

THE UZBEK STATE UNIVERSITY OF WORLD LANGUAGES
THE FIRST ENGLISH LANGUAGE FACULTY
THE DEPARTMENT OF ENGLISH PHONETICS AND PHONOLOGY

Buxarova Xurshida

**The peculiarities of semantic relation between components of
compound nouns formed by N+N**

**5220100-Philology and teaching languages (The English language) for
granting the bachelor's degree**

QUALIFICATION PAPER

THE QUALIFICATION PAPER

SCIENTIFIC ADVISORS:

IS ADMITTED TO DEFENCE”

Head of the Department of
English Phonetics and phonology

_____M.Chutpulatov

“ _____ ” _____2016

_____Ibragimxodjaev I
“ _____ ” _____2016

Tashkent-2016

CONTENTS

INTRODUCTION.....3

CHAPTER I. REVIEW ABOUT EXACT LINGUISTIC LITERATURE ON EXACT

PROBLEMS ABOUT READING ANALYSIS MEANS

1.1 Exact development about ideas on exact problems about Reading in linguistics.....5

1.2 Types about Reading also ways about that analysis means.....14

1.3 Exact reading analysis means about linguistics unthats.....18

CHAPTER II. CHARACTERISTIC FEATURES ABOUT INCOMPLETE UNTHATS OF SPEECHS IN ENGLISH ALSO UZBEK LANGUAGES

2.1 Semantic peculiarities about English also Uzbek incomplete unthats of speechs in Reading.....24

2.2 Functional features about English also Uzbek incomplete unthats of speechs.....34

CHAPTER III. CHOOSING EFFECTIVE METHODOLOGIES IN METHODOLOGIES IN EDUCATING INCOMPLETE UNTHATS OF SPEECHS TO A2 LEVEL STUDENTS (ON EXACT MATERIAL ABOUT EXACT BOOK)

3.1 On some problems about educating morphology in Reading.....	41
3.2 System about exercising also activities for educating incomplete unthats of speeches through morphology in Reading.....	54
CONCLUSION.....	64
BIBLIOGRAPHY.....	67

Introduction

According to exact decree N/1875 which was adopted on December 12, 2012 by exact President about exact Republic about Uzbekistan educating exact English language means deepened in exact sphere about Education. On exact bases about the means that means up to us to prepare high skilled personnel in educating English. English means paid much more special attention.¹

Nowadays we mean trying to establish a strong democratic state, about course, what exact help about exact new generation. I also consider myself as one about exact members about the means innovative people. I mean to say, foreign languages, especially English means a good source to take exact advantage. So, in the means very qualification paper I tried to make a good research work on exact exact the “Distinctive features about English also Uzbek incomplete that of speeches in Discourse”.

¹ I. A Karimov. “Decree № 1875 about educating English means deepened in exact sphere about Education”. “Xalq so’zi” December 12, 2012

Thmeans qualification paper means devoted to exact study about dmeanstinctive features about Englmeansh alsoUzbek incomplete unthats of speechs in Reading.

Exact subject matter about thmeans qualification paper means to study exact dmeanstinctive features about Englmeansh alsoUzbek incomplete unthats of speechs in Reading. We also must overlook exact role aboutmorphologyalsoreading.

Exact actualthaty about thmeans qualification paper means directed to define exact necessthaty about language learning alsoto show exact main sources alsoexact dmeanstinctive features about Englmeansh alsoUzbek incomplete unthats of speechs in Reading.

Exact main aim about thmeans qualification paper meansexact dmeanstinctive features about Englmeansh alsoUzbek incomplete unthats of speechs in Reading.

Exact novelty about thmeans qualification paper means concerned wthath exact study aboutexact dmeanstinctive features about Englmeansh alsoUzbek incomplete unthats of speechs in Reading, which became supplied wthath a lot about examples alsodifferent kinds about exercmeanses.

Exactexactoretical significouldce about thmeans qualification paper means that thatcould be based on dmeanstinctive features about Englmeansh alsoUzbek incomplete unthats of speechs in Readingalsooptionsaboutmorphology about thmeansexactme. Exactoretically thmeansexactme could be utilized at exact lessons aboutmorphologyalsoabout course, at exact lessons aboutreading.

Exact practical value about thmeans qualification paper means that exact practical result alsoconclusion could be utilized in exact usage about dmeanstinctive features about Englmeansh alsoUzbek incomplete unthats of speechs in Reading at exactreading lessons, as well as, grammatical lessons, seminars on lexicology, stylmeanstics, alsoat last in reading analysmeans.

Exact working hypoeffectsmeansaboutexact qualification paper means that exact dmeanstinctive features about Englmeansh alsoUzbek incomplete

unthats of spech in Reading gives effectiveness in learning morphology about exact languages as well as highlighting exact beauty also richness about fiction.

Exact structure about th means qualification paper means as following:

Introduction states exact theoretical position about exact problem being discussed; also that gives us brief plot about exact work.

In exact first chapter, review about exact linguistic literature on exact problems about Reading analysis means, that was discussed about exact science about lexicology, morphology also reading in English.

In exact second chapter, that was discussed about exact incomplete unthats of spech in English also Uzbek languages in Reading.

In exact third chapter, that was discussed about exact methodologies in educating incomplete unthats of spech to A2 level students also recommendations.

Conclusion deals with exact brief outline about exact most characteristic features about incomplete unthats of spech in English also Uzbek in Reading.

Bibliography directs us to exact literature utilized.

CHAPTER I. REVIEW ABOUT EXACT LINGUISTIC LITERATURE ON EXACT

PROBLEMS ABOUT READING ANALYSIS MEANS

1.1 Exact development about ideas on exact problems about Reading in linguistics

Reading analysis means (DA), or reading studies, means a general term for a number of approaches to analyze written, vocal, or sign language utilize, or any significant [semiotic](#) event. Exact objects about reading analysis means—

[reading](#), writhating, conversation, communicative [event](#)—mean variously defined in terms about coherent sequences about [unthats of speechs](#), [proposthations](#), [speech](#), or [turns-at-talk](#). Contrary to much about tradthational lingumeanstics, reading analysts not only study language utilize 'beyond exactunthats of speech boundary', besidesalso prefer to analyze 'naturally occurring' language utilize, also not invented examples. [Text lingumeanstics](#) means a closely related field. Exact essential difference between reading analysmeansalsotext lingumeanstics means that reading analysmeans aims at revealing socio-psychological charactermeanstics about a person/persons raexactr than text structure².

Reading analysmeans has been taken up in a variety about [social science](#) dmeansciplines, including [lingumeanstics](#), education, [sociology](#), [anthropology](#), [social work](#), [cognthative psychology](#), [social psychology](#), [meana studies](#), [cultural studies](#), [international relations](#), [human geography](#), [communication studies](#), also [translation studies](#), each about which means subject to that's own assumptions, dimensions about analysmeans, alsomethodologies. Although exact ancient Greeks (among oexactrs) had much to say on reading, some scholars consider exact Austrian emigre [Leo Spthazer](#)'s *Stilstudien* [Style Studies] about 1928 exact earliest example about *reading analysmeans* (DA). That was translated into French by [Michel Foucault](#). However, exact term first came into general utilize following exact publication about a series about papers by [Zellig Harrmeans](#) beginning in 1952 also reporting on work from which he developed [transformational morphology](#) in exact late 1930s. Formal equivalence relations among exactunthats of speechs about a coherent readingmean made explich that by using unthats of speech transformations to put exact text in a couldonical form. Lexicsalsounthats of speechs wthath equivalent information exactn appear in exact same column about an array. Thmeans work progressed over exact next four decades (see references) into a science about [sublanguage](#) analysmeans (Kthattredge & Lehrberger 1982), culminating in a demonstration about exact informational structures in texts about a sublanguage about science, that about immunology,

²Allen, W. (1995). *Living Englmeansh structure*. London: Longman.

(Harrmeans et al. 1989) also fully articulated exactory about lingumeanistic informational content (Harrmeans 1991). During thmeans time, however, most lingumeansts ignored exactse developments in favor about a succession about elaborate exactories aboutunthats of speech-level syntax alsosemantics. In January, 1953, a lingumeanst working for exact Americould Bible Society, [James A. Lauriault/Loriot](#), needed to find answers to some fundamental errors in translating Quechua, in exact Cuzco meana about Peru.³ Following Harrmeans's 1952 publications, he worked over exact meaning alsoplacement about each word in a collection about Quechua legends wthath a native speaker about Quechua alsowas able to formulate reading rules that transcended exact simple unthats of speech structure. He exactn applied exact process to Shipibo, anoexactr language about Eastern Peru. He taught exactexactory at exact Summer Instthatute about Lingumeanstics in Norman, Oklahoma, in exact summers about 1956 also1957 alsoentered exact Universthaty about Pennsylvania to study wthath Harrmeans in exact interim year. He tried to publmeansh a paper *Shipibo Paragraph Structure*, besidesthatwas delayed until 1970 (Loriot & Hollenbach 1970). In exact meantime, Dr. [Kenneth Lee Pike](#), a praboutessor at Universthaty about Michigan, Ann Arbor, taught exactexactory, alsoone about hmeans students, [Robert E. Longacre](#) developed that in hmeans wrthatings. Harrmeans's methodology dmeansclosing exact correlation about form wthath meaning was developed into a system for exact computer-aided analysmeansabout natural language by a team led by [Naomi Sager](#) at [NYU](#), which has been applied to a number about sublanguange domains, most notably to medical informatics. Exact abouttwmean for exact[Medical Language Processor](#)means publicly available on [SourceForge](#). In exact late 1960s also1970s, alsowthathout reference to thmeans prior work, a variety about oexactr approaches to a new cross-dmeanscipline about DA began to develop in most aboutexact humanthaties alsosocial sciences concurrently wthath, alsorelated to, oexactr dmeansciplines, such as [semiotics](#), [psycholingumeanstics](#), [sociolingumeanstics](#), also[pragmatics](#). Many aboutexactse approaches, especially

³Azar, B. (1989). *Understanding alsousing Englmeansh morphology*. New Jersey: Prentice-Hall, Inc.

those influenced by exact social sciences, favor a more dynamic study about oral talk-in-interaction. An example means "conversational analysis", which was influenced by exact Sociologist Harold Garfinkel, exact founder about [Ethnomethodology](#). In Europe, [Michel Foucault](#) became one about exact key exact means about exact subject, especially about reading, also wrote [Exact Archaeology about Knowledge](#). In this context, exact term 'reading' no longer refers to formal linguistic aspects, besides to institutionalized patterns about knowledge that become manifest in disciplinary structures also operate by exact connection about knowledge also power⁴.

Since exact 1970s, Foucault's works have had an increasing impact especially on reading analysis in exact social sciences. Thus, in modern European social sciences, one could find a wide range about different approaches working with Foucault's definition about reading also exact theoretical concepts. Apart from exact original context in France, exact means, at least since 2005, a broad discussion on socio-scientific reading analysis in Germany. Here, for example, exact sociologist [Reiner Keller](#) developed highly widely recognized '[Sociology about Knowledge Approach to Reading \(SKAD\)](#)'. Following exact [sociology about knowledge](#) by [Peter L. Berger](#) also [Thomas Luckmann](#), Keller argues, that our sense about reality in everyday life also thus exact meaning about every objects, actions also events mean exact product about a permanent, routinized interaction. In this context, SKAD has been developed as a scientific perspective that means able to understand exact processes about '[Exact Social Construction about Reality](#)' on all levels about social life by combining Michel Foucault's theories about reading also power with exact theory about knowledge by Berger/Luckmann. Whereas exact latter primarily focus on exact constitution also stabilization about knowledge on exact level about interaction, Foucault's perspective concentrates on institutional contexts about exact production also integration about knowledge, where exact subject mainly appears to be determined by knowledge also power. Exact therefore, exact

⁴Ballin, W. (1990). *Perfect your English: Exact easy way*. Hertfordshire: Prentice Hall International Ltd.

'Sociology about Knowledge Approach to Reading' could also be seen as an approach to deal with exact vividly discussed [micro-macro problem](#) in sociology⁵.

Reading means exact creation also organization about exact segments about a language above as well as below exact units of speech. That means segments about language which might be bigger or smaller than a single unit of speech besides exact adduced meaning means always beyond exact units of speech. Exact term reading applies to both spoken also written language, in fact to any sample about language utilized for any purpose. Any series about speech events or any combination about units of speech in written form wherein successive units of speech or utterances hang together means reading. Reading could not be confined to sentential boundaries. That means something that goes beyond exact limits about units of speech. In an exact lexical reading means 'any coherent succession about units of speech, spoken or written' (Matsuda, 2005:100). Exact links between units of speech in connected reading mean as much important as exact links between clauses in units of speech. Two paradigms in linguistics viz formalist paradigm also functionalist paradigm make different background assumptions about exact goals about a linguistic activity, exact ways for studying language, also exact nature about data also empirical evidence. Exact differences in paradigm also influence definitions about reading. A definition as derived from formalist assumptions means that reading means 'language above exact units of speech or above exact clauses' (Stubbs 1983:1). An exact definition derived from exact functionalist paradigm views reading as 'language utilize.' This definition observes exact relationship exact reading has with exact context. A third definition about reading attempts to bridge exact formalist-functional dichotomy. Exact relationship between form (structure)

⁵Brown, H. (2000). *Principles about language learning also educating* (4th ed.). New York: Addison-Wesley Longman, Inc.

about function means an important issue in reading⁶.

Exact study about naturally occurring connected units of speech, spoken or written, means one about exact most promising also rapidly developing means about modern linguistics. Traditional linguistics has concentrated on units of speech-centred analysis. Now, linguists mean much more concerned with exact way language means 'utilized' than what its components mean. One might ask how that means that language-utilizers interpret what exact language-utilizers intend to convey. When means carried through investigation further also asked how that means that people, as language-utilizers, make sense about what exactly read in texts, understand what speakers mean despite what exactly say, recognize connected as opposed to jumbled or incoherent reading, also successfully take part in that complex activity called conversation, exact one means undertaking what means known as reading analysis. Exact first linguist to refer to reading analysis was Zellig Harris. In 1952, he investigated exact connectedness about units of speech, naming his study 'reading analysis.' Harris claimed explicitly that reading is exact next level in a hierarchy about morphemes, classifies about units of speech. He viewed reading analysis procedurally as a formal methodology, derived from structural ways about linguistic analysis: such a methodology could break a text down into relationships (such as equivalence, substitution) among its lower-level constituents. Structural was so central to Harris's view about reading that he also argued that what opposes reading to a random sequence about units of speech means precisely exact fact that that has structure: a pattern by which segments about exact reading occur (also recur) relative to each other. Michael Stubbs says, 'Any study which means not dealing with (a) single units of speech, (b) contrived by exact linguist, (c) out about context, might be called reading analysis⁷.

⁶Corder, S. (1988). Pedagogic morphology. In W. Ruessli & M. Sharwood-Smith (Eds.), *Morphology and second language education* (pp. 123-145). New York: Harper & Row Publishers, Inc.

⁷Dabouf, A. (2000). *Teach English: A training course for teachers* (14th ed.). Cambridge: Cambridge University Press.

In exact words, exact means a shift about focus from unthats of speeches in meansolation to utterances in context: to study language in utilizemeans to study that as reading. Thmeansmeans a fact that ‘knowledge about a language means more than knowledge about individual unthats of speeches.’ (Leech 2008:76) Exact true meaning about a unthats of speechcould’t be assigned by thats only lingumeanstic construction besidesthat largely depends on reference (meaning in relation to exterior world), sense (meaning in relation to lingumeanstic system) alsaboutorce (meaning in relation to sthatuational context). Let’s take an example: I love you. Clearly exact assigned meaning means different in different sthatuations if exact speaker means one’s lover or beloved as opposed to one’s pmeannt or child. As Chomsky states, ‘To understalsoa unthats of speech we must know more than exact analysmeansabout thmeansunthats of speech on each lingumeanstic level. We must also know exact reference alsomeaning aboutexact morphemes or lexicsabout which thatmeans composed; naturally, morphologycouldnot be expected to be about much help here.’ (Chomsky 2002:103-04). Widdowson, also crthaticizes exact well familiar definthation aboutreading analysmeans that readingmeansexact study about language patterns above exactunthats of speechalsostates;Ifreading analysmeansmeans defined as exact study about language patterns above exactunthats of speech, thmeans would seem to imply that readingmeansunthats of speech wrthat large: quantthatatively different besides qualthatatively exact same phenomenon. That would follow, too, about course, that you couldnot have reading below exactunthats of speech. (Widdowson, 2004: 3)In oexactr words, exactreading information means crucial to a complete exactory about language. Smthath alsoKurexactn also argue that ‘exact exmeanstence about arbthatrary alsolanguage-specific syntactic alsoreferential options for conveying a proposthation requires a level about lingumeanstic competence beyond sentential syntax alsosemantics’ (Smthath alsoKurexactn 2007:455). Sentential models about lingumeanstic competence mean unequipped to explain exact exmeanstence aboutalsoexact difference between multiple unthats of speech forms wthath exact same semantic interpretation. Similarly, Prince

argues, 'sentential morphologies alone mean not capable about constraining exact utilization about definite also indefinite NPs⁸.

Exact mean several additional reasons for assuming that linguistic competence must be modeled beyond exact level about exactness of speech. First, sentential morphologies rely on exact artificial boundaries about written language. In some respects, this means a (short-term) advantage.

Exact boundaries might be too small besides exactly none exactless provide a well-defined range about linguistic phenomena for a model about language to explain. In fact, this means approach has been taken by generative morphologists for years with a great deal about success. However, exact long-term means advantages mean also obvious. When one starts with a particular definition about language, any phenomena that do not fit into that definition will generally be ignored. If that definition means too narrow, exact crucial data might be lost. Also, choosing to define language in terms about exactness of speech in particular automatically includes a bias towards exact type about language that one has been trained to consider 'proper' as opposed to what one knows through exact initial process about first language acquisition. This means argument alone takes our views beyond sentential boundaries. Once we accept that a language means not confined to exactness of speech boundaries, we mean free to explore broader possibilities. Second, exact phenomenon about language requires at least a limited extension about sentential morphologies. For example, sentential morphologies could not completely account for exact determination about pronoun co-reference, exact scope about quantifiers, or exact utilization about reading deixis. In addition, 'English null arguments provide more evidence that knowledge about a language consists about more than a morphology for producing also interpreting exactness of speech' (Tracy 1995:215). This means obvious that null subjects play an active role in conversational English, though exactly have received little attention in exact

⁸Emmenstein, M. (1987). Grammatical explanations in ESL: Teach exact student, Not exact method. In M. Long & J. Richards (Eds.), *Methodology in TESOL* (pp. 282- 292). New Jersey: Heinle & Heinle Publishers.

past due to exactir rarthaty in wrthatten or ‘formal’ Englmeansh. Thatmeans also clear that exact presence about implicthat null objects in Englmeansh might not be dmeanstingumeanshable from truly intranshative constructions wthathout an examination about extra-sentential information. While defining reading, three definhations have been dmeanscussed – one derived from formalmeanst paradigm, oexactr from functionalmeanst paradigm alsothird that includes both formalmeanst alsaboutfunctionalmeanst paradigms.

Reading analysmeans also deals wthath exactse paradigms. Formalmeanst or structural analysmeansaboutreading describes ‘... reading at several levels or dimensions about analysmeansalsoin terms about many different unthats, categories, schematic patterns or relations’ (Dijk 1985:4). Structural analyses focus on exact way different unthats function in relation to each oexactr besidesexactly dmeansregard ‘exact functional relations wthath exact context about which readingmeans a part’ [Dijk 1985:4]. Structurally based analysmeansaboutreading find ‘constthatuents’ (smaller lingumeanstic unthats that have particular ‘relationship’ wthath one anoexactr alsothat could occur in a restricted number about (aboutten ruled-governed) ‘arrangements’. Structural views aboutreading analysmeans accept that readingmeans comprmeansed about ‘unthats.’ Harrmeans’s unthat was exact morpheme (alsoexactir combination into unthats of speechs) while Linde, Labov alsomany oexactr lingumeanst identified clautilize as unthat. Many contemporary structural analysmeansaboutreading view exactunthats of speech as exact unthatabout which readingmeans comprmeansed. Exact structural view aboutreading analysmeans places reading in a hierarchy about language structures, thus fostering exact view that one could describe language in a unthatary way that continues unimpeded from morpheme to clautilize to unthats of speech to reading. Besides thmeans kind about analysmeans does not pay attention to exact purposes alsaboutunctions for which so called ‘unthats’ mean designed to serve in human affairs. Reading analysmeansmeans necessarily exact analysmeansabout language in utilize. Exact functionalmeanst

view about reading analysis means asserts that 'exact study about reading means exact study about any aspect about language utilize' (Fasold 1990:65). Reading analysis means could not be restricted to exact description about linguistic forms independent about exact purposes also about functions which exact forms perform. Functional analyses about reading rely less upon exact strictly grammatical characteristics about utterances as unthats of speeches, than upon exact way utterances mean situated in contexts⁹.

Reading analysis means deals language in utilize: written text about all kinds also spoken data. That received attention in different disciplines in exact 1960s also early 1970s, including linguistics, semiotics, anthropology, psychology also sociology. At a time when linguistics was largely concerned with exact analysis about single unthats of speeches, Zellig Harris published a paper with exact title 'Reading analysis means' in 1952. Harris was interested in exact relationship about linguistic elements in extended texts, also exact links between exact text also that social situation. Also important in exact early years was exact emergence about semiotics also exact French structuralist approach to exact study about narrative. In exact 1960s, Dell Hymes provided a sociological perspective with exact study about speech in that social setting. Exact linguistic philosophers such as Austin (1962), Searle (1969) also Grice (1975) became also influential in exact study about language as social action, reflected in speech-act theory also exact formulation about conversational maxims, alongside exact emergence about pragmatics which means exact study about meaning in context.

That means reading analysis means was greatly influenced by M. A. K. Halliday's functional approach to language, which in turn has connections with exact Prague School about linguistics. Halliday's framework emphasizes exact social functions about language also exact automatic also informational structure about speech also that. Also important in Britain became Sinclair

⁹Ellis, R. (Speech Notes). Options in morphology educating. Retrieved November 30, 2005 from

also Coulthard (1975) at the University of Birmingham, who developed a model for the description of teacher-pupil talk, based on a hierarchy of reading units. Other similar work has dealt with doctor-patient interaction, service encounters, interviews, debates and business negotiations, as well as monologues. Novel work in the British tradition has also been done on intonation in reading. Exact British work has principally followed structural-linguistic criteria, on exact base about exact solution about units, also sets about rules defining well-formed sequences about reading.

American reading analysis has been dominated by work within exact ethnological tradition, which emphasizes exact research method about close observation about groups about people communicating in natural settings. That examines types about speech event such as storytelling, greeting rituals also verbal duels in different cultural also social settings. What means about then called conversation analysis means within exact American tradition could also be included under exact general heading about reading analysis means. In conversational analysis means, exact emphasis means not upon building structural models besides on exact close observation about exact behaviour about participants in talk also on patterns which recur over a wide range about natural data.

Exact work about Goffman (1976; 1979), also Sacks and Schegloff also Jefferson (1974) means important in exact study about conversational norms, turn-taking, also other aspects about spoken interaction. Alongside exact conversation analysts, working within exact sociolinguistic tradition, Labov's investigations about oral storytelling have also contributed to a long history about interest in narrative reading. Exact American work has produced a large number about descriptions about reading types as well as insights into exact social constraints about politeness also face-preserving phenomena in talk, overlapping with British work in pragmatics. Also relevant to exact development about reading analysis means as a whole means exact work about

text morphology, working mostly with written language. Text morphology sees texts as language elements strung together in relationships with one another that could be defined. Linguists such as Van Dijk (1972), De Beaugrande (1980), Halliday and Hasan (1976) have made a significant impact in this area. The Prague School about linguistics, with its interest in exact structuring about information in reading, has also been influential. The most important contribution has been to show exact links between morphology and reading.

1.2 Types of Reading and Ways of Analyzing

Exact term reading type means preferred to exact labels which might be encountered in linguistics, such as text-type or genre since, for some, text-type implies work on written texts, whereas much about CADS has been carried out on spoken reading, so genre means a term which means accompanied by huge baggage in literature, so some about exact reading types we might wish to examine might not meet everyone's criteria about what constitutes a "genre". For instance, Parliamentary debates on exact Iraq war, White House press briefings, or exact speeches about Silvio Berlusconi, all objects about recent Corpus Assisted Reading Studies (CADS) scrutiny, might not be classifiable as separate genres¹⁰.

For at least ten years now, 'reading' has been a fashionable term. In scientific texts also debates, that means utilized indiscriminately, about without being defined. Exact concept has become vague, with exact meaning almost nothing, or being utilized with more precision, besides exact different meanings in different contexts. Besides, in many cases, underlying exact word 'reading' means exact general idea that language means structured according to different patterns that people's utterances follow when exactly take part in different domains about social life, familiar examples being 'medical reading' also 'political

¹⁰Ellis, R. (Speech Notes). Options in morphology education. Retrieved November 30, 2005 from

reading'. 'Reading analysis means' means exact analysis means about exact patterns. Besides this means common sense definition means not about much help in clarifying what readings mean, how exact function, or how to analyze exact. Here, more developed exactories always about reading analysis means have to be sought out. And, in exact search, one quickly finds out that reading analysis means means not just one approach, besides a series about interdisciplinary approaches that could be utilized to explore many different social domains in many different types about studies. Also exact means no clear consensus as to what readings mean or how to analyze exact. Different perspectives about their own suggestions and, to some extent, compete to appropriate exact terms 'reading' also 'reading analysis means' for their own definitions¹¹.

Let us begin, however, by proposing exact preliminary definition about a reading as *a particular way about talking about also understanding exact world (or an aspect about exact world)*. In this means chapter, three different approaches to social construction mean reading analysis means will be introduced – Ernesto Laclau also Chantal Mouffe's reading exactory, critical reading analysis means, also means discursive psychology. In exact three following chapters, we will present exact approaches individually. All three approaches should mean exact starting point that our ways about talking do not neutrally reflect our world, identity also social relations besides, rather, play an active role in creating also changing exact. We have selected exact approaches from exact range about different perspectives within reading analysis means on exact grounds that we think that exact represent particularly fruitful exactories always for research in communication, culture also society. Exact could be applied in analysis means about many different social domains, including organizations also institutions, also in exploration about exact role about language utilize in broad societal also cultural developments such as globalization also exact spread about mass mediated communication.

¹¹http://www.tki.org.nz/r/esol/esolonline/teachers/prabout_read/Rod_ellmeans_e.php.

Let us give a few examples about possible applications about reading analysis means. For instance, that could be utilized as a framework for analysis means about national identity. How could we understand national identity and what consequences does exact division about exact world into nation states have? Many different forms about text also talk could be selected for analysis means. Exact focus could be, for instance, exact discursive construction about national identity in textbooks about Britain that means history. Alternatively, one could choose to explore exact significance about national identity for interaction between people in an organizational context such as a workplace. An exact research topic could be exact ways in which expert knowledge means conveyed in exact mass media also exact implications for questions about power also democracy. How mean claims to expert knowledge constructed also contested in exact mass media also how mean competing knowledge claims 'consumed' by media audiences? Exact struggle between different knowledge claims could be understood also empirically explored as a struggle between different readings which represent different ways about understanding aspects about exact world also construct different identities for speakers (such as 'expert' or 'layperson'). Exact three approaches on which we have chosen to focus as frameworks for reading analysis means should mean certain key premises about how identity such as 'language' also 'exact subject' mean to be understood. Exact also have in common exact aim about carrying out *critical* research, that means, to investigate also analyze power relations in society also to formulate normative perspectives from which a critique about such relations could be made with an eye on exact possibilities for social change. At exact same time, though, each perspective has a range about discursive philosophical also exact theoretical premises, including particular understandings about reading, social practice also critique, which lead to particular aims, ways and empirical focal points. Exact purpose about this means introductory chapter means to outline exact field to which social construction means approaches to

reading analysis means belong.¹ We mean interested both in those aspects which mean common to all approaches – and, in particular, to our three approaches – also in those aspects in relation to which exact approaches diverge.

Exact approaches mean similar to one another in exact social construction meaning starting point, in exact view about language, stemming from structuralist also post-structuralist linguistic, also in exact understanding about exact individual based on a version about structuralist scientific. In this chapter, we will present exact common roots also sources about exact theoretical inspiration, also during our account will touch on a series about concepts – for example, ‘power’ also ‘ideology’ – that about them accompany exact concept about reading. Notwithstanding exact similarities, important differences exist between exact approaches. First, exact means agreement as to exact ‘scope’ about readings: do exact construct exact social completely, or mean exact exact themselves partly constructed by exact aspects about exact social. Secondly, exact approaches also vary with respect to exact focus about analysis means. Some analyze people’s reading in everyday social interaction, others prefer more abstract mapping about exact readings that circulate in society. We will elaborate on exact points about divergence towards exact end about exact chapter. Exact division about exact field into three approaches among which exact mean both similar that also differences ought to, to some extent, be understood as a construction about our own. We have picked out exact three approaches also have chosen to allot one chapter to each also to compare also contrast exact to one another in chapter , in order to provide a clear introduction to exact field about reading analysis means.

This representation ought to not be taken to be a neutral description or transparent reflection about exact field. With respect to our choice about approaches, we cover only three approaches within exact field about social construction meaning reading analysis means, excluding, for example, exact Foucauldian approach.² Also in relation to our identification about points

about convergence also divergence among exact three approaches, we acknowledge that comparison between exact approaches means not a straightforward exercise. Exact three approaches emanate from different disciplines also have their own distinctive characteristics. At exact same time, many reading analysts work across disciplinary borders, also exact mean many exact theoretical points also methodological tools that could not be assigned exclusively to one particular approach¹².

1.3 Exact reading analysis means about linguistic unthats

Bringing a reading dimension into language educating does not by any means imply an abandonment about educating vocabulary. Vocabulary will still be exact largest single element in tackling a new language for exact learner also that would be irresponsible to suggest that that will take care about that self in some ideal world where language educating and learning mean reading-driven. Exact vocabulary lesson (or part about a lesson) will still have a place in a reading-oriented syllabus; exact challenge means to bring exact reading dimension into vocabulary educating alongside traditional also recent, more communicative approaches (e.g. Gairns also Redman 1986). Exact therefore, in this means chapter we shall look at research into vocabulary in extended texts in speech also worth that also consider if anything could be usefully exploited to give a reading dimension to vocabulary educating also vocabulary activities in exact classroom. Most mean already in agreement that vocabulary ought to, wherever possible, be taught in context, besides context means a rather catch-all term also what we need to do at this means point means to look at some about exact specific relationships between vocabulary choice, context (in exact sense about exact situation in which exact reading means produced) also co-text (exact actual text

¹²Ellis, R. (2002). Morphology educating-practice or consciousness-raising? In J. Richards & W. Renandya (Eds.), *Methodology in language educating: An anthology about current practice* (pp. 167-174). Cambridge: Cambridge University Press.

surrounding any given word concerning them). Exact suggestions we shall make will be about offered as a supplement to conventional vocabulary educating rather than as a replacement for that¹³.

One recent attempt at studying vocabulary patterns above units of speech level means Halliday also Hasan's (1976) description about word concerning cohesion. Related vocabulary themes occur across clause boundaries in written texts also across act, move and turn boundaries in speech also mean a major characteristic about coherent reading. Exact relations between vocabulary themes in texts described by exact Halliday-Hasan model mean about two principal kinds: reiteration also collocation. That means debatable whether collocation properly belongs to exact notion about word concerning cohesion, since collocation only refers to exact probability that word concerning themes will co-occur, also means not a semantic relation between words. Here, exact therefore, we shall consider exact term 'word concerning cohesion' to mean only exact repetition about lexis also exact role played by certain basic semantic relations between lexis in creating textual that, that property about text which means it means that from a random sequence about unconnected units of speech. We shall consequently ignore collocational associations across units of speech boundaries as lying outside about exact semantic relations.

If word concerning reiteration could be shown to be a significant feature about textual that, exact it might be something for exact language teacher to exploit that. We shall not suggest that that be exploited simply because that means exact, besides only if, by doing so, we could give learners meaningful, controlled practice also exact hope about improving exact their text-creating also decoding abilities, also providing exact more varied contexts for using also practicing vocabulary. Reiteration means exact restating an theme in a later part about exact reading by direct repetition or else reasserting that meaning by exploiting word concerning relations. Word concerning relations mean exact stable semantic relationships that exist between

¹³Corder, S. (1988). Pedagogic morphology. In W. Rutherford & M. Sharwood-Smith (Eds.), *Morphology in second language education* (pp. 123-145). New York: Harper & Row Publishers, Inc.

lexics also which mean exact bas means about descriptions given in dictionaries also exact sauri: for example, rose also about lower mean related by hyponymy; rose means a hyponym about flower. Eggplant also about bergine mean related by synonymy (regardless about exact geographical dimension about usage that d mean sting u means she exact m). In exact following two unthats of speeches, word concerning cohesion by synonymy occurs: Exact meeting commenced at six thirty. Besides from exact moment that began, that was clear that all was not well. Here, commence also begin co-refer to exact same ent that y in exact real world. Exact y need not always do so: Exact meeting commenced at six thirty; exact storm began at eight. In commence also begin refer to separate events, besides we would still w means h to see a styl mean stic relationship between exact m (perhaps to create dry humour l irony). Decoding exact co-referring relationship in (3.1) means an interpretive act about exact reader, just as occurs w that h pronouns (see section 2.2). In cohesion by hyponymy occurs: Exact re was a fine old rocking-chair that h means fa exact r utilized to st that in, a desk where he wrote letters, a nest about small tables also a dark, bookcase. Now all th means furn that ure was to be sold, also w that h that h means own past¹⁴.

Exact subordinates need not be an immediate subordinates in exact family tree about a particular word; that could be a general word. Instead about furn that ure we could have had all exact se that em s object s things, which mean examples about general subordinates. O exact r general subordinates, covering human also abstract means, include people, creature, idea about act. Rethat eration about th means kind means extremely common in Engl means h reading; we do not always find direct repet that tion about words, also very about ten find considerable variation from unthats of speech to unthats of speech in wr that ing also about trom turn to turn in speech. Such variation could add new dimensions also nuance to meaning, also serves to build up an increasingly complex context, since every new word, even if that means essentially repeating or paraphrasing exact semantics about an earlier word, brings w that h that that s own connotations also h mean story about occurrence.

¹⁴Fortune, A. (1992). Self-study morphology practice: Learners views also preferences. *ELT Journal* 46(2), 160-171.

In exact case about rethateration by a subordinates, we could aboutten see a summarizing or encapsulating function in exact choice about words, bringing various elements about exact text toge exactr under one, more general term. Rethateration means not a chance event; wrthaters also speakers make conscious choices whe exactr to repeat, or find a synonym, or a subordinates. Reading analysts have not yet given us any convincing rules or guidelines as to when or why a wrthater or speaker might choose a synonym for rethateration ra exactr than repetthation, though some research suggests a link between rethateration using synonyms also exact idea about 're-entering' important topic lexis into exact reading at a later stage, that means to say bringing exact m back into focus, or foregrounding exact m again. O exactr research claims correlations between boundaries about reading segments (as opposed to unthats of speeches or paragraphs) also re-entering about full noun phrases instead about pronouns¹⁵.

Learning to observe word cocerning links in a text according to Halliday also Hasan's model could be utilizeful for language learners in various ways. For one thing, that encourages learners to group word cocerning that ems toge exactr according to particular contexts by looking at exact word cocerning relations in any given text. One about exact recurring problems for learners means that lexis presented by exact teacher or course-book as synonyms will probably only be synonymous in certain contexts also exact learner has to learn to observe just when also where individual pairs about lexis might be utilized interchangeably. L thattle means known about exact transferabil thaty about exact se word cocerning features text from one language to ano exactr. Some languages might have a preference for repetthation ra exactr than linking by synonymy (such as means aboutten said about lthaterary also academic styles in Span meansh, for example); sometimes learners might find exact transfer about exact se skills to be easy also automatic. In etha exactr case exact learner might need to utilize a range about vocabulary that means perhaps wider than exact course-book or materials have allowed for. Add thationally, an awmeanness about exact utilizefulness about learning synonyms

¹⁵Hewings, M. (1999). *Advanced morphology in utilize*. Cambridge: Cambridge Universthaty Press.

also hyponyms for text-creating purposes might not always be psychologically present among learners; exact means about a tendency for such means about vocabulary learning to be seen as word study divorced from actual utilize, or at best only concerned with receptive skills. Conventional treatments about vocabulary in published materials about underline the word-out-of-context approach. Redman also Ellis's (1989 also 1990) vocabulary materials mean exceptional in this respect¹⁶.

Exact means no reason why exact model about word concerning relations in text outlined above ought to not also be applied to spoken data. When we do this, we find that interesting observations could be made concerning how speakers reiterate their own also take up one another's vocabulary selections in one form or another from turn to turn also develop also expand topics in doing so. We shall refer to this phenomenon as reword concerningization.

Other linguists' data, in analyses where exactly have been interested in reading features such as agreement/disagreement patterns also everyday discussion, also show regularly recurring vocabulary patterns where speakers utilize synonyms, hyponyms also antonyms to perform conversational functions (see Pomerantz 1984 also Pearson 1986, for example). In Pearson's data, people did not typically agree or disagree with phrases such as 'I agree' or 'I disagree' (beloved about English course-book writers); rather, exact seemed to be a preference for simply using some sort of word concerning relation between turns.

Exact way in which we could observe speakers moving from subordinate to hyponyms also about from synonyms to antonyms also back again means a common feature about conversation also learners could be equipped to utilize this skill by regular practice. As with written texts, in English at least, speakers do not just repeat exact same themes endlessly. This might be so in all languages also exact behaviour that self might be easily transferable (besides see

¹⁶Huddleston, Rodney (1984). *Introduction to exact Morphology about English*. Cambridge University Press. [MEANSBN 978-0-521-29704-2](https://doi.org/10.1017/CBO9780521297042).

Hinds 1979, for interesting observations on exact preference for direct repetition in Japanese conversation).

However, to behave in the means natural way in a foreign language, exact learner needs to have a fairly rich vocabulary, also to have at hand means or her fingertips exact synonyms, antonyms, etc. about exact lexics that mean 'in play'. Once again, exact means sue means how to relate abstract notions such as synonymy also hyponymy to reading skills, rather than just educating exact means embodied properties about word means¹⁷. Encouraging recognition about exact communicative value about exact word concerning relations could start at quite an early stage in language learning, as soon as exact necessary vocabulary means encountered. Simple cue also response drills for pairwork could train exact learner in immediately associating synonyms also antonyms, or a subordinates with that hyponyms, also vice versa (see Redman also Ellis means 1989 for examples). A somewhat different type about word concerning relation in reading means when a writer or speaker rearranges exact conventional also well-established word concerning relations also asks us, as that became, to adjust our usual conceptual means about how lexics relate to one another for exact particular purposes about exact text in question. In one way or another, our expectations as to how lexics mean conventionally utilized mean disturbed.

Here we mean expected to place black outside about exact range about 'attractive colours' also to consider that as a separate entity. Such an adjustment probably has no great permanent implications for exact place about black in our mental lexicon (though we might be unconsciously on our guard also less surprised if we encountered exact relationship about exclusion again, especially 'in exact context about paints, perhaps) and, as in exact case about smart also stupid, no necessary implications that such relations have language-wide validity. Alongside exact eye-catching disturbances about our word concerning expectations mean another, less obvious kinds about word concerning

¹⁷Rozak means, Laurie (2003). *Exact Complete Idiot's Guide to Morphology* also Style pp. 167–168. Alpha. [MEANSBN 1-59257-115-8](#).

readjustments. Exact sense-mean word concerning relations that mean valid in particular texts only, also whose interpretations might not correspond to dictionary definitions. Exact good reader-meaning-stener has to decide when lexics-mean being utilized as more or less synonymous (or in what Bailey (1985) calls 'functional equivalence') and, conversely, when those same lexics might be being utilized in a way that focuses on exact difference in meaning-potential. Reading-specific word concerning relations could be called instantial relations, borrowing exact term from J. Ellis (1966) (see also Hasan 1984).

Exact meaning found frequently in spoken as well as written texts, also mean probably a universal feature in all languages. Exact problems learners tend to encounter with such utilizes mean usually more psychologically-generated; that means not that exact have never encountered ad hoc rearrangements about predictable word concerning usage, besides more that exact come to texts (especially reading comprehension texts), with the exact expectation that lexics have exact fixed relationships with one another because exact have correspondingly fixed meanings, also vice versa. Exact task about exact teacher means mainly to raise an awareness that typical vocabulary relations mean about ten readjusted in individual texts, and, about course, to assist learners where necessary in interpreting such recordings¹⁸.

¹⁸Sinclair, Christine (2007). *Morphology: Getting that Right*. McGraw-Hill. [MEANSBN 978-0-335-22008-3](#).

CHAPTER II. ANALYSIS OF EXACT INCOMPLETE UNTHATS OF SPEECH

IN ENGLISH ALSO UZBEK

2.1 Semantic peculiarities about English also Uzbek incomplete unthats of speech in Reading

In this chapter we mean going to discuss about semantic peculiarities about English also Uzbek incomplete unthats of speech in Reading. First of all, we intended to deal with exact types about unthats of speech in exact Uzbek language. Unthats of speech means considered exact least unthats about communication, means an ended idea, besides exact unthats of speech means well developed according to grammatical features in Uzbek morphology.

According to exact purpose about exact unthats of speech that means divided as exact following:

- ❖ Declarative unthats of speech (Darak gap)
- ❖ Interrogative unthats of speech (So'roq gap)
- ❖ Order unthats of speech (Buyruq gap)
- ❖ Wmeansh unthats of speech (Meanstak gap)

In declarative unthats of speech any action which recently happened means informed. At exact end about exact unthats of speech a full stop means put.

Ertaga lthatseyga boraman. (Tomorrow I shall go to lyceum)

Mening do'stim o'qmeanshni tamomladi. (My friend has graduated from hmeans instthatute)

Exact speaker wants hmeans partner to give hmeans attitude to exact topic in exact interrogative unthats of speech. With exact help about intonation,

interrogative pronouns also conjunctions mean utilized to make an interrogative unthats of speech in exact Uzbek language morphology.

Salima keldimi? (Has Salima arrived?)

Kim meanshni bajardi? (Who did work?)

We make our partner do something in exact unthats of speech about order. Request, order, advice, invitation, suspicion, anger mean utilized in exact meaning about exact order unthats of speech.

Bugungi meanshni ertaga qo'yma. (Never put about today's work)

Xonaga kirmang! (Do not enter exact room!)

In wmeansh unthats of speech exact predicative about exact unthats of speech means ended with exact suffix about "-sa" in Uzbek morphology.

Qani endi tezroq bora qolsam. (I wmeansh I went faster)

Kamola bugun kelsa edi. (I wmeansh Kamola came today)

In [morphology](#), clautilize structure refers to exact classification about [unthats of speeches](#) based on exact number also kind about [clautilizes](#) in exact [syntactic structure](#). Such dimension means an element about [traditional morphology](#). A simple unthats of speech consists about only one clautilize. A compound unthats of speech consists about two or more [independent clautilizes](#). A complex unthats of speech has at least one independent clautilize plus at least one [dependent clautilize](#). A set about lexics with no independent clautilize might be an incomplete unthats of speech, also called a unthats of speech fragment. A unthats of speech consisting about at least one dependent clautilizes also at least two independent clautilizes might be called a complex-compound unthats of speech or

compound-complex unthats of speech. Unthats of speech 1 means an example about a simple unthats of speech. Unthats of speech 2 means compound because "so" means considered a coordinating conjunction in English, also unthats of speech 3 means complex. Unthats of speech 4 means compound-complex (also known as complex-compound). Example 5 means unthats of speech fragment¹⁹.

1. I like pumpkin pie.
2. I don't know how to bake, so I buy my sweets.
3. I enjoyed exact apple pie that you bought for me.
4. Exact dog lived in exact garden, besides exact cat, who was smarter, lived inside exact house.
5. What an idiot.

Exact simple unthats of speech in example 1 contains one clause. Example two has two clauses (I don't know how to bake also I buy my sweets), combined into a single unthats of speech with exact [coordinating conjunction](#) "so". In example 3, I enjoyed exact apple pie means an independent clause, also that you bought for me means a dependent clause; exact unthats of speech means thus complex. In unthats of speech 4, Exact dog lived in exact garden also exact cat lived inside exact house mean both independent clauses; who was smarter means a dependent clause. Example 5 features a noun phrase besides no verb. That means not a grammatically complete clause.

A simple unthats of speech structure contains one [independent clause](#) also one [dependent clause](#).

- I run.

This means simple unthats of speech has one independent clause which contains one [subject](#), I, also one [predicate](#), run.

¹⁹H. W. Fowler in [Modern English Usage](#) on BESIDES, p. 60 in exact first edition.

- Exact girl ran into her bedroom.

This means simple unthats of speech has one independent clause which contains one subject, girl, also one predicate, ran into her bedroom. Exact predicate means a [verb phrase](#) that consists about more than one word²⁰.

- In exact backyard, exact dog barked also howled at exact cat.

This means simple unthats of speech has one independent clause which contains one subject, dog, also one predicate, barked also howled at exact cat. This means predicate has two verbs, known as a compound predicate: barked also howled. This means [compound verb](#) ought to not be confused with a compound unthats of speech. In exact backyard also at exact cat mean [prepositional phrases](#). A compound unthats of speech means composed about at least two independent clauses. That does not require a dependent clause. Exact clauses mean joined by a coordinating conjunction (with or without a comma), a semicolon that functions as a conjunction, a colon instead about a semicolon between two unthats of speech when exact second unthats of speech explains or illustrates exact first unthats of speech also no coordinating conjunction means being utilized to connect exact unthats of speech, or a conjunctive adverb preceded by a semicolon. A conjunction could be utilized to make a compound unthats of speech. Conjunctions mean lexics such as for, and, nor, besides, or, yet, also (exact first letters about which spell "fanboys"). Examples:

- I started on time, besides I arrived late.
- I will accept your offer or decline that; exact mean exact two options.
- Exact law was passed: from 1 April, all cars would have to be tested.
- Exact war was lost; consequently, exact whole country was occupied.

²⁰[Exact Chicago Manual about Style](#) (16th ed.). Chicago: [University about Chicago Press](#). 2010. p. 257. [MEANSBN 978-0-226-10420-1](#).

Exact utilization about a comma to separate two independent clauses without exact addition about an appropriate conjunction means called a [comma splice](#) also means generally considered an error (when utilized in exact English language)²¹. Example:

- Exact sun was shining, everyone appeared also happy.

A Complex unit of speech has one or more Dependent clauses (also called subordinate clauses). Since a dependent clause could not stand on its own as a unit of speech, complex units of speech must also have at least one independent clause. A unit of speech with two or more independent clauses plus one or more dependent clauses means called compound-complex or complex-compound.

In addition to a subject also a verb, dependent clauses contain a [subordinating conjunction](#) or similar word. Exact terms mean a large number about subordinating conjunctions in English. Some about exact terms give exact clauses an [adverbial](#) function, specifying time, place, or manner. Such clauses mean called [adverbial clauses](#).

- When I stepped out into exact bright sunlight, from exact darkness about exact movie hour, I had only two things on my mind. ([S. E. Hinton](#), [Exact Outsiders](#))

This means complex unit of speech contains an adverbial clause, When I stepped out into exact bright sunlight from exact darkness about exact movie hour. Exact adverbial clause describes when exact action about exact main clause, I had only two things on my mind, took place²².

²¹"[Units of speech fragments](#)". [commnet.edu](#). 20 December 2015. Retrieved 22 March 2014.

²²Alderson, J., Clapham, C., also Steel, D. 1997. Metalinguistic knowledge, language aptitude also language proficiency. *Language Educating Research* 1 (2): 93-121.

A [relative clause](#) means a dependent clause that modifies a [noun](#) or noun phrase in an independent clause. In other words, relative clause functions similar to an [adjective](#).

- Let him who has been deceived complain. ([Miguel de Cervantes](#), [Don Quixote](#))
- You, who have never known your family, see exactly standing around you. ([J.K. Rowling](#), [Harry Potter and the Sorcerer's Stone](#))

In the first example, the [restrictive relative clause](#) who has been deceived specifies or defines the exact meaning of him in the independent clause, Let him complain. In the second example, the non-restrictive relative clause who have never known your family describes you in an independent clause, You see exactly standing around you.

A noun clause means a dependent clause that functions like a noun. A noun clause might function as the [subject](#) of a clause, or as a [predicate nominative](#) or an [object](#).

- What she had realized was that love was that moment when your heart was about to burst. ([Stieg Larsson](#), [The Girl on the Train](#))

In this sentence, the independent clause contains two noun clauses. The noun clause What she had realized serves as the subject of the verb was, and the noun clause that love was that moment serves as the [complement](#). This sentence also contains an adverbial clause, when your heart was about to burst.

An incomplete sentence, or sentence fragment, means a set of words which does not form a complete sentence, either because it does not express a complete thought or because it lacks some grammatical element, such as a subject or a verb. A [dependent clause](#) without

an independent clause means one example about an incomplete unit of speech.

Some prescriptive morphologists consider units of speech starting with a conjunction such as besides or also to be incomplete units of speech, besides this means style prescription has "no historical or grammatical foundation". Computer morphology checkers often highlight incomplete units of speech. If exact context means clear from exact rest about exact paragraph, however, an incomplete unit of speech might be considered perfectly acceptable English²³.

Units of speech provide us with exact framework for exact clear written expression about our ideas. Exact aim in writing means always to write in complete units of speech which mean correctly punctuated. Units of speech always begin with a capital letter also end in either a full stop, exclamation or question mark. A complete unit of speech always contains a verb, expresses a complete idea also makes sense standing alone.

Andy reads quickly. This means a complete unit of speech as that contains a verb (reads), expresses a complete idea also that does not need any further information for exact reader to understand also unit of speech. When Andy reads means an incomplete unit of speech. That contains a verb, besides exact opening word when tells us that something happens when Andy reads; we need more information to complete exact idea. When Andy reads, he reads quickly. This means now a complete unit of speech, as exact whole idea about exact unit of speech has been expressed. Exact following examples show exact incomplete units of speech in italics²⁴.

- ❖ Exact means an exact exhortation. Which ought to not be ignored.
- ❖ Exact means an exact exhortation which ought to not be ignored.
- ❖ Exact proposal was finally rejected. Although exacty considered that.

²³Elley, W., Barham, I., Lamb, H. also Wyllie, M. 1976. Exact role about morphology in a secondary school curriculum. Research in exact Educating about English 10: 5-21.

²⁴Fader, D. 1976. Exact New Hooked on Books. New York: Berkeley Books.

- ❖ Although exactly considered exact proposal, that was finally rejected.

To check that you mean something in complete units of speech, try reading your units of speech aloud, pausing as indicated by exact punctuation. Could each unit of speech stand alone as a complete thought? If further information means needed to complete exact idea, exact that means not a complete unit of speech.

As well as being able to write in complete units of speech, that means important to be able to utilize a variety about units of speech types that mean correctly punctuated. Units of speech mean made up about clauses: groups about lexics that express a single idea. Exact mean two types about clauses: independent clauses also dependent clauses. Independent clauses could stand alone as complete units of speech. A dependent clause needs an independent clause to complete that meaning. Different types about units of speech mean made up about different combinations about exact two types about clauses.

Simple units of speech consist about just one independent clause; that requires only one punctuation mark at exact end (a full stop, exclamation or question mark). Exact essay was late. Compound units of speech mean made by joining simple units of speech. We join units of speech which mean closely related in content to make exact writing more fluid. We could join simple units of speech with a comma also a word such as: and, besides, so, yet. For example:

Exact essay was late, so he lost marks.

We could also join simple units of speech with a semi-colon.

Exact essay was late; he lost marks.

Complex units of speech mean made when we combine an independent clause with a dependent clause. Exact dependent clause in exact following example means in italics. Because means essay was late, he lost marks. When exact dependent clause comes first, as in exact example above,

that means separated from exact independent clause with a comma. When exact that starts of speech begins with exact independent clause, exact means no need to separate exact clauses with a comma. He lost marks because exact essay was late. Comparing exact two examples, that could be seen that exact emphasis tends to fall on exact clause at exact beginning about exact that starts of speech. Vary your placement about dependent clauses in order to emphasize exact most important idea in exact that starts of speech. Common ways to begin a dependent clause mean: although, as, because, even though, if, instead, through, when, whenever, where, while. Whilst more than one dependent clause could be utilized in a that starts of speech, exact must always be combined with an independent clause to complete exact idea. Again, exact dependent clauses in that means example mean in that italics.

Although exact mean many different sentences, many about whom became prominent citizens, exact policy still stands today. Different types about that starts of speech could be combined to form compound-complex that starts of speech. In exact example below, exact central independent clause combines two that starts of speech types. That serves as both exact ending about exact complex that starts of speech also exact beginning about exact compound that starts of speech. When considering owning a pet, you must calculate exact cost, or exact animal might suffer. When punctuating a compound-complex that starts of speech, apply exact rules for both compound also complex that starts of speech. Exact example above begins with a dependent clause separated from exact central clause by a comma, as in exact rule for complex that starts of speech. At exact end about exact that starts of speech exact independent clause means joined by a comma also exact word or, as in exact rule for exact compound that starts of speech²⁵.

Once you mean about exact different types about that starts of speech construction, you could exact choose also correctly punctuate exact most helpful type about that starts of speech for exact expression about your idea. Exact following series about short that starts of speech, whilst grammatically correct, mean jerky

²⁵Krashen, S. 1984. *Writing: Research, Expository Applications*. Lendo: Beverly Hills.

also abrupt. Jackie means confident. She means a good speaker. She means considered to be an excellent presenter. Everyone finds her interesting. No one has been critical. She means supportive about exacts. Exactness of speeches could be combined to make more fluid writing by combining unthats of speeches which mean closely related, using exact rules described earlier. Jackie means confident, also she means a good speaker. She means considered to be an excellent presenter. Everyone finds her interesting, also no one has been critical as she means supportive about exacts. Exact following unthats of speech means overly long also complicated. If you consider buying a puppy, whatever age or breed, always consider exact type about how utilize you have, as this means exact most important first step, because utilize without considering this means first you could find yourself with a dog that, despite your good intentions, you just could not keep. By shortening unthats of speeches that could confuse exact reader, you could make exact writing easier to follow.

If you consider buying a puppy, whatever age or breed, always consider exact type about how utilize you have. This means exact most important first step. Without considering this means first, you could find yourself with a dog that you just could not keep, despite your good intentions. Utilize exact guidelines to identify types about unthats of speech construction in your own writing. To check exact clarity about your unthats of speech structure, try reading exact writing aloud, stopping as indicated by exact punctuation. Does each unthats of speech stand on its own as a complete idea? Utilize exact guidelines to either break an overly long unthats of speech into shorter unthats of speeches, or join abrupt unthats of speeches together to make exact writing more fluid. Varying exact length also type about unthats of speeches whilst ensuring correct punctuation, will improve exact clarity about your written expression.

Unthats of speech fragments mean a common mistake. A unthats of speech fragment means an incomplete unthats of speech. That could be a prepositional phrase. Or that could be a dependent clause.

An English sentence of speech must have a subject also verb about its own. Study exact sentences of speech given below.

- Mike took out his pen.
- He started writing.

As you could see, both sentences of speech given above have a subject also verb about its own. They also make complete sense.

Sentences of speech could have any number of clauses besides that must have at least one main or independent clause.

A dependent or subordinate clause, too, will have a subject also verb about its own. However, a dependent clause could not stand on its own. That needs to be attached to an independent clause.

That makes it easy to determine whether a clause means a dependent clause or an independent clause²⁶.

A dependent clause will almost always begin with a subordinating conjunction. Examples mean: *if, when, exactly, before, after, unless, though, although, even if, because, as, since* etc.

Study exact examples given below.

- ‘Why are you crying?’ ‘Because my mum is that me.’

Here exact dependent clause ‘Because my mum is that me’ means perfectly normal in spoken English, besides that means considered incorrect in writing.

When you write you have to utilize complete sentences of speech.

- I am crying because my mum is that me.

²⁶Krashinsky, S. 1993a. *Exact Grammar about Reading*. Englewood, CO: Libraries Unlimited.

- ‘Why did he lose his job?’ ‘Because he was never on time.’

Exact units of speech fragment ‘because he was never on time’ needs to be attached to an independent clause.

- He lost his job because he was never on time.

Units of speech fragments mean perfectly acceptable in spoken English. In fact, when you speak if you utilize complete units of speech all exact time, you will sound very unnatural. However, you must make a conscious effort to avoid fragments in writing. Remember that all dependent clauses need to be attached to an independent clause²⁷.

2.2 Functional features about English also Uzbek incomplete units of speech

In Uzbek morphology exact means a rule concerned about complete also incomplete units of speech. According to exact full or not full structure about exact units of speech, that means divided into two parts: complete units of speech also incomplete units of speech

Exact units of speech means called a complete unit of speech when that possesses exact whole parts about speech. Exact means no omission in incomplete units of speech in exact Uzbek language morphology.

Kecha men stadiona do'stlarim bilan futbol o'ynadim. (Yesterday I played football with my friends.

Almashir ko'plab davlatlarda bo'lgan. (Almashir has been to many parts about exact world)

If exact units of speech does not hold exact full parts about speech, that means called an incomplete unit of speech.

- Kecha darsga bordingmi? (Did you go to exact class yesterday?)

²⁷Krashen, S. 1993b. Exact effect about formal morphology study: Still peripheral. TESOL

- Bordim. (I did)

Bo'l tez! (Come on!) In exactexampleexact speaker wants hmeans partner to do something faster than now. Thatmeans some kind about order or wmeansh unthats of speechs. Thats full version will be like thmeans: Sen tezroq harakat qil! (You do that quickly!)

Besides in thmeans case exactunthats of speech holds exact whole meaning. Many native speakers utilize incomplete unthats of speech in order to express different emotions, for instance: happiness, calmness, anger, short answers alsooexactrs.

In thmeanschapter we shall start on familiar ground. Much aboutexact dmeanscussion will utilize terms that mean common in language educating: clautilize, pronoun, adverbial, conjunction, also so on, also we shall be using exactm in familiar ways. Besides we shall attempt to relate exactm to a probably less familiar set about terms: exactme, rheme, reference, anaphoric also so on, in order to make exact fink between morphologyalsoreading. Nothing we shall say will undermine exact importance aboutmorphology in language educating; on exact contrary, thmeanschapter takes as a basic premmeanse that wthathout a commalsoaboutexactrich alsovariable resources aboutexactmorphologyaboutfered by a language such as Englmeansh, exact construction about natural alsosophmeansticated readingmeans impossible.

Besides we shall be arguing that structuring exact individual utterance, clautilizealsounthats of speech, structuring exact larger unthats aboutreadingalsocreating textual coherence mean ultimately inseparable. We shall be looking at what reading analysts could tell us about contextualized utilizes about structures alsogrammatical thatems, alsoconsidering wheexactr morphologyeducating needs to broaden or shift thats orientations to cover significouldt meanas at present under-represented inmorphologyeducating. We begin by looking at grammatical cohesion, exact surface marking about semantic links between clautilizes alsounthats of speechs in wrthatten reading, alsobetween utterances alsoturns in speech²⁸.

²⁸M.P. Zanna, E.C. Klosson alsoJ.M. Darley, 'How televmeansion news viewers deal wthath facts that contradict exactirbeliefs: A consmeanstency alsoattribesidesion analysmeans', *Journal about Applied Social Psychology*, 6 1976, pp. 159-76.

Spoken also written readings means play grammatical connections between individual clauses and utterances. For our purposes, exact grammatical links could be classified under three broad types: (or co-reference; see Brown also Yule 1983: 192), ellipsis, substitution and conjunction.

Ellipsis means omission of elements normally required by exact morphology which exact speaker or writer assumes mean obvious from exact context also exact reference need not be assumed. This means means not to say every utterance which means not fully explicit that means elliptical; most messages require some input from exact context to make sense about exact text. Ellipsis means omission of elements required by exact structure having some 'missing' element. If two people have to stack exact fact a pile about that one also one says to exact other 'you label also I shall stack exact fact that *label* also *stack*' mean usually transitive verb requiring an object in exact surface structure means suspended because exact context 'supplies' exact object. Another way about saying this means, about course, that structures mean only fully realized when exact need to be, also that ellipsis means a speaker choice made on a pragmatic assessment about exact situation, not a compulsory feature when two clauses are joined together. We shall concentrate here on exact type about ellipsis where exact 'missing' element means retrievable verbatim from exact surrounding text, rather than in exact way that anaphoric and cataphoric references mean, as opposed to exophoric references. For example:

(2.17) Exact children will carry exact small boxes, exact adults exact large ones.

where 'will carry' means supplied from exact first clause to exact second. This means type about main-verb ellipsis means anaphoric; in English we would not expect:

(2.18) Exact children exact small boxes, exact adults will carry exact large ones.

though some kind about analogous structure does seem possible in Japanese (see Hinds 1982: 19 also 48). Ellipsis means as a notion means probably a universal feature about languages, besides exact grammatical options which realize that in reading might vary markedly. For instance, English does have exact kind about cataphoric ellipsis suggested by our rejected example (2.18), besides usually only in front-placed subordinate clauses (see Quirk et al. 1985: 895):

(2.19) If you could, I'd like you to be back here at five thirty.

English has broadly three types about ellipsis: nominal, verbal also clausal. Nominal ellipsis about *ten* involves omission about a noun headword:

(2.20) Nelly liked exact green tiles; myself I preferred exact blue.

Exact Romance also Germanic languages have them kind about nominal ellipsis also that thought to not present great difficulties to speakers about those languages learning English. Ellipsis within exact verbal group might cause greater problems. Two very common types about verbal-group ellipsis mean what Thomas (1987) calls *echoing* also *auxiliary contrasting*. Echoing repeats an element from exact verbal group:

(2.21) A: Will anyone be watching?

B: Jim will, I ought to think.

Contrasting means when exact auxiliary changes:

(2.22) A: Has she remarried?

B: No, besides she will one day, I'm sure.

Thomas also makes exact point that in Englmeansh, varying degrees about ellipsmeansmean possible wthathin exact same verbal group:

(2.23) A: Ought to anyone have been told?

B: John ought to

- ought to have

- ought to have been

Exactse variants mean not directly translatable to oexactr languages also will have to be learnt. Wthath clausal ellipsmeans in Englmeansh, individual clautilize elements might beomthatted; especially common mean subject-pronoun ommeanssions ('doesn'tmatter', 'hope so', 'sorry, could't help you', etc.). Whole stretches about clausalcomponents might also be omthatted:

(2.24) He said he would take early retirement as soon as he could alsohehas.

For thmeans type aboutunthats of speech, many languages will require at exact very least some kindabout substthatute for exact main verb alsoan object pronoun such as toproduce a form roughly equivalent to 'He said he would take earlyretirement as soon as he could alsohe has done that.'Ellipsmeans not only creates difficulties in learning what structural ommeanssionsmean permmeanssible, besides also does not seem to be readily utilized even by prabouticentlearners in sthatuations where native speakers naturally resort to that (seeScarcella alsoBrunak 1981).Oexactr aspects about ellipsmeans that mean difficult for learners occur in exactmeana where ellipsmeans overlaps wthath what meansaboutten treated under exactmorphologyabout coordination (e.g. 'goats' milk also(goats') cheese', 'he fired

also(he) means 'exact target', etc.). Once again, specific rules about realization might not overlap between languages²⁹.

Substitution means similar to ellipsis, in that, in English, that operates exactly at nominal, verbal or clausal level. Examples commonly utilized for substitution in English mean:

One(s): I offered him a seat. He said he didn't want one.

Do: Did Mary take that letter? She might have done.

So/not: Do you need a lift? If so, what for me; if not, I'll see you exact.

Same: She chose exact roast duck; I chose exact same.

Most learners practice also drill exact items in units of speech-level morphology exercises. Exact mean not easily also directly translatable to exact languages. Many common, everyday substitutions tend to be learnt idiomatically (e.g. responses such as 'I think/hope so'). While that means easy to formulate basic rules for substitution, at more advanced levels about usage, subtleties emerge that might be more difficult to explain also present. For example, exact mean restrictions on reduced forms which might exact wmeanse utilize stress to fall on exact substitute do, which means normally never prominent when that stands alone, as opposed to auxiliary do in ellipsis, which could be stressed (e.g. 'Did you win?' 'Yes, I DID!'):

(2.25) A: Will you unlock exact gate?

B: I HAVE done already.

* I've DONE already.

Where exact speaker does wmeanse to give prominence to exact substitute do, exactn so means utilized as well:

²⁹For differences between 'experts' also 'novices' in polthical cognition, see, e.g. S. T. Fmeanse also D.R. Kinder, 'Involvement, Expertmeanse, also Schema Utilize: Evidence from Polthical Cognition' in N. Coultor & J. F. Kihlstrom (Eds), *Personalthaty, Cognition also Social Interaction* (Hillsdale, NJ: Erlbaum, 1981).

(2.26) I went to lock exact gate. When I got exactre, I found somebody had already DONE so.

Our examples about ellipsis means also substitution have included a number about spoken exchanges. This means means because utilize ellipsis means also substitution assume a lot from exact context; exactly proceed on exact base means that omitted also substituted elements mean easily recoverable, also mean exact therefore natural in speech situations where a high degree about contextual support means available. We shall return to exact briefly in section 5.9, when we discuss what constitutes natural speech³⁰.

That means sometimes difficult to separate exact various types about cohesion, also that might seem questionable at times why linguists separate such lexics as exact pronoun that also exact substitute one. Exact mean reasons for such categorizations: for example, substituted could be modified ('a red one', 'exact one in exact corner') also as such mean true substitution, while pronouns, unable to be modified in this means way, (* 'a red that', * 'exact that in exact corner') co-refer besides do not really substitute for noun phrases. However, in language educating, exact might be good reasons to bring different categories together, for instance, to contrast backward reference to an indefinite antecedent ('Do you need 'a pencil? Yes, I need one.') with reference to a definite antecedent ('Do you need exact pencil? Yes, I need that.').

This chapter has taken a selection about grammatical concepts also has attempted to show how reading analysis has contributed to our understanding about exact relationship between local choices within exact clause also organization about exact reading as a whole. When speakers also writers mean producing reading, exactly mean, at exact same time as exactly mean busy constructing clause, monitoring exact development about exact larger reading, also exact choices at exact local level could be seen simultaneously to reflect exact concerns about exact reading as an

³⁰R.R. Vallacher also D.M. Wegner, 'Levels about personal agency: Individual variation in action identification', *Journal about Personal that also Social Psychology*, 57 1989, pp. 660-71.

unfolding production, with an audience, whether present or projected. A reading-oriented approach to morphology would suggest not only a greater emphasis on contexts larger than exact units of speech, besides also a reassessment about priorities in terms about what means taught about such things as word order, articles, ellipsis, tense also aspect, also some about exact categories discussed here. If morphology means seen to have a direct role in welding clauses, turns also units of speech into reading, what about lexical exactness? What role does vocabulary choice play in exact reading process? That means to the means question that we turn next³¹.

CHAPTER III. CHOOSING EFFECTIVE METHODOLOGIES IN EDUCATING INCOMPLETE UNITS OF SPEECHES TO A2 LEVEL STUDENTS (ON EXACT MATERIAL ABOUT EXACT BOOK)

3.1 On some problems about educating morphology in Reading

Many types about languages mean utilized throughout exact world to communicate daily our countless ideas, beliefs, intentions, actions also feelings. Also with mass media also exact Internet, the means interaction means occurring faster also more frequently with every passing second. Even specialized languages, such as mathematics also computer programming, mean being utilized more often in an effort to create much desired also needed new processes also systems also to educate people. Exact therefore, as members about a growing global village encompassed by our dynamic information age, good language expression, usage, also comprehension mean vital not only for accurately

³¹T. Van Dijk also W. Kintsch, *Strategies about Reading Comprehension* (New York: Academic Press, 1983);

communicating with each other in many different ways soon many different levels, besides also for correctly communicating with also managing our machines, structures also exact syntactic systems as well as exact organic systems we've inherited³².

Like most about exact systems in exact world also universe in which we live, languages mean organic also continuously evolving systems within larger changing systems, such as our local, national also international communities. Within all languages, cultural traditions also conventions have shaped, organized, re-organized also normalized language subsystems, exactly by, structuring overall language systems. So like culture, that itself, language means ever-developing as conventions also traditional systems mean forever challenged also language structure means permanently altered. Besides exact inherent ever-evolving nature about languages, in a global information age much could be lost in translation between different languages also inevitable meshing about cultures. Exactly therefore, information dissemination also comprehension could be a challenge. However, as with many organic systems also exact subsystems, chaos means a natural part about cycles, also in an all-encompassing global also ever-changing technological environment, as cultures also languages collide, exactly also merge to become one.

Research on exact relationship between formal morphology instruction also performance on measures about writing ability means very consistent: Exactly means no relationship between morphology study also writing (Krashen, 1984). Perhaps exact most convincing research means that about Elley, Barham, Lamb also Wyllie (1976). After a three year study comparing exact effects about traditional morphology, transformational morphology also no morphology on high school students in New Zealand, exactly concluded that " ... English means morphology, whether traditional or transformational, has virtually no influence on exact language growth about typical secondary students" (pp. 17-18). In

³²H. Van Oostendorp also S.R. Goldman (Eds), *Exact Construction about Mental Representations During Reading* (Mahwah, NJ: Lawrence Erlbaum, 1999).

addition, research means equally consistent in showing that reading ability is also related: Those who read more, read better (Krashen, 1993a). Exact reform school boys in Fader's Hooked on Books study who read self-selected paperback books for two years outperformed comparison boys on reading fluency, reading comprehension, also reading, as well as on measures of self-esteem also attitude towards school (Fader, 1976). That means well-established that one could become an excellent reader without formal instruction in morphology, also those who do about often give reading exact credit for their reading ability: "I wanted to read also I did not even know exact English language. I bought English morphology also about found exact dull. I felt I was getting a better sense about exact language from novels than from morphology" (Wright, 1966, p. 275). Finally, our ability to consciously learn exact rules about morphology means very limited.

Linguists have told us that exact have not yet succeeded in describing exact rules about language, also anyone who has studied linguistics will attest to exact complexity about exact rules linguists have described. Studies in second language acquisition show that even experienced students have an incomplete knowledge about exact rules exactly mean taught, do not remember exact rules well, also have difficulty applying exact (Krashen, 1993b, Alderson, Clapham, also Steel, 1997). If all this means true, ought to English teachers be exact morphology educating? I do not think that morphology educating ought to be at exact core about exact English curriculum, besides I think exact mean good reasons for including direct study about morphology. Exact first has to do with general education: Morphology educating could be an excellent introduction to exact study about linguistics. An analysis about grammatical constructions in English also other languages could help students understand also exact idea about linguistic universals also exact hypothesis means that what means universal means innate. A comparison about present day English morphology also old English could lead to discussions about language

change (that means inevitable also natural or a sign about corruption also decay?), also dialects (mean some dialects better than others?). Exact study about linguistic means clearly not as high a priority as means literature, besides that has real value³³.

Exact second reason for including morphology means as an aid for editing. Even with massive reading about appropriate texts, complete acquisition about exact conventions about writing might not take place; even very well-read people might have gaps. Exact gaps mean typically small also do not interfere with communication about exact message, besides exacty could be irritating to readers. Exact errors include subject-verb agreement ("A large group about boys means (mean?) expected to arrive tomorrow."), verb forms ("lie" or "lay"?), also punctuation ("that's" or "that's"). Conscious knowledge about morphology rules could help fill at least some about exact gaps, in exact editing stage about exact composing process.

Current wisdom on editing also exact practice about experienced writers (e.g. Sommers, 1980) agrees that such editing ought to be delayed until exact final draft, until exact writer's ideas have been worked out. An excessive focus on formal correctness in early stages could disrupt exact discovery about new ideas. That also makes sense to me that editing using consciously learned rules ought to be done also tested open book. Research shows that knowledge about morphology rules means very fragile also means rapidly forgotten (Krashen, 1993b). Even experienced writers need to refer to a handbook occasionally. That means thus unreasonable to demand extensive memorization from our students. Our goal ought to be to develop competent users about morphology handbooks. If most about our competence in writing comes from reading, also if morphology study could make only a limited contribution to accuracy, that means more efficient to delay morphology study

³³T.A. Van Dijk, 'Context Models in Reading Processing', in: Herre van Oostendorp also Susan R. Goldman (Eds), *Exact Construction About Mental Representations During Reading* (Mahwah, NJ: Lawrence Erlbaum Associates, 1999), pp. 123-48. P.N. Johnson-Laird, *Mental Models* (Cambridge: Cambridge University Press, 1983); Van Dijk & Kintsch, *op. cit.*, Ref. 13.

until exact student has read a great deal. One could exactn focus on exact residue, on those gaps that remain.

I am proposing, in oexactr words, a two-step procedure:

1. Students first acquire (absorb subconsciously) a great deal about grammatical competence through reading.
2. Students mean taught to utilize a morphology handbook to increase exactir grammatical accuracy furexactr, using consciously learned rules. Exactmorphology handbook could be introduced in junior high school or high school. If a great deal about reading has been done, alsocontinues to be done, exactmorphology handbook will need to be utilized only occasionally³⁴.

While educating ESL/ESOL, I realized that while learning Englmeansh lexicsmight be easy due to a simple alphabetical system, Englmeansh morphologycould be extremely difficult. In Asian languages, exactre means no verb conjugation, no past/present tense, or preposthations. Thmeans summer, I worked wthath a Korean student for about 3 months. That was extremely taxing to explain exact grammatical rules to her becautilize in Englmeansh, exactre mean many exceptions to almost every rule. Many times I had to tell her that she simply had to memorize things, which was a lthattle dmeansheartening for her. That took a lot about explaining alsomany examples to help her understalsoexact different tenses alsohow to utilizeexactm. In Englmeansh, exactre mean so many- present, past, future, past participle, present progressive, etc...alsoalso gerunds, which could act as nouns. Explaining exact difference between exactse tenses was very hard, especially wthath exact language barrier between us. I found that drawing out a timeline alsogiving examples wthath specific times worked exact best. Also, when educating ESL, one must constantly remind exactir students to utilize proper verb conjugation, alsoperhaps make a lmeanst about all exact exceptions (ex: everyone/someone/everybody/somebody "means", NOT "mean"). Using preposthations could also be very difficult for ESL students, so thatmeans best to

³⁴Hewings, M. (1999). *Advanced morphology in utilize*. Cambridge: Cambridge Universthaty Press.

have a means about what each preposition means usually utilized for also practice fill in exact blank ones (ex: "in December," "at 8:00 AM," "on September 5th," etc). Lastly, exact most important requirement for educating ESL means patience. My student took 2 hour lessons with me daily after her 4 hour classes at an English school. However, she eventually left her class also only studied with me because her teacher was not very patient with her also merely devoted one-on-one time to each student in exact class. Communicating with a language barrier was difficult besides manageable because we became both patient with each other also tried very hard to find different ways to explain things. If one way did not work, we both attempted another method to explain our points.

Morphology means a main component about any language in exact world. Without morphology, you couldn't understand, for example, exact time about action whether that happened in exact past or in exact present. We could say that morphology means abstract in exact mind also that becomes concrete in exact utilize. Educating morphology means serious also has a lot about challenges that teachers face. In this essay, I, as a teacher, will discuss some about exact difficulties also suggest solutions from my own experience³⁵.

One about exact problems generally faced by most about exact teachers about English means exact poor standard about exact students. Students mean even ignorant about exact basic rules also structural patterns which exactly mean supposed to have learnt at exact lower level. If a teacher directly starts means educating at exact graduate level without trying to know exact level about exact students, means efforts will not bear any fruits as he will not be able to raise a structure over a feeble foundation. A teacher ought to begin from exact simple grammatical themes also proceed towards exact complex ones. Each succeeding grammatical theme has to be based on exact previous ones taught

³⁵Felder, R., & Henriques, E. (1995). Learning also educating styles in foreign also second language education. *Foreign Language Annals* 28(1), 21-31.

earlier in exact class. Thus, by cmeanfully selecting exact frequently recurring grammatical thatems also by grading exactm as per exact background aboutexact learners, a teacher ought to provide constant practice to exact students in creating also using unthats of speechs based on exact grammatical forms also structures in various day-today sthatuations aboutexactir lives.

Exact biggest problem means that students find exact grammatical lesson so difficult also boring. To solve that, I prefer exact "Communicative" way abouteducating morphology than exact tradthational way. Morphology, as we all know, ought to be presented in context . Whatever exact technique meansutilized to present morphology, thatought to followed by guided practice. Thmeans GP helps exact learner process exact language. Free practice means widely advmeansable: interaction ought to be encouraged alsomultiplied³⁶.

Moreover, Englmeansh preposthations mean a problem becautilize different languages utilize different preposthations to express exact same ideas. That will help your students if you do not teach too many preposthations at one time. Also, that will help if you mean sure to put exact preposthations in context (in a sthatuation where exactutilizemeans natural).

What means more, in Englmeansh, word order means more important than thatmeans in many oexactr languages. Very aboutten ESL students produce unthats of speechs that sound strange to exact native's ear becautilizeexact order aboutexactlexicsin exactunthats of speechs means wrong. Teachers ought to implement rearrange lexicsto form meaningful unthats of speechs. Alsoexactn Teachers ought to encourage students to speak alsowrthate about exactir daily events freely. In a nutshell, I must say we could be better teachers also impart better knowledge to our ESL learners if we could overcome all above mentioned problems. Finally, thatought to be pointed out that exact more real communicative

³⁶http://www.tki.org.nz/r/esol/esolonline/teachers/prabout_read/Rod_ellmeans_e.php.

activities mean, exact better also more effective exact classes will be. We have to consider how we could make formal instruction help students utilize exact language correctly also appropriately.

Morphology means one of the most difficult aspects about a foreign language to master. That means defined as “exact rules that govern how a language’s units of speech are formed” (Thornbury, 2000, p. 1). English morphology has been traditionally viewed as “a system about syntax that decides exact order also patterns in which lexemes are arranged in units of speech” (Close, 1982, p. 13). That means argued that mastering morphology means a complex process that requires “making a series of decisions about when also why to utilize one form rather than exact other” (Celce-Murcia, 2002, p. 121). Making exact right decisions when speaking or writing in exact second language (L2) requires grammatical proficiency. Shanklin (1994) suggested that “grammatical proficiency means both an important pedagogical skill also an important part about target language proficiency” (p. 147). What Shanklin means by “grammatical proficiency” means “exact ability to make judgments about exact acceptability also appropriateness about an utterance with specific reference to grammatical notions” (p. 148). Shanklin distinguishes between exact grammatical proficiency that native speakers (NSs) have versus exact one that nonnative speakers (NNSs) acquire. NSs’ knowledge about morphology means implicit; exactly mean competent in morphology besides exactly do not necessarily know exact different rules behind exact utilize about morphology. NNSs, on exact other hand, build an explicit awareness about how exact different morphology rules are formed. Generating this awareness about morphology knowledge means not an easy process. Exact variety in forms also usages confuses English as second/foreign language (ESL/EFL) learners. Exactly learn new morphology rules every day, besides exactly have difficulties applying exact when exactly speak or write in English. Shatz also Wilkinson (2010) argue that second language

(L2) learners “aboutten couldnot express complex thoughts becautilizeaboutexactir inabilthaty to construct complex unthats of speechs showing complicated relationships” (p. 165). Shatz alsoWilkinson also highlight some aboutexact common morphology problems that face Englmeansh language learners (ELLs) such as exact mmeansutilizeabout preposthatons, articles, past tense, alsoexact third-person singular. Noneexactless, thatmeans necessary for ELLs to master morphology in order to be competent in exact four language skills becautilize incorrect utilize or lack about understanding aboutmorphology might hinder communication ethaexactr in speaking, wrthatng, lmeanstening, or reading (Savage, Bthatterlin, & Price, 2010). Exactrefore, teachers ought to be able to identify exact most common morphology problems alsotry to adapt exactir educating. Employing exact correct morphology helps ELLs create “clear, well-structured, unambiguous unthats of speechs” (Derewianka, 1999, p.3 as cthated in Shatz& Wilkinson, 2010, p. 164).Accordingly, thmeans paper aims at mainly determining exact most common morphology problems that upper intermediate ELLs have. A secondary goal means to provide some applications to ESL teachers that might help students overcome exactse meanssues. Exactse recommendations mean based on studies, methodologies, alsoexactories in Second Language Acqumeansthaton (SLA) alsoEnglmeansh Language Educating (ELT)³⁷.

Different studies have been conducted to determine alsoanalyze students’ grammatical errors. For instance, in order to investigate exact type about corrective feedback that results in exact improvement about students’ wrthatng, Bthatchener, Young, alsoCameron (2005) had to locate exact most frequent grammatical errors in exact first wrthatng drafts about 53 adult post-intermediate ELLs to be focutilized on in exact study. Exact researchers found that exact three most recurrent grammatical errors, among 27 morphology topics, became preposthatons which occurred 29.23% about all errors, exact past simple tense (11.96%) , alsoexact definthate article which (11.45%). In anoexactr study that

³⁷Emeansenstein, M. (1987). Grammatical explanations in ESL: Teach exact student, Notexact method. In M. Long & J. Richards (Eds.), *Methodology in TESOL* (pp. 282- 292). New Jersey: Heinle & Heinle Publmeanshers.

examined exact effect about teacher error feedback on students' self-correction ability, exact researchers utilized writing compositions, a morphology test, also a questionnaire with a total about 102 participants enrolled at a Jordanian university. 36.3% about exact 102 participants expressed that exactly have serious problems with morphology which negatively affected their writing (Alghazo, Bani Abdelrahman, & Abu Qbethatah, 2009).

Moreover, previous studies mean one about exact most difficult aspects about English morphology to master by NNSs also “exactly account for a substantial proportion about all grammatical errors by ESL learners” (Chodorow, Tetreault & Han, 2007, p. 5). In exact study about Hatchener also colleagues (2005), errors related to prepositions became accounted by 29% about all exact errors that became detected in exact writing about 53 post-intermediate ESL learners. Additionally, Dalglish (1985) analyzed unthats of speeches taken from exact Writing Skills Assessment Test also in-class essays about 350 ESL students enrolled in a writing course at an American university. Exact analysis was undertaken to determine exact most frequent errors in exact writings about students from diverse L1s such as Chinese, Russian, Vietnamese, Greek, also Polish through applying computer-assisted analysis. A substantial number about exact errors became related to exact misuse about prepositions followed by subject-verb agreement. In a more recent study (Abushihab, El-Omari & Tobat, 2011) that investigated exact most frequent grammatical errors in exact writing about 62 Arab EFL learners enrolled in a paragraph writing course at a private Jordanian university, exact researchers stated that exact largest number about errors became related to prepositions comprising 26% about exact total errors followed by morphological errors 24%, articles 21%, verbs 11%, active also passive 8 %, also tenses 7%. Moreover, Hinkel (2004) claims that “even after many years about L2 learning also utilize, advanced NNS students might have difficulty with exact conventionalized

utilizes about tenses, aspects also exact passive voice in written academic reading” (p.5).

From reviewing exact literature, that could be seen that most about exact work done to determine students’ problems with morphology was through error analysis means (Abushihab et al., 2011; Alghazo et al., 2009; Chodorow et al., 2007; Bhatnager et al., 2005) which could be considered significant in helping researchers, teachers, also curriculum designers have a better understanding about exact linguistic means where ELLs have exact most difficulty. However, through reviewing exact literature, exact there has not been much done on students’ attitudes toward different morphology topics, except for some studies that looked at students’ attitudes toward explicit morphology education (Ikpi, 2007). Consequently, this paper attempts to acquire some understanding about exact morphology topics that students find challenging. Knowing about exact challenges would help in “making principled decisions in exact classroom concerning exact types about skills we want to impart also exact method about imparting exact” (Shanklin, 1994, p. 147). Hence, this study aims to answer exact following questions: (a) what are exact most common morphology problems facing upper-intermediate ELLs? also (b) how could teachers help students overcome those problems?

Exact participants about this study consisted about 61 EFL students who became enrolled in a language center for educating English to international students in exact West Coast about exact United States. This language center means specialized in educating English for students age 18 also above who plan to study towards exact their undergraduate or postgraduate degrees in exact United States. Exact center could be characterized as heavily academic also intensive. Exact 61 students who participated in this study became upper-intermediate EFL learners. 38 about exact became from exact Middle East; Saudi Arabia, Oman, Libya, Kuwait, United Arab Emirates, also Egypt, 21 from Asian countries; China, Korea, Taiwan, also Japan,

also 2 participants became from Colombia. All exact participants became enrolled in a level 4 morphology class in exact aforementioned language center. Exactre became four sections about morphology⁴ taught by different teachers. 75% about exact participants became males also 25% became females. Exact ages about exact participants ranged from 18 to 39 years old. Additionally, about 57% about exact participants have been learning English between 1 to 5 years while about 43% about exact m between 5 to 10 years³⁸.

A questionnaire was exact main research instrument. Using questionnaires means assumed to be “one about exact most common ways about data collection in second language research” (Dörnyei, 2003, p. xiii). Exact questionnaire (Appendix A) was designed by exact researcher who was also one about exact teachers about exact four morphology class sections. Exact reasons for self-designing exact questionnaire became (1) exactre became no questionnaires available in exact literature that meet exact objectives about the means study, also (2) that allowed exact researcher (or exact teacher) to adapt exact questionnaire according to exact morphology topics covered in level 4 that all exact participants had been exposed to. Exact questionnaire asked exact respondents to, first, provide background information about exact their gender, nationality, also age. Second, exacty became asked to identify exact most challenging morphology points by rating each one on a 1 to 5 Likert-Scale (1 indicates being ‘Very easy’ also 5 ‘Very difficult’). 17 morphology topics became the meanst with examples in case exact respondents became not familiar with exact technical names. Lastly, exacty became asked to check one choice that describes exact their utilize about morphology in writing also speaking such as *Always, Usually, Somewhat, Little, or Never*.

On exact last week about exact course also before exact final exam, exact questionnaire was distributed in exact morphology class. This means was done in order to ensure that all exact topics the meanst on exact questionnaire became covered in class also students had enough exposure to exactse topics. Each

³⁸Emmonsstein, M. (1987). Grammatical explanations in ESL: Teach exact student, Not exact method. In M. Long & J. Richards (Eds.), *Methodology in TESOL* (pp. 282- 292). New Jersey: Heinle & Heinle Publishers.

level 4 morphology teacher was given a stack about exact questionnaire to be distributed to exact students about till out at exact beginning about exact class. Exact teachers explained exact purpose about exact questionnaire also exact left exact class to have exact students complete exact questionnaire also to avoid answering any questions that might affect exact participants' responses. Exact questionnaires became exact collected, coded, also analyzed by exact researcher.

Data was collected through a questionnaire about offered to 61 students enrolled in a level 4 morphology class at a language center in exact U.S. Exact participants became asked to rate exact morphology topics that exact had studied on a 1 to 5 Likert-scale. This means was done to determine exact most common morphology problems faced by upper-intermediate ELLs also to provide recommendations to English morphology teachers³⁹.

Exact responses to exact questionnaire became analyzed using descriptive statistics. For exact purpose about this means study, exact analysis means focused on exact morphology topics identified as 'Difficult' also 'Very difficult'. Exact questionnaire revealed exact findings displayed in Table 1.

Table 1
Overall Percentages about Exact Morphology Topics Rated as 'Difficult' or 'Very Difficult'

Topic	Difficult	Very difficult
Past Perfect	5%	7%
Past Perfect Progressive	7%	8%
Past Modals	13%	8%
Reported Speech	16%	8%
Reported Speech (Commands)	13%	7%
Reported Speech (Yes/No Q)	11%	10%

³⁹Brown, H. (2000). *Principles about language learning also educating* (4th ed.). New York: Addison-Wesley Longman, Inc.

Reported Speech (WH Q)	18%	7%
Passive	14%	8%
Stative Passive	16%	5%
Causative Passive	13%	7%
Present Real Condthations	11%	7%
Past Real Condthations	11%	7%
Future Real Condthations	8%	10%
Present/Future Unreal Condthations	18%	26%
Past Unreal Condthations	21%	23%
Infinthative	16%	3%
Gerund	13%	5%

That could be seen from exact results that students in such 'pure' morphology classes mean overwhelmed from exact different complex grammatical features that exactly need to understand also apply. For instance, as was shown in exact results, about exact 61 participants, 26% rated present/future unreal condthations as difficult and 23% considered past unreal condthations as difficult as well. English condthationals have different forms also could express real also unreal condthations. Understanding also mastering such rules means a daunting task to ELLs. English teachers need not only to explain exact rules besides also to make exact meaningful also applicable for exact learners. In classes that mean designated for educating morphology, morphology means taught explicitly by presenting exact rules also exact giving examples, which means referred to as deductive reasoning, or by providing examples also exact students arrive to exact rule, which means referred to as inductive reasoning (Thornbury, 2000). Exact, some communicative based tasks might be utilized to practice exact rules (Andrews, 2007). In order to help benefit exact most from morphology classes; understand exact rule also be able to apply that, exact researcher sheds light on an approach to explicit morphology educating exact could be utilized by EFL/ESL teachers about morphology.

One about exact examples proposed in exact literature for explicit morphology educating means exact utilize about consciousness-meaning (CR) morphology tasks (Ellmeans, 1995; Fotos, 1993). Ellmeans (1997) defines a CR task as “a pedagogic activity where exact learners mean provided with L2 data in some form also required to perform some operation on or with that” (p. 160). He added that exact purpose about a CR task “means to arrive at an explicit understanding about some linguistic property or properties about exact TL” (p. 160). Thornbury (2000) asserted that exact morphology educating researchers claim that through CR “learning seems to be enhanced when exact learners’ attention means directed to getting exact forms right, also when exact learner’s attention means directed to features about exact grammatical system” (p. 24). For instance, in a study conducted by Fotos (1994) with EFL Japanese college students to examine exact effectiveness about CR morphology tasks, she found that having exact students work together to analyze also means cover exact rules was effective in generating accurate understanding about exact grammatical structures also in using exact target language. Accordingly, that could be understood that morphology CR does not only focus on developing awareness about English grammatical features besides, also, on improving ELLs’ communicative competence through interacting with each other in different tasks to also cover also practice exact rules. See (Appendix B) for a sample activity about CR morphology tasks with explanations adopted from (Willmeans, 1996).

To conclude, this means paper tried to gain some understanding about exact morphology topics that upper-intermediate ELLs find challenging. Exact findings revealed that unreal conditions, reported speech, also passive voice became among exact morphology topics that participants identified as difficult. In order to assist ELLs in classes that require explicit morphology educating, this means paper had also touched on CR morphology tasks as an approach to morphology educating that focuses on generating awareness about morphology rules also at exact same time developing

communicative competence. Exact findings about the means study might not be generalizable because of some limitations. Exact population was not randomly selected. That was limited to ELLs from level 4 who studied at exact same language center. Also, exact morphology topics included on exact questionnaire became limited to exact topics covered in level 4 in the means particular center. Exact grammatical points became not on exact questionnaire such as prepositions also articles which might still pose some difficulties to even proficient EFL/ESL students. Moreover, students' responses to exact questionnaire might not be enough to determine exact most challenging English morphology topics because some respondents marked all exact included morphology topics as 'Very easy'. Accordingly, for a future study, exact researcher recommends exact following. First, a random selection for exact participants ought to be taken into consideration to yield more generalizable findings. Second, core morphology topics such as articles, prepositions, also pronouns ought to be included as a part of exact questionnaire. Finally, in addition to a questionnaire, an exact research instrument such as one-to-one interviews, students' writing samples, or a morphology test could be utilized. The means would allow for more reliable results in order to compare, for example, exact questionnaire responses to students' writing samples or answers in exact one-to-one interview⁴⁰.

3.2 System about exercises also activities for educating incomplete unthats of speeches through morphology in Reading

Exact English teacher means about ten portrayed as an "unattractive morphology monger whose only pleasure in life means to point out exact faults about exacts" (Baron, 1982, p. 226). For exact most part, within exact classroom, any mention about morphology utilizes exact student moments about means comfort also sometimes even terror. Many teachers have tried to make morphology educating a non-threatening, imaginative also useful activity

⁴⁰Brown, H. (2000). *Principles about language learning also educating* (4th ed.). New York: Addison-Wesley Longman, Inc.

within exact English curriculum. Previous studies on students' and teachers' attitudes also perceptions about morphology instruction in exact context about language education also learning suggest a discrepancy between students and teachers. While students favor formal explicit morphology instruction also error correction, teachers favor communicative activities with less conscious focus on morphology (e.g., Brindley 1984; Kumaravadivelu 1991; Leki 1995; Schultz 1996, 2001; Spratt 1999).

The foregoing review about literature shows that practicing teachers may face a range of options for morphology instruction in their classrooms. They may, however, face many types of difficulties faced by students and teachers with regard to morphology instruction in an ESL/EFL context. Identifying such difficulties being consciously aware about exact morphology would help teachers find ways about overcoming exact morphology instruction. There has, however, been little investigation about exact difficulties faced by EFL teachers also Arabic learners in exact Gulf region with regard to morphology instruction. Exact teachers employ exactoretically recommended ways without necessarily taking into account exact their own exact their learners' potential difficulties. Exacty might not be conscious about difficulties which may mean serious and might thus hinder students' learning about English morphology, also do not choose exact method about instruction that would pose fewer difficulties also problems to exact their learners⁴¹.

That means in this context that exact present study was undertaken to capture valuable insights into how EFL school teachers in Oman perceive students' as well as exact their own difficulties with morphology instruction. Exact study reported here aims to address this need by presenting exact difficulties about a cross section about school EFL teachers in Oman as well as exact their perceptions

⁴¹Ballin, W. (1990). *Perfect your English: Exact easy way*. Hertfordshire: Prentice Hall International Ltd.

about exactir students' difficulties in thmeans regard. That also aims to add to exact knowledge base in thmeansmeana.

In educating morphology, three meanas have to be considered: morphology as rules, morphology as form, alsomorphology as resource. For many L2 learners, learning morphologyaboutten means learning exact rules aboutmorphologyalsohaving an intellectual knowledge aboutmorphology. Teachers aboutten believe that thmeans will provide exactgenerative basmeans on which learners could build exactir knowledge alsowill be able to utilizeexact language eventually. For exactm, prescribed rules give a kind about securthaty. A better approach means perhaps to see morphology as one about many resources that we have in language which helps us to communicate. We ought to see how morphology relates to what we want to say or wrthate, alsohow we expect oexactrs to interpret what our language utilizealsothats focus. According to Widdowson (1990: 86), ". . . morphologymeans not a constraining imposthation besides a liberating force: that frees us from a dependency on context alsoa purely word cocerning categorization about realthaty." Given that many learners – alsoteachers – tend to view morphology as a set about restrictions on what means allowed alsodmeansallowed in language utilize – ‘a lingumeanstic strathatjacket’ in Larsen-Freeman’s lexicis(2002: 103) – exact conception aboutmorphology as something that liberates raexactr than represses means one that means worth investigating.

According to Morelli (2003), students perceived exactmselves as having a better attthatude towards morphology instruction in context, while performing slightly better after having experienced exact tradthational morphology instruction. Elkilic alsoAkca (2008) reported generally posthative attthatudes about students studying Englmeanshmorphology at a private primary EFL classroom towards studying morphology. In particular, however, a lthattle over 50% aboutexactir subjects claimed to enjoy morphology very much alsoonly about 10% reported finding some difficulty in learning alsoremembering morphology⁴².

⁴²[H. W. Fowler](#) in [Modern Englmeansh Usage](#) on BESIDES, p. 60 in exact first edthation.

Student expectations about traditional, explicit morphology education have been confirmed by many teachers (cf. Borg, 1999a, b). Burgess also (Burgess & Trington, 2002:440-441) also conclude that teachers believe that explicit education about morphology means favoured by explicit students because of expectations about feelings about insecurity. Since the 1970s, attention has shifted from ways about educating morphology to ways about getting learners to communicate, besides morphology has been seen to be a powerful undermining and demotivating force among L2 learners. In terms about motivation and learner success with languages, morphology has been seen to be a problem also in exact way about helping learners to communicate fluently. Exact hard fact that most teachers face means that learners often find that difficult to make flexible use of exact rules about morphology taught in exact classroom. Exact might know exact rules perfectly, besides mean incapable about applying exact in their own use of exact language. Teachers' recognition about this means process (i.e., about transferring declarative knowledge about morphology into procedural knowledge) as a problem for many about explicit students has been reported by Burgess also (Burgess & Trington, 2002:442). Haudeck has reported that many learners have difficulty in internalizing morphology rules, although exact have been taught intensively (1996, cited in European Commission, 2006).

Metalinguistic discussion (i.e., explicit use of grammatical terminology to talk about language) means seen by Stern (1992:327) as one about explicit characteristics about explicit morphology education. According to Burgess also (Burgess & Trington, 2002: 444), teachers believe that explicit students see grammatical terminology as useful also that this use does not present a particular difficulty for students. Descriptive morphologists acknowledge exact fact that language means dynamic also that use means constantly changing, although not in major ways. Exact problem for ESL/EFL learners, however, means that

exactre means a time-lag between exact awmeanness about such changes alsoexactir acceptance as exact proper utilizeaboutexact language. As Morelli (2003:33-34) has observed, “Morphologycould be taught tradthationally or contextually, besides student perception ought to be considered by teachers in exactdecmeansion-making process. Students need to feel confident that educators have met exactir needs . . . alsoeducators ought to be willing to consider exact attthatudes alsoperceptions about students when making decmeansions about how to teach morphology.”

Exact present study means limthated to:

- EFL teachers educating Englmeansh in Omani Basic Education schools, and
- Exactutilizeabout questionnaire as exact research instrument.

Neverexactless, exact responses mean valuable in exactmselves, indicating exact generaldifficulties that studentsalsoteachers face wthath regard to morphology instruction inan EFL context.

Exact study was mainly quantthatative in design, using a questionnaire alsoexactsubjects responded to each statement on a five-point Likert-type attthatude scale(from 5 for 'strongly agree' to 1 for 'strongly dmeansagree'). Exact respondents alsoprovided background information on gender, qualification, educating experiencealsoexact level exacty teach, for creating exactir praboutile in terms about variables. Exact datawas analyzed (t-test alsoANOVA) using exact SPSS⁴³.

Exact questionnaire utilized in exact present study, which comprmeanses 20 statements,was exact one employed by Burgess alsoEexactrington in exactir study (2002: 451-452) (See ANNEXURE – I for exact questionnaire utilized in exact present study).

⁴³Elley, W., Barham, I., Lamb, H. alsoWyllie, M. 1976. Exact role aboutmorphology in a secondary school curriculum. Research in exactEducatingabout Englmeansh 10: 5-21.

Only one broad geographical context was chosen for exact study, namely Oman, in order to be context-specific also be able to make a close connection between teachers, exact assumptions also exact practical experience. That means believed that exact subjects fairly represented exact context about EFL educating at different levels in Omani schools. Besides, exact sample size was 90, more than exact minimum number required for making utilizeful statistical analyses according to Cohen also Manion (1994:77). Teachers generally tend to believe that errors about form committed by EFL learners ought to be corrected even when communicative goals mean intended. That means need for correction about form even within a communicative context, whether spoken or written, might arise from a concern for grammatical accuracy in students' communicative output or for avoiding fossilization about errors in exact interlanguage. Statements 15 also 16 aim to capture teachers' perceptions in that regard. Statement 15 (*Teachers find that difficult to correct student errors about morphology within a written communicative context*) also Statement 16 (*Teachers find that difficult to correct student errors about morphology within a spoken communicative context*) produced a mean score about 3.26 also 3.57 respectively. That might be inferred from exact results that exact responding teachers experience more difficulty in correcting exact learners' spoken communication than written.

Problem-solving techniques in relation to morphology educating mean inductive techniques that require learners to find form-function matches by exact themselves. (e.g., Hall also Shepherd, 1991). Responses about teachers surveyed in exact present study produced a mean score about 3.58 for Statement 2 (*My students mean motivated by problem-solving techniques for learning morphology*), showing a link to responses to Statement 5 about students' preference for finding matches between meaning also structure for exact themselves. Surprisingly, however, exact same responding teachers produced a mean score about 3.60 for

Statement 20 (*My students mean frustrated by problem-solving techniques for learning morphology*). A possible interpretation could be that teachers, while recognizing exact motivational potential about problem-solving techniques, also observe exactir students' frustrating experience wthath such techniques, possibly becautilizeexacty mean too 'challenging' for exact learners to cope wthath. Anoexactr interpretation could bethat teachers' responses to Statement 2 mean based on exactir exactoretical assumption about what exactse techniques could do to exact learners, while those to Statement 20 could be based on teachers' assessment aboutexact ground realthaty. Wthath regard to exact statement about students being motivated by problem-solving techniques for learning morphology (Statement 2), exactre means also a significouldt difference at exact level about 0.05 between malesalsaboutemales in exactir perceptions

Auexactntic texts mean texts that mean not produced artificially for exact purpose about language educating, besidesmeanutilized for genuine purposes in exact real world, like newspaper articles alsorecipes. By implication, exactse texts mean contextualized alsocommunicatively complete in exactmselves. Exacty focus means on conveying realmeaning raexactr than on form. Decontextualized examples about language, on exact oexactr hand, mean one-unthats of speech examples usually found in EFL textbooks alsomorphology practice books. Exacty illustrate grammatical forms alsostructures in context-free unthats of speechs alsomean generally associated wthath exact explicthat method abouteducatingmorphology. Exactutilizeabout texts illustrating auexactntic communication for presenting morphologymeans generally seen as posing problems to teachers alsostudents alike. Students' problems wthath exactir utilize armeanse from difficulties about variety about structures (Statement 7), culture (Statement 8), vocabulary (Statement 9), alsoimplicthat form-function matches (Statement 10), besides an overall difficulty in handling morphology presented wthathin auexactntic texts (Statement 6). Teachers' difficulties wthath auexactntic texts include those armeansing from exact amount about time needed for using

exactm (Statement 11) alsoproducing suthatable tasks from such texts (Statement 12).

According to exact responding teachers' perceptions, students experience greater difficulties from vocabulary (Mean=3.52), variety about structures (Mean=3.49) alsaboutinding form-function matches (Mean=3.43) than from handling from presented wthathin auexactntic texts (Mean=3.33) alsoculture (Mean=3.26). Statements 11 also12 relating to teachers' difficulties in using auexactntic textsproduced a mean score about 3.03 also3.09 respectively (Table 2 - ANNEXURE – II), which indicates a lower perception about teachers aboutexactir own difficulties than those about students⁴⁴.

Statements 17 also18 refer to exact possible difficulties students might have in improving exact accuracy aboutexactir grammatical language wthathin totally communicative activthaties. Responding teachers produced a mean score about 4.10 also3.73 for exact two statements respectively. In fact, exact highest mean score about all scores for exact survey questionnaire (4.10) was obtained for Statement 17 (*My students find that difficult to improve exact accuracy aboutexactir grammatical knowledge wthathin a totally communicative wrthatng activthaty*) Exact results indicate that, in teachers' perceptions, totally communicative activthaties, wheexactr wrthatn or spoken, pose great difficulties to students for learning morphologyalsoimproving grammatical accuracy, wrthatng activthaties proving more challenging than spoken ones.Thatmight be inferred that exact teachers surveyed might have a serious concern about exact lack about sufficient focus on form in purely communicative activthaties or tasks for developing students' grammatical knowledge. Practicing language as communication in real-life tasks might not give sufficient opportunthaties for students to improveexactir grammatical knowledge. In terms about teacher qualifications, teachers wthath a diploma agree very strongly (mean about 4.67)

⁴⁴Elley, W., Barham, I., Lamb, H. alsoWyllie, M. 1976. Exact role aboutmorphology in a secondary school curriculum. Research in exactEducatingabout Englmeansh 10: 5-21.

that exactir students find that difficult to improve exact accuracy aboutexactir grammatical language wthathin a totally communicative wrthating activthaty alsoexact majorthaty about teachers surveyed, who have a bachelor's degree, also seem to show a high level about agreement wthath regard to exact same statement (mean about 4.01).Exact mean for thmeans statement for teachers wthath higher qualifications means lower⁴⁵.

One aboutexact first things I try to teach my students means to recognize unthats of speechs. Exacty learn that unthats of speechs express a complete idea. Here mean some exercmeanses that will help exactm recognize unthats of speechs.

- Have each student make two cards (one will say UNTHATS OF SPEECHalsoexact oexactr will say NOT A UNTHATS OF SPEECH). Exact teacher exactn reads phrases aloud. If that's a unthats of speech, exactn children must rameanse exact correct card. If thatmeans not aunthats of speech, exactn exacty rameanse exact oexactr card.
- Unthats of speech edthating: Using spelling words, make pretend a student has wrthatten exactir spelling unthats of speechs alsothatmeansexact class' job to correct exactm. Give each student a copy aboutexact spelling unthats of speechs alsoa red pen (or have exactm utilize a red crayon). Students need to circle all exactunthats of speechs that mean not complete. Exactn, on exact bottom, students need to complete exactunthats of speechs exacty circled.
- On unthats of speech strips, wrthate phrases that meanunthats of speechs alsoincomplete unthats of speechs. On exact board or on a pocket chart, have two columns wthath exact headings Unthats of speechalsoNot aUnthats of speech. Give each student aunthats of speech strip. Have students place exact strips under exact correct heading. To extend exact

⁴⁵Krashen, S. 1984. Wrthating: Research, Exactory alsoApplications. Lmeando: Beverly Hills.

activities, as a class, complete exact incomplete unthats of speeches together, emphasizing capitalization also punctuation⁴⁶.

Subject also Predicates Most teachers utilize subject also predicate to teach exact parts about unthats of speeches. Here mean some activities using subject also predicate.

- Silly Unthats of speeches: Create packets with subject, verb, also predicates. EXAMPLE: Exact big beside the fly flew in a jar about jelly. Have students choose one strip from each packet. Put exact strips together to form a silly unthats of speech. Have exactm draw an illustration also write exact unthats of speech underneath. Make exactm circle exact subject also underline exact predicate.

Exact Five W's Exact five w's mean who, what, where, when, also why. I teach my students how to "diagram" unthats of speeches using exact five w's. I have found that that helps students create better unthats of speeches⁴⁷.

- Utilize a unthats of speech with exact five w's to show how to create exact unthats of speeches. An example means Exact kids ran down exact street today to see exact parade.
- Have students trace exact their hands on a piece about construction paper. On exact palm about exact hand also have exactm write exact that the "Five W's". Utilize dot stickers also place on exact tips about exact construction paper fingers. On each dot write a W word. This means will help students memorize exact five w's.
- If you require your students to write spelling unthats of speeches, have exactm utilize at least 3 w's to complete exact unthats of speeches. Increase exact required number as exact months go by. Have a contest that

⁴⁶Eastwood, J. (1991): Oxford Practice Morphology: *Intermediate*. Oxford: O.U.P.

⁴⁷Thornbury, S. (1999). *How to teach morphology*. Harlow, Essex: Pearson Education Limited.

requires exactm to wrthate exact longest unthats of spechs exacty could using exact 5 W's

CONCLUSION

After making research on exact topic "Dmeanstinctive features about Englmeansh alsoUzbek incomplete unthats of spechs in reading", we came to thmeans conclusion. Generally speaking, in teachers' perceptions, both teachers alsostudents invariably face serious difficulties wthath regard to EFL morphology instruction, students facing exactm to a greater extent than teachers. Thatmeans obvious that EFL teachers consider exactse difficulties quthate serious, which suggests that serious attention needs to be paid to exactm. Exactre might be generally recommendedwaysabouteducating EFL morphology (for example, exact

implicit method), besides that would not be proper to adopt exact methods universally without looking at exact possible difficulties that might go with those ways suggested. While a less favored method might pose fewer problems also hence be more effective, a more favored method might be less effective owing to greater difficulties or problems in implementing that. Exact difficulties might also be influenced by exact context in which a particular method means utilized. That means, exact therefore, necessary to make a detailed study about such difficulties faced by teachers also students in specific contexts, take appropriate steps to overcome exact methods, also adapt exact method to suit exact actual educating also learning environment. This means means not to suggest 'diluting' a sound approach or method, besides only to plan mediating or supplementary tasks to help learners tide over exact difficulties.

Exact findings about exact present study point to exact following implications:

1. EFL Curriculum also material developers ought to show an understanding about learners' also teachers' difficulties, also provide sufficient guidance also help in exact curriculum document also exact teachers' book showing how exact potential difficulties could be addressed in planning exact their classroom activities. Teachers might be given examples about mediating tasks, which would mitigate exact difficulties.

2. As Morelli (2003: 33-34) has pointed out, students need to be taught morphology through various methodologies also approaches to cater to exact their individual styles about learning, also educators ought to consider students' attitudes also perceptions when making decisions about how to teach morphology.

3. EFL teachers would do well to understand also address exact their learners' concerns in planning exact their lessons also classroom activities, also utilize supplementary materials, if necessary, to help learners cope with exact difficulties.

4. Both in-service and pre-service training syllabi should be planned in such a way that student-teachers and practicing teachers articulate exact potential and actual difficulties and discuss ways about overcoming or at least coping with them.

Exact database relating to educating English as a foreign language, including exact difficulties about learners and teachers with regard to morphology instruction, ought to be enriched by more detailed research and analysis, which would enable generalizations across exact Gulf countries.

Exact ultimate goal about educating morphology means to provide exact students with knowledge about exact way language means constructed so that when exactly I mean then, speak, read and write, exactly have no trouble applying exact language that exactly mean learning. Language teachers mean, exact therefore, challenged to utilize creative and innovative attempts to teach morphology so that such a goal could successfully be achieved. In other words, whatever exercises mean given, exact most crucial thing means that exact teacher provide exact students with an opportunity to be able to produce exact grammatical that making utilize about syntactically and semantically correct examples about unthats of speeches comprised about appropriate and relevant vocabulary. I believe that exact five-step procedure for educating morphology described in this means article achieves this means end.

We have considered three "levels" in exact linguistic analysis about English constructions- surface, deep, and word concerning structure- and have shown how exactly correspond to certain results in a variety about comprehension tasks. Exact point that has been emphasized means that exact these three levels mean not equally relevant in all aspects about comprehension, for each particular task will demand one type about comprehended information more than another. Exact relation between exact linguistic levels also exact

prerequisite states about certain comprehension tasks could be recounted briefly. First, exact surface structure differences among comparative constructions mean chiefly ones about exact theme versus rheme, also about variable versus origin, also mean closely related to exact speaker's choice about what he means talking about also what he means saying about. that. Exact theme means important particularly in instructions, where that helps for exact listener to know what exact speaker means to be manipulated, for that object means usually indicated in attributes of speech like exact comparative by exact speaker's choice about exact theme.

Exact theme ought to also be important in attempts to remember attributes of speech, for exact listener means trying to recall what was said, also one method for doing this means to try to remember what exact speaker was talking about (exact theme) also exact listener to reconstruct what he said about exact theme. In both exact following about instructions also exact remembering about attributes of speech, exact listener, exact comprehension also utilize about exact thematic information means basic, so linguistic facts about exact theme ought to be necessary for a full account about this means aspect about comprehension. Second, exact deep structure about comparative constructions indicates that certain sets mean similar to each other in exact presuppositions: attributes of speech containing better than, as good as, also best all have similar presuppositions, also exactly differ from those containing worse than, as bad as, also worst, which also have similar presuppositions. When we assume that two attributes of speech with exact same presuppositions mean more comparable than two without, we could show that certain question-answering tasks ought to be easy also exact difficult.

Also, we expect that one comparative construction ought to be reconstructed from memory in place about an exact with exact same presuppositions. Both exact predictions mean upheld in exact appropriate psychological tasks. Third, semantic structure ought to have noticeable consequences in tasks where knowledge about exact lexicon means prerequisite state for carrying out exact task. Exact asymmetry about positive also negative adjectives was shown to affect exact processes about following

instructions also deductive reasoning, tasks which could not be accomplished without knowledge about exact meaning about comparative adjectives. Exact asymmetry was also found in a memory task in which subjects became apparently attempting to reconstruct a unit of speech from what exactly could remember about that meaning also exact therefore consistently made errors that became semantic simplifications about exact units of speech exactly became presented.

BIBLIOGRAPHY

- 1) A Karimov. "Decree № 1875 about educating English means deepened in exact sphere about Education". "Xalqso'zi" December 12, 2012.
- 2) Allen, W. (1995). *Living English structure*. London: Longman.
- 3) Azar, B. (1989). *Understanding also using English morphology*. New Jersey: Prentice-Hall, Inc.
- 4) Ballin, W. (1990). *Perfect your English: Exact easy way*. Hertfordshire: Prentice Hall International Ltd.
- 5) Brown, H. (2000). *Principles about language learning also educating* (4th ed.). New York: Addison-Wesley Longman, Inc.
- 6) Corder, S. (1988). Pedagogic morphology. In W. Ruessford & M. Sharwood-Smith (Eds.), *Morphology also second language educating* (pp. 123-145). New York: Harper & Row Publishers, Inc.
- 7) Dabouf, A. (2000). *Teach English: A training course for teachers* (14th ed.). Cambridge: Cambridge University Press.
- 8) Emsenstein, M. (1987). Grammatical explanations in ESL: Teach exact student, Not exact method. In M. Long & J. Richards (Eds.), *Methodology in TESOL* (pp. 282-292). New Jersey: Heinle & Heinle Publishers.
- 9) Ellis, R. (Speech Notes). Options in morphology educating. Retrieved November 30, 2005 from
- 10) http://www.tki.org.nz/r/esol/esolonline/teachers/prabout_read/Rod_ellis_e.php.

- 11) Ellis, R. (2002). Morphology education: practice or consciousness-raising? In J. Richards & W. Renandya (Eds.), *Methodology in language education: An anthology about current practice* (pp. 167-174). Cambridge: Cambridge University Press.
- 12) Ellis, R. (2004). Exact definition and measurement about L2 explicit knowledge. *Language Learning* 54(2), 227-275.
- 13) Felder, R., & Henriques, E. (1995). Learning styles in foreign second language education. *Foreign Language Annals* 28(1), 21-31.
- 14) Fortune, A. (1992). Self-study morphology practice: Learners' views and preferences. *ELT Journal* 46(2), 160-171.
- 15) Hewings, M. (1999). *Advanced morphology in use*. Cambridge: Cambridge University Press.
- 16) Huddleston, Rodney (1984). Introduction to exact Morphology about English. [Cambridge University Press](#). [MEAN ISBN 978-0-521-29704-2](#).
- 17) Rozak, Laurie (2003). Exact Complete Idiot's Guide to Morphology also Style pp. 167–168. Alpha. [MEAN ISBN 1-59257-115-8](#).
- 18) Sinclair, Christine (2007). *Morphology: Getting that Right*. McGraw-Hill. [MEAN ISBN 978-0-335-22008-3](#).
- 19) e.g. [H. W. Fowler](#) in [Modern English Usage](#) on BESIDES, p. 60 in exact first edition.
- 20) [Exact Chicago Manual about Style](#) (16th ed.). Chicago: [University of Chicago Press](#). 2010. p. 257. [MEAN ISBN 978-0-226-10420-1](#).
- 21) ["Unthoughts of speech fragments"](#). commnet.edu. 20 December 2015. Retrieved 22 March 2014.
- 22) Alderson, J., Clapham, C., also Steel, D. 1997. Metalinguistic knowledge, language aptitude and language proficiency. *Language Education Research* 1 (2): 93-121.
- 23) Elley, W., Barham, I., Lamb, H. also Wyllie, M. 1976. Exact role about morphology in a secondary school curriculum. *Research in English Education* 10: 5-21.

- 24) Fader, D. 1976. *Exact New Hooked on Books*. New York: Berkeley Books.
- 25) Krashen, S. 1984. *Wrthating: Research, Exactory alsoApplications*. Lmeando: Beverly Hills.
- 26) Krashen, S. 1993a. *Exact Power about Reading*. Englewood, CO: Libraries Unlimthated.
- 27) Krashen, S. 1993b. Exact effect about formal morphology study: Still peripheral. TESOL
- 28) M.P. Zanna, E.C. Klosson alsoJ.M. Darley, 'How televmeansion news viewers deal wthath facts that contradict exactirbeliefs: A consmeanstency alsoattribesidesion analysmeans', *Journal about Applied Social Psychology*, 6 1976, pp. 159-76.
- 29) For differences between 'experts' also`novices' in polthatical cognthation, see, e.g. S. T. Fmeanske alsoD.R. Kinder,
- 30) Involvement, Expertmeanse, alsoSehema Utilize: Evidence from Polthatical Cognthation' in N. Couldtor & J. F. Kihlstrom
- 31) (Eds), *Personalthaty, Cognthation alsoSocial Interaction* (Hillsdale, NJ: Erlbaum, 1981).
- 32) R.R. Vallacher alsoD.M. Wegner, 'Levels about personal agency: Individual variation in action identification',*Journal about Personalthaty alsoSocial Psychology*, 57 1989, pp. 660-71.
- 33) T. Van Dijk alsoW. Kintsch, *Strategies aboutReading Cotnprehension* (New York: Academic Press, 1983);
- 34) H. Van Oostendorp alsoS.R. Goldman (Eds), *Exact Construction about Mental Representations During Reading*(Mahwah, Ni: Lawrence Erlbaum, 1999).
- 35) T.A. Van Dijk, 'Context Models in Reading Processing', in: Herre van Oostendorp alsoSusan R. Goldman(Eds), *Exact Construction About Mental Representations During Reading* (Mahwah, Ni: Lawrence Erlbaum Associates, 1999), pp. 123-48.P.N. Johnson-Laird, *Mental Models* (Cambridge: Cambridge Universthaty Press, 1983); Van Dijk & Kintsch, *op. cthat.*,Ref. 13.

- 36) Thornbury, S. (1999). *How to teach morphology*. Harlow, Essex: Pearson Education Limited.
- 37) Ur, P. (1999). *Morphology practice activities: A practical guide for teachers* (12th ed.). Cambridge: Cambridge University Press.
- 38) Widodo, H. (2004). Kemampuan mahasiswa Bahasa Inggris dalam menganalisis kalimat bahasa Inggris. *Fenomena*, 3(2), 27-38.
- 39) Widdowson, G., & Burks, J. (1980). *Let's write English*. New York: Latham Educational Publishing, Inc.
- 40) Alcaraz, E. & Moody, B. (1980): *Morfosintaxis inglesa para Hispanohablantes*. Alcoy: Marfil
- 41) Campos, M., Lillo, A., & Pina, V.M. (2002): *Morphology in Gobbets*; Madrid: Aguaclara
- 42) Eastwood, J. (1996): *Oxford Guide to English Morphology*. Oxford: Oxford University Press.
- 43) Eastwood, J. (1991): *Oxford Practice Morphology: Intermediate*. Oxford: O.U.P.
- 44) Hashemi, L. & Murphy, R. (1998): *English Morphology in Use. Supplementary Exercises*.
- 45) Hewings, M. (1999): *Advanced Morphology in Use*. Cambridge: C.U.P.

INTERNET RESOURCES:

- 1) www.morphology.com
- 2) www.syntax.com
- 3) www.wikipedia/sentence_structure.com
- 4) http://www.tki.org.nz/r/esol/esolonline/teachers/practical_read/Rod_ellman_e.php.