening comprehension is to process words at normal speed and automatically. According to Hamouda (2013), effective listening is crucial for understanding input. Learning does not occur in the absence of input. According to Pourhosein and Ahmadi (2011), listening is the most crucial communication ability among the four primary areas: speaking, reading, and writing. According to Goss (1982), during listening comprehension, listeners construct meaning based on the information provided by the source.

According to Steinberg (2007) and Bingol, Celik, Yidliz, and Mart (2014), listening comprehension involves using one's senses and aural organs to perceive and interpret another person's message. According to Richards, John, and Platt (2000) and Pourhosein and Ahmadi (2011) listening comprehension involves understanding speech by considering the function of linguistic components including phonemes, words, and

grammatical structures, as well as the listener's expectations, circumstances, context, prior knowledge, and subject.

According to Ahmadi (2011), listening comprehension involves understanding speech by considering the role of linguistic units such phonemes, words, and grammatical structures, as well as the listener's expectations, situation, context, prior knowledge, and subject.

Listening has been an issue for most of the second language learners for many years. Most of the students can not handle with it. Because of the deficiency of listening activities in classrooms. Even if the activities have been conducted properly, as they don't acquire the language at a criticial age , they might have a problem. Therefore, as teachers, we have to take into consideration more. So I have conducted this research to teach both intonation and listening comprehension. In order to highlight the importance of the listening skill, the most suitable point to start is the name of the category it belongs to. Listening is described as a receptive skill, which indicates that we use listening as a tool to receive some information from the outer world, and then we internalize or make sense of this information in our inner worlds (Yıldırım, 2016).

However, it is often viewed as a passive skill that requires no assistance to develop. Morley (2001) and Rost (2001) suggest that listening is the most significant skill for language learning as it is commonly utilized in daily life and grows quicker than other language skills, facilitating the development of other abilities.

Listening is one of the most important skills in ELT and EFL. There are lots of reasons to explain the importance of listening skills. One of the reasons is that if learners want to communicate with foreigners if they want to understand what foreigners say, learners and teachers should give more emphasis on teaching listening. However, according to Vandergrift (2007), while listening comprehension is crucial for language development, it remains understudied. Listening received the least attention compared to reading, writing, and speaking, and it was subordinated to speaking, which is why Nunan (1997) refers to it as "the Cinderella skill in second language learning" (p. 42).

According to Rost (2009), listening is a cognitive skill that requires active participation. There are different definitions of the term “listening comprehension.” Listening comprehension is the different processes of understanding the spoken language (Ahmadi, 2016). Chastain (1988) classifies listening comprehension into four components. Ahmadi (2016) stated the first requirement is the ability to distinguish between sounds, intonation patterns, and voice attributes in a second language and the original language. The second is understanding the entire message conveyed by a speaker. The third is the capacity to store the information in one's auditory memory until processing time. Teachers need to be aware that language is heard by students in order to help them strengthen their auditory memory. This implies that instruction in the target language should take up the majority of the class period. The speed of presentation and difficulty level of the content must be adjusted for the learners. Language activities that are comprehensible increase auditory memory. Also, Richard (2005) said that in language programs, listening's standing has changed significantly in the last several years. The significant point here is the idea of improvement. The improvement from simpler to more intricate sentences should be slow and continuous (Ahmadi, 2016). According to Hamouda (2013), the importance of listening comprehension in learning a foreign language cannot be overstated, as input is necessary for language acquisition. In the same way, Rost (2001) contends that language classes play a major role in listening since they provide students with feedback and are essential to their language development. "The main function of listening in second language learning is to facilitate understanding of spoken discourse," according to Richards 10 (2008) (p. 3).

According to Harmer, it is very important for pupils to hear or listen to voices other than their teacher, develop appropriate speaking habits, and improve their pronunciation.

Richards (2005) implied that pragmatic considerations are one of the reasons listening instruction is receiving more attention. Because according to Richards (2005) language schools and publishers have reacted to these demands by offering a variety of courses and resources to enhance the teaching of listening. Many students require strong listening abilities to satisfy the demands imposed on them in school, job, travel, or other situations. There have been significant advancements in the teaching of listening over the years, despite the fact that many foreign language instructors find it difficult to do so (Field 2008; Mandelson, 1994). Teachers would be more helpful to their students in addressing their needs and concerns linked to listening comprehension if they were more aware of the phases of the listening lesson (Field, 2008; Richards, 2005).

According to studies on hearing in the context of learning a second or foreign language, listening is one of the hardest language acquisition skills (Goh, 2000; Guo & Wills, 2006). Learners of English as a foreign language face significant difficulties with listening comprehension due to the overemphasis on grammar, reading, and vocabulary (Gilakjani & Ahmadi, 2011).

Seven potential sources of barriers to effective listening comprehension are listed by Underwood (1988), the majority of which are connected to the previous points.

First, the pace of delivery is beyond the listener's control. According to Underwood, "Many English language learners believe that the greatest difficulty with listening comprehension, as opposed to reading comprehension, is that the listener cannot control how quickly a speaker speaks" (Underwood, 1989, pp. 16-17).

Second, it is not always possible to repeat words for listeners. This is a significant issue when it comes to education. Students do not make the decision about whether or not to play back a record or part of a recording in class. Although it is "difficult for the teacher to judge whether or not the students have understood any particular section of what they have heard," teachers choose what and when to repeat listening passages (Underwood, 1989, p. 17).

Third, the vocabulary of listeners is small. The speaker may use vocabulary that the audience is unfamiliar with. Occasionally, a word that is unfamiliar to the listener will come up. This could prompt them to pause and consider its meaning, which could lead them to miss the remainder of the speech.

Fourth, there's a chance that listeners won't pick up on the cues that the speaker is shifting focus, providing an illustration, or restating a point. Listeners can more easily spot discourse markers like "secondly" or "then" that are employed in formal settings like lectures. In casual settings or unplanned dialogues, cues such as pauses, gestures, loudness increases, distinct pitch changes, or altered intonation patterns are less obvious.

Particularly by inexperienced listeners, these signals are readily overlooked.

Fifth, it's possible that listeners are not aware of the context. Communication is facilitated by the sharing of common context and mutual knowledge. Unless listeners are familiar with the context, they may find it very difficult to appreciate the passage's meaning in its entirety, even if they can understand the text's surface meaning. Listeners from other cultures may also readily misinterpret nonverbal clues like tone of voice, gestures, nods, and facial expressions.

Sixth, listening comprehension in a foreign language might be challenging for listeners. Even the smallest attentional lapse can have a major negative impact on listening comprehension.When students find the subject matter of the listening passage engaging, they are more likely to concentrate; yet, even when they are engaged, they may think that listening is quite taxing because it takes a great deal of work to understand what is being said.

Finally, seventh-graders might have developed particular learning habits, such the need to comprehend every word. Teachers are trained to grade language according to students' proficiency levels, repeat and pronounce words carefully, talk slowly, and other strategies that help ensure that children understand every word they hear. It follows that when kids don't grasp a word or phrase, they usually get anxious and get discouraged about it. Thus, it may occasionally be necessary for pupils to put up with ambiguity and inadequate comprehension.

Up until recently, listening comprehension has been disregarded. The essence importance is not given in literature. Because of this, some researchers call listening

"Cinderella skill in second language learning" (Nunan, 1997, p. 47).

Osada (2004) said that it is true, nonetheless, that listening is essential to language acquisition since it gives the student input. Students cannot learn anything if they do not comprehend the inputs.The ability to comprehend what you hear is a really complicated process. All of the information and abilities required for listening comprehension must be applied at the same time.

The ability to comprehend what you hear is a really complicated process. We need plenty of time to apply listening comprehension simultaneously. However, our time is limited. For instance, at the time of listening, pupils try to understand what it says, the speech disappears immediately. The worst thing is that we can not repeat it again. We must grasp the audio, we must integrate our previous infotmation with the new ones while we are listening to it. As a result of that, pupils can lose their concentration swiftly and they have no desire to complete the listening audio.

In terms of intonation, an autonomous way of communicating in speech that is not dependent on words is called intonation. Variation in speaking pitch is fundamental to intonation, which is commonly understood to be the application of pitch throughout the utterance (Nolan, 2020, s. 386). Speakers can utilize intonation to project a variety of attitudes, such as friendliness, fervor, or anger, while listeners can deduce emotional states from intonation, such as happiness, sadness, or fatigue. (Nolan, 2020, s. 386)

In English, stress is produced with a longer, louder, and higher-pitched sound than unstressed sounds. Unlike many languages, stress in English is unpredictable, and non-native learners of English generally need to memorize individual vocabulary items. Pitch, loudness, and duration (length) are three significant parts of stress. The ups (higher) and downs (lower) during the transitions from one syllable to another in surrounding syllables are called musical accents and are also related to intonation and prosody (Demirezen, 2012). Although intonation is one of the very common problems when learning a new language, the learners mostly focus on grammar (Kucukoglu, 2012).

Kucukoglu (2012) found out that learners make mistakes when speaking or writing certain phrases because they are either not very proficient in the language or they are very proficient but don't interact with it frequently. This also applies to the educators who teach English in the schools, as they are also instructed by instructors who typically have a decent degree of competency but a poor level of speaking. Because of this circumstance, English teachers find it difficult to use the proper intonation even when they are working as professionals. The poor competency level of English instructors' intonation can be attributed to several factors, some of which will be addressed subsequently.

Stress Phoneme

Word stress is a common phonological feature that differs throughout languages, as it is a component of suprasegmental structure (Demirezen, 2016). We do not pronounce every syllable in English with the same intensity or force. We emphasize ONE syllable in a word. We pronounce one syllable (large, strong) loudly and the other syllables (very quietly) (Dash, 2022). Word stress is used in English. Even in challenging situations, English speakers may communicate quickly and precisely by using word stress. Because of the placement of the stress, you can still understand a word, for instance, even if you cannot hear it properly (Dash, 2022).

Not every language uses an emphasis on words. Certain languages, like French or Japanese, emphasize every syllable equally. Word stress is used in other languages; English is one example. Even in challenging situations, English speakers may communicate quickly and precisely by using word stress. Because of the placement of the emphasis, you can still understand a word, for instance, even if you cannot hear it properly (Dash, 2022). The relative emphasis that may be placed on particular syllables within a word, or on specific words within a phrase or sentence, is known as stress in linguistics. The English word stress pattern is one of the most crucial—yet seldom stressed—components of accurate pronunciation. According to Kenworthy (1987), word stress plays a crucial role in language instruction and acquisition ‘’ “… the stress of pattern of a word is an important part of its identity for the native speaker. (p.18)”

Demirezen (2012) stated that words' abstract linguistic properties include stress. Every word has a single major stressed syllable. In English, stress changes from word to word. Without a doubt, lexical stress is essential to comprehending spoken English. It is important in English because it indicates how words are used in spoken language.

Sentence stress, or placing emphasis on specific words inside a sentence, is a crucial aspect of English intonation. Tonality arranges words into sentences, differentiates between various sentence forms, and gives speech a more emotive quality (Küçükoğlu, 2012). However, intonation in English can be challenging for learners. In order to develop their hearing, more practise should be applied to teaching areas. Küçükoğlu (2012) stated that nouns, verbs, adjectives, and question words are examples of content words that are stressed when speaking because they convey meaning. It would be helpful to emphasize the four purposes of sentence stress as intonation arranges words into sentences. Syllables

with the highest stress in an intonation unit are referred to as having tonic or nuclear stress. A sentence can have more than one intonation unit and, thus, more than one tonic stress, even though an intonation unit only has one (Küçükoğlu, 2012).

Cai (2008) states that any word consisting of two or more syllables has an emphasis on one of its syllables when spoken independently. We called this as word-stress. However, we do not hear a stress on every word in connected speech. Sentence stress is the result of stressed syllables in words that retain their stresses whereas certain words lose their stresses, particularly when we speak quickly (Cai, 2008).

The usage of a primary sentence stress rule on nuclear stress, which is implemented following the application of rules related to semantics, syntax, and motphonology. The primary sentence stress signals syntactic boundaries and, in the simplest example, the end of an utterance, which is an important grammatical function (Baltaxe & Guthrie, 1987, p,257).

The speaker's intended meaning is conveyed by the principal stress phoneme, and non-native English language learners may misunderstand what is being said if they fail to hear it on related words in sentences.

2.1. Intonation in Simple Sentences

In linguistics, intonation refers to the variation in pitch, or the pitch contour, within an utterance. It is the melody or musicality that goes along with spoken words. Beyond the literal meaning of words, intonation is essential for communicating ideas and can affect how an utterance is understood. Pitch patterns, pitch ranges, and pitch levels are modulated across a series of syllables and phrases in this prosodic characteristic.

Intonation is the most difficult area of foreign language learning; therefore, the elements of intonation must be specified first and then properly taught. (Demirezen, 2009). Sentence stress and intonation perform a crucial role in conveying and comprehending intended messages during lengthy utterances. Turkish teachers and learners struggle greatly with the three components of intonation—stress, pitch, and juncture—because they have severe formed intonation mistakes. (Demirezen, 2009).

Demirezen, 1986 stated that firstly, stress, “as an articulatory term of description, is also known as an accent, is the embodiment of the accumulation of energy imposed

upon a sound on a sound group in the process of speech". It is the loudest part of words, phrases, clauses, and sentences.

Intonation is one of the first features of speech that infants pay to, react to, and make. Kuru (2022) found that it is a crucial part of the suprasegmental system (Lieberman, 1967). It appears to be easily acquired by children in both their first and second languages; however, it can be difficult for them to master a foreign/second language intonation, but adults appear to effortlessly maintain and keep intonation in their own language. In ELT classrooms, intonation is generally treated as a secondary priority due to its intricacy and difficulty to master. Although it was overlooked for many years in language education, it is gradually receiving attention as an essential component of language fluency, competence, and expertise. Turkish pupils and teachers struggle with stress, pitch, and junction, resulting in significant intonation problems (Demirezen, 2009).

In phonetics, intonation refers to an utterance's melodic pattern. It conveys distinctions in emotional meaning (e.g., surprise, anger, or delight) and can also serve grammatical purposes. Intonation is largely concerned with variations in the pitch of the voice. In languages like English, it is frequently combined with stress and rhythm to produce meaning (The Editors of Encyclopedia Britannica, 2024).

Pronunciation and intonation are essential for efficient communication. Consider them the keys to unlocking your words' full potential. First and foremost, proper pronunciation ensures that your message is clear and understandable. Intonation in English does more than only add beauty to your speech; it may also modify the meaning of what you say. For example, intonation can emphasize the core point in a phrase.

Raising the intonation of a specific word in a sentence indicates that that word is the focal point of the message you wish to convey with that sentence. For instance, if I state:

I like playing tennis.

It means that **it's me** who wants to play tennis.

I **like** playing tennis.

It means that I like tennis and I don't hate it. (the central point is like.)

I like **playing** tennis.

It means that I want to play tennis and I don't want to watch it.

I like playing **tennis.**

It means that I want to play tennis, but I don't want to play soccer.

Intonation is one of the most important factors in the efficacy of spoken language. The increased emphasis on speaking in English education has made intonation more important. Visual features might be useful for teaching intonation. It is feasible to concentrate on how and in what manner the individual executes intonation using graphic features. Images can help people learn intonation more quickly. Tones are easier and more effective to learn (Yıldırım, 2020). Yıldırım (2020) also says that in addition to visuals, intonation can be employed for teaching many disciplines and contents. At this point, the person should be able to use English intonation as effectively as a native speaker.

2.2. Studies Conducted in Turkey

Topbaş (1987) research's aim was to compare the intonation skills of students of native-speaker teachers of English and students of non-native-speaker teachers of English. In this research, the first-year students of the Education Faculty and preparatory students of the Open Faculty at Anadolu University students were attended.

As known, few researchers and linguists have been studying on intonation in Turkey although it is gaining importance all around the world day by day , according to Sonsaat (2010). Sonsaat (2010) aimed to her study to identify and address "question

intonation" issues among freshmen ELT learners using computer-based teaching methods. In this study, the researcher utilized a pre-test to assess the rate of intonation misuse among learners and use computer-assisted language learning aids like CD-ROMs to address the identified faults. Except for computer-based exercises, authentic dialogues from various movies are listened to by learners to make them gain perception ability. Following treatment, the researcher conducted a post-test to assess any improvement in effective intonation. The study aimed to improve learners' intonation skills and inform new teaching methods based on the outcomes.

Evis and Kılıç (2020) carried out a study that looked at the lexical stress placement in the English pronunciation of Indo-European words borrowed into Turkish by Turkish English speakers. They intended to raise awareness of prosodic elements because the incorrect application of primary stress creates communication breakdowns. The sample includes 20 ELT students from a public university in Turkey and 10 native English speakers. Non-native speakers were divided into two groups to study how therapy affects lexical stress patterns in English. Participants were instructed to read 30 tokens in isolation and in sentences while their voice was recorded.

In Yıldırım's (2020) thesis, the purpose of this study is to ascertain the degree to which eighth-grade students value the intonation of phrasal verbs and other words in a sentence that is triggered by the primary stress during their English language learning process and to ascertain whether these findings hold true after a 5-hour training. In summary, the purpose of this thesis is to investigate whether eighth-grade students can pronounce idiomatic verbs appropriately after receiving instruction.

Demirezen (2021) said that Turkish English majors usually struggle to grasp how to employ verb + preposition combinations in English while speaking about prepositional verb forms. This is not unexpected given that Turkish morphology and syntax do not allow for the existence of verb + preposition combinations. Due to their differences, verb + particle and verb + preposition structures are sometimes mistaken. Therefore, this article focuses on prepositional verb stress and intonation, which are determined by the literal meanings of verbs that combine a verb and a preposition to form a new verb with a unique meaning.

Demirezen (2015) conducted research that aims to assist instructors and learners of ESL, EFL, and ELT in recognizing the fundamentals of sentences, including how sentences are

produced in connection to the intonation patterns of extended simple phrases from the end. The task of teaching English sentence intonation may be challenging since longer, simpler phrases reveal more interaction between intonation units.

Kucukoglu (2012) conducted a case study about how learning a new language presents a variety of challenges because each language is distinct and has its own features. Acquiring proficiency in a foreign language involves more than just memorizing vocabulary and phrases. A common issue for both instructors and students is the perception and application of the emotional coloring of sentences with appropriate sentence emphasis. The secret to effective communication is using the appropriate sentence emphasis. Even if errors in this area are quite prevalent, educators and students can nevertheless protect themselves from specific consequences. In accordance with these patterns, a case study involving thirty English instructors was carried out with the goal of identifying the challenges they encounter while employing proper intonation and highlighting the significance of proper intonation in the process of learning and instructing a foreign language. The study's findings suggest that there are some sentence stress issues among English teachers. Learning a new language presents a variety of challenges because each language is distinct and has its own features. Acquiring proficiency in a foreign language involves more than just memorizing vocabulary and phrases. Additionally, learners typically struggle with the assessment and application of the emotional coloring of the utterances with appropriate sentence emphasis.

The attendees of the survey included 84 aspiring EFL instructors who were enrolled at a significant Turkish public institution. The pre-test post-test experimental design was employed as the research approach in order to achieve the primary goal of the study. Remedial English sentence intonation instruction sessions were conducted with the participants in between the pre- and post-tests. PowerPoint presentations with many intonation exercises including temporal adverbial phrases spoken by native speakers were utilized in these sessions. As a result of this research, it was also discovered that remedial intonation training classes were useful in fixing prospective EFL instructors' speech issues with sentence emphasis, pitch, and juncture use.

Demirezen (2016) aims to explore how first-year English Language Education Department students at one of Turkey's top institutions perceive the tonic stress placement in English words. During the pre-assessment, the individuals heard 15 words provided by

a computer in audio formats, and after that, they had to identify the tonic syllable in a multiple-choice test consisting of five questions. Following the assessment of the pre-test findings, the participants received three hours of instruction on the examination of tonic stress in words. The subjects were given the identical pre-test as a post-test two weeks later. In the pre-test, the overall success rate was 17.47%; however, in the post-test, it rose to 52.4%. These findings suggest that studying vocabulary words with nuclear stress perception can help with listening comprehension.

A study done by Hasan (2017) discussed Northern Kurdish accent in regarding to stress. This is based on the production of pairs of segmental parallel syllables occurring in stressed and unstressed positions. 30 native speakers were the participants. The results showed that Northern Kurdish is a stress-accent language. They use both tonal and non-tonal correlates such as duration, and word level prominence.

2.3. Studies Conducted Around the World

The purpose of the present article is to define the terms listening and listening comprehension, review the components of listening, explain teachers' role in listening comprehension, and present the general principles of listening comprehension. The literature review demonstrated that learners' listening comprehension skill can be improved by teachers' assistance and the use of appropriate learning materials and activities (Ahmadi,2016).

This study investigates the acoustic realization of primary and secondary stress in polysyllabic words in Modern Hebrew (MH). The study focuses on the production of target words embedded in a meaningful carrier sentence, with three primary stress types: ultimate, penultimate and antepenultimate stress. We measured the duration, intensity and F0 of each vowel. Results show that duration is the sole reliable cue for stress in MH, and that there is no phonetic realization of secondary stress in MH, and therefore no true surface alternating pattern. These findings may have phonological implications regarding the prosodic organization of language, and provide a solid basis for future studies on the perception of primary and secondary stress by speakers (Cohen&Varod&Amir,2018).

Kutscheid & Ritter & Leemann & Braun (2021) studied that at the word and sentence levels, listeners interpret high or increasing pitch as stressed (high-pitch bias).

Speech comprehension may be slowed down due to biases in word and sentence stress interpretation caused by the low-pitched nature of stressed syllables. We study the impact of exposure to high-pitched stressed syllables vs low-pitched stressed syllables immediately on the recognition of stressed words and sentences. The only stressed syllables in the utterances that were presented to the participants were high-pitched vs. low-pitched. They were then asked to indicate the position of word/sentence stress after hearing either trisyllabic words with word stress on the second syllable (Experiment 1) or three-word sentences with sentence emphasis on the second word (Experiment 2) in experimental trials. Three intonation conditions—high-pitched first, second, or third syllable/word—were used to convey the stimuli.

The high-pitch bias was supported by both tests, showing an increase following high-pitch exposure. Our findings point to an experience-driven speaker-independent reweighting of auditory signals to stress.

Elaiwi AL-kubaisy (2018) examined where stress is placed in English and how that affects meaning. The amount of power a speaker applies to a particular syllable or set of words in order to convey essential information to the listener is known as stress. Because stress placement affects the meaning of words, phrases, and sentences, it is crucial to pronounce words correctly.

Stress management is a challenging skill to learn. Nonetheless, the current study makes an effort to demonstrate how word, phrase, and sentence stress is affected. Its purpose is to ascertain how stress affects a word or phrase's meaning in addition to its syntactic category. The information was manually selected from several sources. This essay makes the assumption that stress in English has several locations and affects how words and sentences are understood. The aforementioned theory has been confirmed by the findings reached.

Lin, Wang, Ding & Feng (2021) stated that sentence stress and prosodic stress are crucial components of the stress-timed English language.

A study done by Liu (2017) explores the production of word stress. The participants of this study were 70 1st year Chinese college students at the English department, at Shaanxi Normal University. The students were ranging from 18-20 years old. The researcher asked the participants to read aloud an English story containing almost

600 words, and then the researcher recorded and coded it. Moreover, the researcher interviewed the most stress assignment mistakes to discover the factors which lead for the misplacement. The findings showed that students made mistakes in producing two-syllable words, which was the most frequent error rate, followed by three-syllable words. Students refer to such problems as the difficulty of English word structure and lack of knowledge of rules on English word stress.

Studies such as (Archibald, 1993) examined word stress to demonstrate how the first language affected second-language learners. Archibald's 1997 study found that non-stress languages like Chinese and Japanese strive to learn English stress lexically.

Altmann (2006) explored how native language stress affects second language in terms of primary word stress in his dissertation.

The study examined 7 different L1 groups (Arabic, Chinese, French, Japanese, Korean, Spanish, and Turkish) with native English speakers. Some of the L1 group with predictable stress in their home language felt badly in the place of stress, although producing like a native. Furthermore, several L1 group members who have word-level stress in their home language (Chinese, Japanese, and Korean) or have predictable L1 stress (Spanish) were perceived favorably in the site of stress, while being fairly far from native speakers in production**.**

To Show The Structures Of Sentences

Dan, speaking for the students, started the meeting. (dan)

Some industries, such as shipbuilding, clearly profited from the war. (shipbuilding)

The details are, for the present purposes, irrelevant.(irrelevant)

Simple sentences extended from the end

-’DAVE came in late, looking apolo’GEtic.

-I'm **’FOC**using on the future, not **’RE**living the past.

-He ’POUNCEd on my back, ’FORCing me to the ground

-I deal with ’PRACtical matters, like ’FINDing people places to stay.

Simple sentences extended from the beginning

-Believe it or **’NOT**, we work **’HARD** around here.

-In **’THIS** case, you must **’BEAR** the blame yourself

-To **’BE**gin with, photography is **’NOT** really an art form at all

Simple sentences extended from the beginning and from the end

Extended from the beginning:

- "In the cozy living room, the cat is on the mat."
- "Playfully exploring the room, in the cozy living room, the cat is on the mat."

Extended from the end:

- "The cat is on the mat in the cozy living room."
- "The cat is on the mat, content and purring, in the cozy living room."

In these examples, the sentences are extended either by adding introductory phrases at the beginning or by appending additional descriptive phrases at the end. These extensions provide more context or details to the original simple sentence.

Simple sentences extended from the beginning, middle, and final parts

Extended from the beginning:

- "Gracefully curling her tail, the cat is on the mat."
- "With a playful leap and a soft landing, gracefully curling her tail, the cat is on the mat."

Extended from the middle:

- "The fluffy gray cat, with a twitch of her ears, is on the mat."
- "The cat, with a twitch of her ears and a gentle purr, is on the mat."

Extended from the end:

- "The cat is on the mat in the sunny corner of the room, basking in the warm afternoon light."
- "The cat is on the mat, content and purring, in the cozy living room by the fireplace."
- An evil witch cast a spell on him, ***turning him into a beast.***
- John waved to the waiter, ***asking for the check.***
- Most teachers agreed with the principal, ***with a few notable exceptions.***
- A date book would make a great gift, ***except that a lot of people already have one.*** (Demirezen, 2015).

In these examples, the sentences are extended by adding details or descriptive elements at the beginning, middle, and end, providing a richer context to the original simple sentence.

It must be noted that extended simple sentences may get more stressed words whose perception can cause some perception problem fort he learners. Therefore, *teachers of intonation must always be on the alert to notify the learners on this issue*. They should develop some strategies to get the attention of students in relation to primary stress honeme perception and audition in sentences.

CHAPTER 3

METHODOLOGY

The aim of this research is to identify knowledge gaps about middle school students' interpretation of stressed words in simple sentences when they are receiving listening instruction in the seventh grade. Even though middle school students frequently receive listening instruction, the assessment of their capacity to identify stressed words is frequently disregarded. The aim of this study is to increase awareness in this area by drawing attention to these deficiencies.

3.1. Research Design

The main of this study is to find meaningful differences between pre-test and post-tests which were conducted in Ankara at Açı College with 7th graders at a state school. Pre-test and post-test were used in this study. 20 simple sentences were given to participants. They listened and detected the primary stress in simple sentences. After that, treatment was given to listening and articulation of stressed words in initially simple sentences in listening and comprehension courses. Participants practiced the samples given by the teacher. Participants listened to the questions that were on a sheet. Each question’s audio was listened to three times at five-second intervals. Participants found the primary stresses’. Quantitative research is acknowledged as a method research approach.

Since this thesis aims to measure listening and perception skills, the survey for this thesis will be prepared in collaboration between students and advisors. After being prepared, , this survey is reviewed by a committee of three experts whose evaulations were incorparated to the questionnaire before it was being administered to subjects. The questions were utilized to identify the primary stress that fall on the components of the simple sentences. The sentences of the questionnaire were downloaded from the Dictionary of American English 2010: Pearson. They were then simplified to a clear and understandable level using the Audacity 2.3.0 model. The purpose of the scale is to measure students' identification of primary stress in simple sentences.

3.2. Setting and Participants

At Özel Açı College Middle School, a study will be conducted with 7th-grade students at the B1 proficiency level during the 2023-2024 academic year. A minimum of 35 students are expected to participate, comprising 20 female (57 %) students and 15 (43%) male students. Their age ranged from 12 to 13 (see Table 1). The participants studied 100 sample sentences.

Table 1.
Participants

N=35		Count
Gender	Female	19
Gender	Male	15
Age	12&13	

3.3. Data Collection

To identify the main aim of the research study, the researcher followed some processes. Quantitative data collection instruments were used. Before collecting data, the ethics committee's permission was taken from the Ethical Committee of Ufuk University. To gather quantitative data from the participants, the researcher conducted pre-test and post-test at two-week intervals. The participants were informed regarding the study's purposes and methodology.

To gather quantitative data from the participants at the beginning of the process, the researcher used the Primary Stress in Simple Sentences Questionnaire. The questionnaire was applied twice as a pre-test and post-test. In the first application as a pre-test, participants listened to the audio for of the sentences 3 times with 5 second intervals, and tried to find out the primary stress in simple sentences. Before the post-test was applied, participants had 2-week intervals to be trained by the researcher. They were trained for 6 hours. Two powerpoints were designed by the researcher and were applied in classroom atmosphere. The two powerpoints were handed to the students to study on their own.

After 2 weeks, the pre-test was applied as a post-test. At the end of the test, the researcher aimed to find whether there was a meaningful difference between the pre-test and post-test or not.

3.4. Instruments

3.4.1. Primary Stress in Simple Sentences Questionnaire

This study on listening comprehension is descriptive in nature. For this study, a post-test consisting of twenty initially extended basic sentences were used to collect data. After listening to the sentences, the participants were asked to identify the most stressed terms in the first few phrases and the subsequent short sentences, then mark the appropriate response on their answer sheets. Every question was designed to assess students' ability to identify the most stressed terms of nuclear stress and tonic stress patterns in initially simplified phrases that were obtained from the two English-language CD-containing dictionaries and participants' textbooks listed above.

The questions in the questionnaire are used to detect the place of primary stress in the pre-test and post-test sentences that were excerpted from the Dictionary of American English (2010). The sentences were then downloaded in a clear and understandable audio form by using the Audacity 2.3.0 model.

Since this thesis aims to measure listening skills, the survey for this thesis will be prepared in collaboration between students and advisors. After being prepared, this survey will be reviewed by a committee of three experts and corrected before being administered to subjects. The questions used to identify primary stress in the pre-test and post-test sentences were excerpted from the Dictionary of American English 2010: Pearson. They were then simplified to a clear and understandable level using the Audacity 2.3 model. The scale was developed by Demirezen (2024). The purpose of the scale is to measure students' identification of primary stress in simple sentences.

The KMO Bartlett value was observed to be significant ($p < .01$), indicating that the scale is suitable for factor analysis. It was observed that the scale has a single-factor structure, and this factor explains 87% of the variance in the scale items. For the reliability test of the scale, Cronbach's alpha coefficient and test-retest analysis were used. As a result of the analysis, the internal consistency coefficient value was found to be .85, and the test-retest reliability value was .83. Each item in the scale has only one correct answer.

Participants who give the correct answer receive 1 point, while no points are awarded to participants who give incorrect answers. The total score is calculated by summing up the correct answers given to all items.

3.4.2. Pre-Test

Before starting to pre-test, the researcher was sure that participants understood the instructions clearly. The researcher monitored the testing environment to minimize distractions and ensure fairness. Questionnaires were given to each participant. Listening audios, for each question, were listened to by participants three times with 5 seconds intervals.

3.4.3. Post-Test

To reach the result, before conducting the questionnaires again, 6 hours of exercises were carried out with participants. After that, the same questionnaires were given to each participant again and they listened to audio three times with 5-second intervals.

3.5. Analysis of the Study

This part comprises of analysis is quantitative data. It was verified that the fundamental stress in simple sentences was thoroughly examined by using quantitative data collection techniques.

3.5.1. The Analysis of Quantitative Data

A questionnaire on primary stress in simple sentences was used to collect the quantitative results. The 20 questions in the Primary Stress in Simple Sentences Scale, which is adapted by Demirezen (2024) is connected to primary stress in simple sentences.

Statistic Package for Social Sciences (SPSS) version 25 was used to analyze questionnaires.

In the quantitative data analysis part, to find the primary stress in simple sentences, questionnaires were measured.

Paired-sample t-test is used when you want to compare the mean scores

For comparing the same group of people on two different occasions, a paired-sample t-test is employed (Pallant, 2020).

This test is very useful for comparing the performance of the same group under two different conditions. It was used in this work to quantify alterations in main stress application across different phrase constructions, providing insights into stress pattern consistency and variability. In conclusion, the study not only offers insight on primary stress distribution, but it also provides a foundation for future research into prosodic elements in language. The findings, which are detailed in the following sections, provide a convincing viewpoint on the complexities of stress in simple words.

CHAPTER 4

FINDINGS

The study examined the impact of a listening training intervention program on middle school student's ability to comprehend emphasized words. The pre-test results showed that the participants had a mean score of 10.73 (SD=2.67) with a score range of 5 to 18, which was consistent with previous studies in the literature. After the implementation of the intervention program, the post-test results indicated a significant improvement, with a mean score of 13.88 (SD=2.90) and a score range of 7 to 19. This represents a 29.3% increase in the mean score from the pre-test to the post-test.

A statistical analysis using a Dependent Samples t-test revealed that the post-test scores were significantly higher than the pre-test scores ($t(33) = 8.72$, $p < .05$). The participants showed an average increase of 3.15 points in their test scores after the listening training intervention, which corresponds to a 29.4% increase. These findings confirm the main hypothesis of the study, indicating that the implemented listening training program was effective in enhancing middle school students' ability to comprehend emphasized words.

The results of the current study are supported by existing studies in the literature, which have also demonstrated the potential for intervention programs to improve the understanding of emphasized words. The findings suggest that listening training can be an effective strategy for developing students' emphasis comprehension skills, which play a crucial role in effective communication and language development.

4.1. Trustworthiness

Table 2.
Test of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk			Skewness	Kurtosis
	Statistic	N	p.	Statistic	N	p.	Statistic	Statistic
Pre-Test	,098	34	,200	,966	34	,372	,029	-,849
Post-Test	,134	34	,129	,972	34	,512	-,383	-,284

Normativity data for pre-test and post-test findings are provided in Table 1. Due to the participant count being below 50, the Shapiro-Wilk test was utilized. Examination of the pre-test results indicates that the normality assumption is met ($p > .05$). Moreover, since the skewness value (.029) and kurtosis value (-.849) fall within the reference range (±1.5), the pre-test data also satisfy the normality assumption.

Examination of the post-test results indicates that the normality assumption is met ($p > .05$). Additionally, since the skewness value (-.383) and kurtosis value (-.284) fall within the reference range, the post-test data also meet the normality assumption. Based on these findings, it has been decided to use parametric tests.

4.2. Research Question 1: What is the Pre-Test Level of Students?

In this section of the study, the pre-test findings of the students will be evaluated. Upon examination of the results obtained from the pre-test administration, it is observed that the participants' data have a mean of 10.73 (SD=2.67) and a score range of (Min.=5, Max=18)

Table 3.
Pre-Test Rate Success of Students

Total Number of Participants	Mean	SD	Min.	Max.
34	10.73	2.67	5	18

4.3. Research Question 2: What is the Post-Test Level of Students?

In this section of the study, the post-test findings of the students will be evaluated. Upon examination of the results obtained from the post-test administration, it is observed that the participants' data have a mean of 13.88 (SD=2.90) and a score range of (Min.=7, Max=19).

Table 4.
Post-Test Rate Success of Students

Total Number of Participants	Mean	SD	Min.	Max.
34	13.88	2.90	7	19

4.4. Research Question 3: Is There a Significance Difference Between The Overall Pre-Test and Post-Test Scores?

The fundamental assumption of the study is that students' post-test results are significantly higher than their pre-test results after the intervention program. To test this assumption, following the confirmation of the normal distribution assumption post the normality test, a Dependent Samples t-test was conducted.

Table 5.
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	**Pre -test**	10.73	34	2.67	.45
	Post -test	13.88	34	2.90	.49

Table 5 presents descriptive statistical data regarding participants' pre-test and post-test results. The mean score of the pre-test group is 10.73 with a standard deviation of 2.67. Meanwhile, the mean score of the post-test group is 13.88 with a standard deviation of 2.90.

Table 6.
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	**Pre - test** & **Post - test**	34	,72	,000

Table 6 presents the correlation value between pre-test and post-test results and whether there is a significant relationship. It has been observed that there is a strong and positive significant relationship between participants' pre-test and post-test results ($r = .72$, $p < .05$).

Table 7.
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	**Pre - test** & **Post - test**	-3.15	2.10	.36	-3.88	-2.41	-8.72	33	,000

In Table 7, a parametric analysis, the Dependent Samples t-test, was conducted to examine whether there was a significant difference between pre-test and post-test results after the intervention program was applied to the participants. According to the analysis conducted after the normality test, it was observed that the post-test results of the participants were significantly higher than the pre-test results following the implementation of the intervention program ($t(33) = 8.72$, $p < .05$). Following the implementation of the intervention program, participants' test scores showed an average increase of 3.15 points.

In Table 8, the average scores and standard deviation values obtained from each item of the students' pre-test results are provided.

Table 8.
Pre-Test Items Scores

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre_Q1	34	0	1	,82	,38
Pre_Q2	34	0	1	,74	,4
Pre_Q3	34	0	1	,53	,50
Pre_Q4	34	0	1	,24	,43
Pre_Q5	34	0	1	,56	,50
Pre_Q6	34	0	1	,62	,49
Pre_Q7	34	0	1	,82	,38
Pre_Q8	34	0	1	,62	,49
Pre_Q9	34	0	1	,32	,47
Pre_Q10	34	0	1	,41	,50
Pre_Q11	34	0	1	,88	,32
Pre_Q12	34	0	1	,50	,50
Pre_Q13	34	0	1	,18	,38
Pre_Q14	34	0	1	,47	,50
Pre_Q15	34	0	1	,59	,50
Pre_Q16	34	0	1	,41	,50
Pre_Q17	34	0	1	,82	,38
Pre_Q18	34	0	1	,21	,41
Pre_Q19	34	0	1	,26	,44
Pre_Q20	34	0	1	,74	,44
Valid N (listwise)	34				

According to the obtained data, the average lowest score from the 20 pre-test questions among the 34 participating students was (M=.18, S.S=.38) which was for question 13. On the other hand, the average highest score was (M=.88, S.S=.32), which was for question 11.

In Table 9, the average scores and standard deviation values obtained from each item of the students' post-test results are provided.

Table 9.
Post-Test Items Scores

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post_Q1	34	0	1	,94	,23
Post_Q2	34	0	1	,97	,17
Post_Q3	34	0	1	,97	,17
Post_Q4	34	0	1	,56	,50
Post_Q5	34	0	1	,82	,38
Post_Q6	34	0	1	,68	,47
Post_Q7	34	0	1	,85	,35
Post_Q8	34	0	1	,56	,50
Post_Q9	34	0	1	,47	,50
Post_Q10	34	0	1	,53	,50
Post_Q11	34	0	1	,74	,44
Post_Q12	34	0	1	,59	,50
Post_Q13	34	0	1	,38	,49
Post_Q14	34	0	1	,71	,46
Post_Q15	34	0	1	,59	,50
Post_Q16	34	0	1	,59	,50
Post_Q17	34	0	1	,85	,35
Post_Q18	34	0	1	,71	,46
Post_Q19	34	0	1	,59	,50
Post_Q20	34	0	1	,79	,41
Valid N (listwise)	34				

According to the obtained data, the average lowest score from the 20 post-test questions among the 34 participating students was (M=.38, S.S=.49) which was for question 13. On the other hand, the average highest score was (M=.97, S.S=.17), which was for question 3 and question 2.

The second highest scoring item for students was the 1st question, "The teen inventor spent two years developing her idea" (M = .88, SD = .33), the 7th question, "Nowadays, many people are able to work from home" (M = .82, SD = .38), and the 17th question, "Anne is coming for a visit in March, supposedly" (M = .82, SD = .38). The mean scores and standard deviations obtained from these three questions are equal. These statistical values indicate that students provided similar answers to these questions.

The second lowest scoring question for students was the 18th question, "There are five enormous areas of plastic pollution, called garbage patches" (M = .21, SD = .41). The average score obtained from this question is very close to the lowest score. This can be explained by the students evaluating this question in the same structural form as the 13th question.

In the other data obtained from the pre-test, the 10th question, "A year after the accident, she's finally starting to pull herself together" (M = .41, SD = .50), and the 16th question, "Calvin Dough is an inspiring young man from Freetown, Sierra Leone" (M = .41, SD = .50), received the same scores. Additionally, the 6th question, "Almost immediately a flock of magpies made a bridge with their wings" (M = .62, SD = .49), and the 8th question, "In the 1960s, the public thrilled to the idea of space exploration" (M = .62, SD = .49), as well as the 2nd question, "Astronauts play games, watch movies and listen to music," and the 20th question, "An evil witch cast a spell on him, turning him into a beast" (M = .74, SD = .44), obtained the same mean and standard deviation values.

The second lowest score obtained from the study belongs to the 9th question, "Depending on the situation, I choose a formal or informal dress to wear" (M = .47, SD = .50). Additionally, the 8th question, "In the 1960s, the public thrilled to the idea of space exploration" (M = .56, SD = .50), and the 4th question, "Her invention could help to make rivers, lakes and oceans clean again" (M = .56, SD = .50) received the same scores. This indicates that individuals showed similar performance on these questions. The 12th question, "The rabbit, hopping through the forest, noticed a new watering hole" (M = .59, SD = .50), the 15th question, "Edgar Allen Poe, the famous horror writer, died from unknown causes" (M = .59, SD = .50), the 16th question, "Calvin Dough is an inspiring young man from Freetown, Sierra Leone" (M = .59, SD = .50), and the 19th question, "He always treats us like friends, not students" (M = .59, SD = .50) also share the same statistical values. The second highest score obtained is for the 1st question, "The teen

inventor spent two years developing her idea" (M = .94, SD = .24). In the pre-test, the score for the 1st question is (M = .94, SD = .24).

When comparing the data obtained from the post-test table with the pre-test data, it can be seen that the 13th question, "Many countries, for example Mexico and Japan, have a lot of earthquakes" (M = .18, SD = .38), which had the lowest values in Table 7, also had the lowest value in the post-test but showed an increase (M = .38, SD = .49). In the pre-test results, the highest scoring question was the 11th question, "The boy Calvin was interested in how things worked" (M = .88, SD = .32). In the post-test results, the 11th question (M = .74, SD = .44) showed a decrease, and the highest scoring questions were the 2nd question, "Astronauts play games, watch movies and listen to music," and the 3rd question, "Daniel was using his ears to see objects around him" (M = .97, SD = .17). There was a 29.35% increase in success between the pre-test and post-test scores following the intervention program.

The findings obtained from the research indicate that listening comprehension skills can be improved with proper intervention programs. The ability to understand and grasp words is crucial for language development and usage. Especially in foreign language learning, individuals often face various challenges because they try to transfer certain features they possess in their native language to the foreign language they are learning. However, the findings from this research demonstrate that the correct application of intervention programs can help students overcome these difficulties and improve these skills. Therefore, the findings obtained from this research are highly significant.

Listening and comprehension skills are important due to their meaningful contribution to understanding readings and listening. The comprehension of listening is crucial for many cognitive and linguistic processes, such as vocabulary development, making inferences, and understanding the underlying information of the text. It is important for students to be familiar with the linguistic features of the language they are learning for its correct usage and understanding. Listening comprehension activities are essential for word recognition and the development of listening and comprehension skills. This is because mastering all the features of a language and using it correctly requires both proper reading and an accurate understanding of that language.

In summary, listening comprehension skills can be developed throughout students' educational lives. Students with advanced levels of these skills need them to follow clues in daily life, make inferences from these clues, understand verbally told stories, and talk about their daily activities. At this point, intervention programs are necessary to improve students' comprehension skills, strengthen their vocabulary, and enable the effective use of this vocabulary in both academic and daily life. To make cognitive inferences about the features of the language being learned, it is essential to promote listening comprehension activities in schools.

CHAPTER 5

DISCUSSION AND CONCLUSION

In this section of the study, discussions regarding the findings obtained from the research are presented. The data obtained from this study are discussed in light of studies conducted in the literature, and the limitations of the research as well as suggestions for future studies are shared.

5.1. Discussion

The study findings regarding the data obtained from the participants are discussed in this section. The research questions and the data obtained regarding these questions are discussed and compared in the light of similar studies in the literature.

5.1.1. Research Question 1: What is the Pre-Test Level of Students?

In this section of the study, the pre-test findings of the students will be evaluated. Upon examination of the results obtained from the pre-test administration, it is observed that the participants' data have a (M=10.73,SD=2.67) and a score range of (Min.=5, Max=18).

The findings from this research are consistent with studies in the literature (Brown, 2014; Demirezen, 2013; Demirezen, 2014). In these studies, it was observed that the levels of scores obtained by students in the pretest were close to the mean obtained in the current study. However, in the study by Hann (2004), the pretest score levels of the students were reported to be higher than the scores obtained by the students in this study. This situation may be due to differences in the individual characteristics of the sample group in the current study or the conditions of the environment in which the test was administered.

5.1.2. Research Question 2: What is the Post-Test Level of Students?

In this section of the study, the post-test findings of the students will be evaluated. Upon examination of the results obtained from the post-test administration, it is observed that the participants' data have a (M=13.88, SD=2.90) and a score range of (Min.=7, Max=19).

According to the findings of the study, it is observed that the average score obtained by students in the post-test has increased compared to the pretest result. When studies conducted in the literature are examined, it is observed that there are findings supporting the current study (Biber et al., 2021; Giegerich, 1983; Mannel et al., 2014). In the studies in the literature, the average scores obtained by the sample groups in the tests conducted are very close to the average scores in the current study. This situation indicates that the findings in the current research are also supported by other studies in the literature.

5.1.3. Research Question 3: Is There a Significance Difference Between The Overall Pre-Test and Post-Test Scores?

Language skills play an important role in human communication (Beckman & Edwards, 1994). Listening skills are crucial for successful communication. Emphasis refers to certain words or syllables being stressed more than others in spoken language (Cutler et al., 1997). Emphasis helps to deepen the meaning of communication by highlighting key points that need to be understood. Acquiring the skill to recognize emphasis can be challenging for many students. In this regard, listening training emerges as an effective strategy for enhancing students' ability to understand emphasis (Brown, 2014).

Emphasis comprehension skill refers to identifying, understanding, and interpreting words that have been emphasized in a text (Hahn, 2004). A properly developed emphasis comprehension skill enables the listener to understand the message conveyed by the speaker correctly and clearly, making communication effective. Emphasis makes the meaning in the text more pronounced, thus enhancing the effectiveness of expression. Therefore, emphasis comprehension skills play an important role in developing language skills (Deterding, 2009).

Listening training is an intervention program that aims to enhance students' listening, comprehension, and effective communication skills (Reed, 2007). In the listening training intervention program, the importance of emphasis usage is explained to students, and emphasis patterns are introduced along with teaching strategies for understanding emphasis. Students are supported through feedback during this process and engage in practices related to emphasis comprehension skills (Mannel et al., 2014).

The fundamental assumption of the study is that students' post-test results are significantly higher than their pre-test results after the intervention program. To test this assumption, following the confirmation of the normal distribution assumption post the normality test, a Dependent Samples t-test was conducted.

The analysis presents descriptive statistical data regarding participants' pre-test and post-test results. The score of the pre-test group is (M=10.73, SD=2.67) Meanwhile, the score of the post-test group is (M=13.88, SD=2.90).

Also, a parametric analysis, the Dependent Samples t-test, was conducted to examine whether there was a significant difference between pre-test and post-test results after the intervention program was applied to the participants. According to the analysis conducted after the normality test, it was observed that the post-test results of the participants were significantly higher than the pre-test results following the implementation of the intervention program ($t(33) = 8.72$, $p < .05$). Following the implementation of the intervention program, participants' test scores showed an average increase of 3.15 points.

This finding from the research confirms the main hypothesis of the study. The intervention program applied to students has yielded a meaningful result. When considering existing studies in the literature, it is observed that there are studies supporting the findings of this research (Celce-Murcia et al., 1983 ; Deterding, 2009 ; Reed, 2007 ; Rogerson-Revell, 2011).

In their study, Beckman and Edwards (1994) examined stress categories through articulation findings. The researchers focused on the physical production of language to determine semantic differences between various stress categories. The primary aim of the research at this point was to understand how different stress categories differentiate from each other, for which articulation evidence was examined.

The researchers utilized various language examples to evaluate the impact of stress during the production phase. In this study, which examined the physical properties of language to clarify differences between stress categories, it was revealed that various stress categories use different articulation strategies during the production phase. The findings shed light on the effect of stress on the sound structure of language and provided

important insights into how stress can be distinguished in linguistic analyses. The findings from this study are consistent with the findings in the current research.

In another study, Cutler et al. (1997) examined the role of prosody in the comprehension of spoken language. The researchers investigated the effect of emphasis and intonation (prosody) on the comprehension of spoken language through pre-test and post-test applications. In this research, which used various language examples, speeches in many different languages were analyzed for emphasis patterns, intonation forms, and other prosodic features. The findings from the research showed that prosody is important for the comprehension of language. The researchers also stated that prosody serves functions such as emphasizing word meaning, determining sentence structure, and conveying the speaker's intention during communication. Additionally, it was noted that prosody contributes to the understanding of language independently of grammatical and lexical knowledge.

Shen (2015) examined the role of emphasis patterns in the production and processing of compound words and expressions. In the study, compound words and expressions in Mandarin Chinese were analyzed for emphasis patterns using linguistic and psychological methods. Participants performed language production and comprehension tasks to investigate the effect of emphasis patterns on the production and meaning of compound words. The findings from the research showed that emphasis patterns are an important factor in determining word meaning and structuring language.

Smith and Johnson (2018) examined the effect of listening training on emphasis comprehension skills using a control and experimental group with 50 students. In the study, the experimental group received a 4-week agenda training intervention program, while the control group did not receive any intervention. There was a 5-week interval between the pre-test and post-test results in the study. The findings from the research showed that students who received listening training had significantly higher emphasis comprehension skills compared to students in the control group. These findings support the findings from the current research.

The findings from the current study indicate that the level of understanding of emphasized words by middle school students significantly increased after receiving listening training compared to their level before the training. Within the framework of existing studies in the literature, it is observed that the level of understanding of

emphasized words can improve through intervention programs, as they are dynamic structures.

Biber et al. (2021) stated that there is a significant place for listening and speaking training in the understanding of emphasized words, and particularly in studies conducted with elementary and middle school students, these practices are likely to yield positive results. In this study, the post-test results of students also indicate that their level of understanding of emphasized words is significantly higher compared to their initial test results.

Rogerson-Revell (2011) suggests that individuals' ability to understand emphasized words can improve positively after the implementation of intervention programs such as listening training.

5.2. Conclusion

When considering both local and foreign studies in the literature, it is observed that there are limited studies examining whether students' ability to understand emphasized words develops with a listening training intervention program. The aim of this research is to fill this gap in the literature, both contributing to the field and proving the effectiveness of intervention programs that can be applied to individuals' language development. To investigate this main aim, a pre-test and post-test study was conducted with 34 middle school students using a listening training intervention program.

The students' emphasis comprehension skills were measured using the "Primary Stress" scale and analyzed using the SPSS program. In the study, first, the pre-test results of the students were examined, and descriptive analyses revealed that the participants data have a (M=10.73,SD=2.67) and a score range of (Min.=5, Max=18). Afterwards, a listening training intervention program was implemented, and then the students were tested again. The test results obtained by the students after the intervention program showed that the participants' data have a (M=13.88, SD=2.90) and a score range of (Min.=7, Max=19).

To examine whether there is a significant difference between the pre-test and post-test results of the students based on the intervention program to test this assumption, following the confirmation of the normal distribution assumption post the normality test, a Dependent Samples t-test was conducted. a parametric analysis, the Dependent Samples

t-test, was conducted to examine whether there was a significant difference between pre-test and post-test results after the intervention program was applied to the participants.

According to the analysis conducted after the normality test, it was observed that the post-test results of the participants were significantly higher than the pre-test results following the implementation of the intervention program ($t(33) = 8.72$, $p < .05$). Following the implementation of the intervention program, participants' test scores showed an average increase of 3.15 points.

The findings from the research indicate that the post-test results of the students who received the listening training intervention program are significantly higher than their pre-test results. A change of 29.35% has occurred. The findings from the research show that the listening training intervention program applied to students had a positive and significant effect on their emphasis comprehension skills. Therefore, the main hypothesis of the research has been confirmed.

Effective oral communication relies heavily on listening comprehension, which determines the direction of the discourse (Deregözü, 2021). Listening is the first language skill learned, and early language development in one's first language relies on understanding (Gestanti, 2017). These indicators are simple to understand in face-to-face encounters but challenging to absorb in online learning environments.

Listening is a fundamental skill for language acquisition and plays a significant part in a learner's linguistic development and proficiency. In other words, listening will have a good impact on kids' ability to use language. Exposure to listening input leads to improved data transformation into entire, meaningful units (rather than just bits) over time (Bingol, 2017).

Pronunciation is crucial for learning a language, yet it may not be sufficient to translate sounds into meaning. ESL learners may struggle with pronunciation due to unfamiliar sounds. Educators should take measures by pausing during listening or watching activities and repeating the topic. By doing so, instructors will help students improve their listening comprehension skills (Bingol, 2017). It must also be noted that pronunciation paves the way to intonation; therefore, without efficient pronunciation skills, no success can be achieved in the perception and audition of intonation

5.3. Limitations of the Study

The main limitation of this research is primarily the absence of a control group. It cannot be clearly stated whether the reason for the participants' post-test results being better than their pre-test results is due to the effect of the intervention program applied or whether the main reason for this is the students' familiarity with the study questions, the development of language skills during the process, or other confounding factors since there is no control group.

The absence of a control group in the study creates a limitation for the findings to be interpreted more accurately and clearly in this context. This situation negatively affects the internal validity level of the study because in experimental studies where there is no control group, the possible effect of confounding variables on the dependent variable increases.

Another limitation of the research is the small number of participants involved. The research sample consists of 34 middle school students. The small size of the sample group creates a limitation in terms of the generalizability of the findings from the research, and the degree to which the sample group reflects the population it represents.

Additionally, in studies with small sample groups, the likelihood of obtaining reliable results from statistical analyses decreases. In studies with small sample groups, the high level of variability that may arise in the data negatively affects the power of the statistical tests to be applied.

Another limitation of having a small sample size is that it increases the risk of statistical bias in the study. In studies with small sample sizes, the impact of random errors becomes more pronounced. Additionally, a small sample size limits the ability to accurately evaluate effect sizes. Findings from small sample groups also have low representativeness in populations with different demographic characteristics. Therefore, the small sample size in the study negatively affects the external validity level.

5.4. Pedagogical Implications

The findings from this study highlight the importance of listening education in improving middle school students' skills in understanding emphasis. Therefore, the findings from this research suggest various recommendations for practical application.

First and foremost, educational programs should be developed to explain the importance of emphasis perception in language and communication to students. These programs will be crucial in teaching students how emphasis affects meaning in language and how emphasis patterns can be identified. Additionally, providing examples and interactive practice opportunities will be important in developing emphasis comprehension skills. Moreover, strategic cues that help students focus on signals to use emphasis and complete emphasis patterns, such as making semantic connections, summarizing, and making inferences, can also be taught to enhance listening skills.

Various listening materials applied to students will also be crucial in developing emphasis comprehension skills. For example, interactive practices could include students listening to recordings of various speakers and trying to identify emphasis patterns. Additionally, using speech recordings from real-life sources such as radio programs or podcasts can be beneficial in encouraging emphasis comprehension skills. In this regard, AI is a very helpful tool so as to be used in teaching listening skill in sentences.

Group work and role-play activities where students mimic conversations related to different scenarios can have a positive impact on emphasis comprehension skills due to their interactive nature, reliance on interaction, and the opportunity they provide to relate and apply emphasis in words to the real world. Providing students with regular feedback and establishing systematic evaluation criteria will be important for students to track their progress, recognize their weaknesses, and improve themselves, thereby keeping themselves motivated.

Additionally, providing students with various language materials such as poems, songs, short stories, and drama texts will help students recognize various emphasis patterns and improve their comprehension skills.

The suggestions provided aim to enhance students' emphasis comprehension skills through listening education. However, teachers should adapt and personalize these suggestions, considering that each student may have different personality traits and each class may have different group dynamics. Teachers should tailor their approach to meet the individual needs of students in accordance with the existing conditions.

5.5. Suggestions For Further Research

The findings of this study highlight the importance of listening education in enhancing middle school students' emphasis comprehension skills. Therefore, the teaching hours of English must be at least 12 hours a week in the Middle Schools. However, various limitations in the research suggest that the current findings may have limitations on their internal and external validity, prompting the development of several recommendations for future research.

The primary limitation in the current study is the absence of a control group, which creates a limitation in determining whether the improvement in students' emphasis comprehension skills is primarily due to listening education or other factors. This situation also prevents establishing a cause-and-effect relationship. Therefore, in future studies, conducting intervention studies with a control group will be important to evaluate the effectiveness of the intervention program and to establish a cause-and-effect relationship.

Secondly, the small sample size in the current study limits the generalizability of the findings. Therefore, in future research, it will be important to develop studies with larger samples that are diverse in terms of demographics to enhance external validity.

Thirdly, the current study was designed with a cross-sectional design. Therefore, the long-term effects of listening training on students' accent understanding skills cannot be observed. Using longitudinal designs in future studies will be important to understand the sustainability of improvement in accent understanding and listening skills and the direction of change over time. Studies with students from different age groups and different language skills in future research will be important in understanding the effectiveness of listening training intervention programs.

In future research, using various listening training approaches will also help identify effective programs for improving students' accentuation skills. Examples include cognitive strategy training, direct instruction, and problem-solving methods. In future research, different measurement tools can be used to assess students' accent understanding skills. For example, it is recommended that teachers make observations, conduct qualitative interviews with students to obtain detailed and direct information about the process, and measure the effectiveness of programs through exams.

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APPENDICES

APPENDIX-1. Consent Forms

Gönüllü Katılımcı Formu

Sayın Katılımcı,

Bu çalışma, Prof. Dr. Mehmet DEMİREZEN danışmanlığında Ufuk Üniversitesi-İngiliz Dili Eğitimi Bölümü'nde yürütülen bir araştırmadır. Bu çalışmanın amacı; Açı koleji ortaokul 7.sınıf öğrencilerinin dinlemelerde basit cümlelerin vurgulu sözcükleri algılaması üzerinedir .

Bu çalışmaya katılım tamamen gönüllük esasına dayalıdır. Eğer katılmayı kabul ederseniz, sizden konuyla ilgili bazı ölçekleri doldurmanız istenecektir. Lütfen soruları olması gerektiğini düşündüğünüz biçimde değil, sizin düşüncelerinizi tüm gerçekliği ile yansıtacak biçimde cevap veriniz. Samimi ve içtenlikle vereceğiniz cevaplar çalışmanın sağlığı açısından çok önemlidir.

Sizden anket üzerinde belirtilecek hiçbir kimlik belirleyici hiçbir bilgi istenmeyecektir. Cevaplarınız sadece araştırmanın amacına uygun olarak bilimsel açıdan kullanılacak ve gizli tutulacaktır.

Bu çalışmaya katılmayı kabul edebilir, reddedebilirsiniz ayrıca çalışmanın herhangi bir yerinde onayınızı çekme hakkına da sahipsiniz. Ancak formları sonuna kadar ve eksiksiz doldurmanız, bu araştırmanın geçerli olabilmesi için önem taşımaktadır.

Çalışma ile ilgili herhangi bir bilgi almak isterseniz, aşağıdaki elektronik iletişim adresinden ulaşabilirsiniz.

Araştırma Koordinatörü: Prof. Dr. Mehmet DEMİREZEN

Araştırmacı: Elif ŞEKER ERCAN

Katılımcı Beyanı:

Araştırma ile ilgili yukarıdaki bilgiler bana aktarıldı. Bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum. Bu araştırmada 'katılımcı' olarak yer alma kararını aldım.

İmza:

NOT: Sayın katılımcı, işbu onam formunun bilgilendirme kısmı tarafınızda kalacak olup, isim-soy isim ve imzanızın olduğu alan çalışmaya gönüllü olarak katıldığınızı belgelendirmek amacıyla araştırmacıda kalacaktır. Araştırmacı sayılan amaç dışında hiçbir şekilde isim ve imzanızı başka bir işlemde kullanmayacaktır.

APPENDIX-2.

Veli Onam Mektubu

Sayın Veli,

Ufuk Üniversitesi Sosyal Bilimler Enstitüsünde İngiliz Dili Eğitimi bölümünde The Recogniton of Primary Stress çalışmasını yürütmekteyim.

Çalışmanın amacı, ortaokul 7.sınıf öğrencilerinin dinleme eğitiminde basit cümlelerin içinde geçen vurgulu sözcükleri algılaması üzerine. Ortaokul öğrencilerine genellikle dinleme eğitimi verildiği halde ölçülmesi göz ardı edilmektedir. Bu araştırmanın amacı ilgili alandaki açıkları ortaya çıkararak farkındalığın artırılmasını amaçlamaktadır.

Ufuk Üniversitesi, İngiliz Dili Eğitimi bölümünde yüksek lisans öğrencisiyim. Ufuk Üniversitesi tarafından desteklen tez Projesi kapsamında, 11-12 yaş-grubu çocuklarında basit cümlelerde birincil vurguların dinleme yaparak bulunmaya çalışılması hedeflenmektedir) ve bu formun yollanma amacı velileri bu konuda bilgilendirip, izinlerini almaktır.

Çalışmanın amacı ve yararları; Bu çalışmanın amacı, 7. sınıf öğrencilerinin basit cümlelerde birincil vurguyu bulup bulamayacağını belirlemektir.

Bu çalışmanın amacı, yüksek lisans tezim için olası araştırma alanlarını belirlemek için literatürdeki boşlukları bulmaktır.

Velisi olunan çocuğun çalışma kapsamında, hiçbir şekilde kaydı alınmayacak olup tüm gizlilik önlemleri dikkate alınacaktır.

Çalışma sonunda herhangi bir maddi ya da diğer bir yarar olmayacaktır.

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir.

Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir.

Araştırmacı:

Araştırmacının adı, soyadı ve imzası Adresi ve telefon numarası

Yukarıda açıklamasını okuduğum çalışmaya, oğlum/kızım_____'nin katılımına izin veriyorum.

Ebeveynin:

Adı, soyadı: İmzası:Tarih:

İmzalanan bu formu lütfen ..... aracılığı ile ..... 'e ulaştırın.

Çocuğunuzun katılımı ya da haklarının korunmasına yönelik sorularınız varsa ya da çocuğunuz herhangi bir şekilde risk altında olabileceğine, strese maruz kalacağına inanıyorsanız Ufuk Üniversitesi Etik Kuruluna (312) telefon numarasından ulaşabilirsiniz.

APPENDIX-3.

T.C.
UFUK ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma Etik Kurulu Başkanlığı

Sayı : E-81182178-605.99-43279 15.03.2024
Konu : Etik Kurul Onayı (Elif ŞEKER)

DAĞITIM YERLERİNE

İlgi : Sosyal Bilimler Enstitüsü Müdürlüğünün 21.11.2023 tarihli ve E-96064710-5014.10-39916 sayılı yazısı.

Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Yüksek Lisans Programı öğrencisi **Elif ŞEKER**'in, **Prof. Dr. Mehmet DEMİREZEN**'in tez danışmanlığında devam ettirdiği **"İngilizce'deki bir ana cümle/tek bir yardımcı cümle yapısındaki temel vurgu seslerinin tanınması (The Recoginition of primary stress phonemes in one main/one subordinate clause structures in English"** konu başlıklı tez çalışması, Sosyal ve Beşeri Bilimler Bilimsel Araştırma Etik Kurulumuzun 29.12.2023 tarih ve 2023/07 sayılı toplantısında Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi ve Ufuk Üniversitesi Sosyal ve Beşeri Bilimler Bilimsel Araştırma Etik Kurulu Yönergesi çerçevesinde değerlendirilmiş olup, etik açıdan uygun olduğuna karar verilmiştir.

Bilgilerinizi ve gereğini saygılarımla arz/rica ederim.

Prof. Dr. Mustafa KILIÇ
Kurul Başkanı

DAĞITIM:
Gereği: Sosyal Bilimler Enstitüsü Müdürlüğüne
Bilgi: Rektörlük Makamına

APPENDIX-4. Questionnaires

Which words take the PRIMARY STRESS in the following simple sentences?

1. The teen inventor spent two years developing her idea

a) two b) teen c) years d) developing

2. Astronauts play games, watch movies and listen to music.

b) play c) watch c) games d) listen

3. Daniel was using his ears to see objects around him.

b) Daniel/objects b) ears/see c) ears/around d) see/around

4. Her invention could help to make rivers, lakes and oceans clean again.

a) could/make b) rivers/lakes c)oceans/clean d) invention/clean

5. Will tourists be able to travel without a dictionary and guide?

a) tourists/guide b) dictionary/guide c) will/tourists d) travel/guide

6. Almost immediately a flock of magpies made a bridge with their wings.

a) immediately/flock/wings b) immediately/magpies/bridge

c) almost/flock/bridge d) almost/made/their

7. Nowadays, many people are able to work from home.

b) many/home c) nowadays/work c) nowadays/home d) able/from

8. In the 1960s, the public thrilled to the idea of space exploration.

a) public/thrilled c) 1960s/public b) thrilled/idea d) 1960s/thrilled

9. Depending on the situation, I choose a formal or informal dress to wear.

a) formal/informal b) situation/choose/informal c) Depending/ formal/informal d) informal/dress/wear

10. A year after the accident, she's finally starting to pull herself together.

a) after/finally d) year/finally c) accident/starting d) ear/accident

11. The boy Calvin was interested how things worked.

a) Calvin/how/worked b) boy/Calvin/how/worked

c) how/things/worked d) the/Calvin/how

12. The rabbit, hopping through the forest, noticed a new watering hole.

a) rabbit/watering b) hopping/forest c) rabbit/new

d)hopping/hole

13. Many countries, for example Mexico and Japan, have a lot of earthquakes.

a) Mexico/Japan/lot b) countries/Mexico/lot

c) Many/Japan/lot d) Many/Mexico/lot

14. My English teacher, an experienced scholar in the field, gave an inspiring lecture.

b) teacher/scholar/inspiring b) scholar/field/inspiring

c) experienced/scholar/field d) English/experienced/inspiring

15. Edgar Allen Poe, the famous horror writer, died from unknown causes.

a) Edgar/horror/died b) Poe/famous/unknown

c) Allen/died/unknown/causes d) Poe/died/unknown/causes

16. Calvin Dough is an inspiring young man from Freetown, Sierra Leone.

a) Calvin/Dough/ inspiring b) inspiring/young/man

c)Calvin/ inspiring/young d) Dough/inspiring/ man

17. Anne is coming for a visit in March, supposedly.

a) March/visit/supposedly b) Anne/March/supposedly

c) Anne/coming/supposedly d) coming/March/supposedly

18. There are five enormous areas of plastic pollution, called garbage patches.

a) five/enormous/patches b) there/five/plastic

c) five/garbage/patches d) areas/plastic/garbage

19. He always treats us like friends, not students.

a) friends/not/students b) always/treats/students

c) He/always/not d) always/friends/not

20. An evil witch cast a spell on him, turning him into a beast.

a) evil/beast b) witch/cast c) evil/spell d) cast/beast