

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ  
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ФАРҒОНА ДАВЛАТ УНИВЕРСИТЕТИ

*Қўл ёзма ҳуқуқида*

*УДК:41/415+371.10*

**ЕШИМОВА ХИЛОЛА РАВШАН ҚИЗИ**

**ИНГЛИЗ ВА ЎЗБЕК ТИЛЛАРИДА ЁРДАМЧИ ФЕЪЛЛАРНИНГ  
ҚЎЛЛАНИЛИШИ ВА ЛИНГВОДИДАКТИКА МАСАЛАЛАРИ  
(USAGE OF AUXILIARY VERBS IN THE ENGLISH AND UZBEK  
LANGUAGES AND ISSUES OF LINGUODIDACTICS)**

5A120102 – Лингвистика (инглиз тили) магистри  
даражасини олиш учун

диссертация

**Илмий раҳбар:**

**ф.ф.н., доцент в. б. Д.А.Ғаниева**

Фарғона – 2017

**The Ministry of Higher and Secondary Specialized  
Education of Republic of Uzbekistan**

**Fergana State University**

**Faculty of Foreign Languages**

**Department of English Language and Literature**

*Specialty: Linguistics (English 120102)*

DISSERTATION SUBMITTED FOR THE DEGREE OF

MASTER OF LINGUISTICS

**THEME: USAGE OF AUXILIARY VERBS IN THE ENGLISH AND  
UZBEK LANGUAGES AND ISSUES OF LINGUODIDACTICS**

**Compiled by: H. Eshimova**

**Supervisor: PhD D. Ganieva**

Fergana – 2017

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ  
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ  
ФАРҒОНА ДАВЛАТ УНИВЕРСИТЕТИ

Факультет: Чет тиллар

Магистратура талабаси: Х. Р. Ешимова

Кафедра: Инглиз тили ва адабиёти

Илмий раҳбар: ф.ф.н. Д. А. Ғаниева

Ўқув йили: 2015-2017

Мутахассислиги: лингвистика

МАГИСТРЛИК ДИССЕРТАЦИЯСИ АННОТАЦИЯСИ

Мазкур магистрлик диссертацияси инглиз ва ўзбек тилларида ёрдамчи феълларнинг қўлланилиши ва лингводидактика масалаларига бағишланган.

**Тадқиқот объекти** сифатида инглиз ва ўзбек тилларидаги ёрдамчи феъллар олинди. **Тадқиқот предмети** сифатида эса ёрдамчи феълларнинг қиёсий таҳлили, структурал-семантик жиҳатлари, уларнинг ёзув ва оғзаки нутқда қўлланилишида энг кўп учрайдиган хатоларнинг турлари ўрганилади.

**Тадқиқотимизнинг асосий мақсад ва вазифалари:** инглиз ва ўзбек тилларида ёрдамчи феълларни таснифлаш; ёрдамчи феъллар грамматикализация ҳодисаси ҳосиласи эканлиги ва унинг универсал характерга эгаллигини исботлаш, инглиз ва ўзбек тилларидаги ёрдамчи феълли бирикмалар редукция, эллипсис, инверсия каби ҳодисаларга учраши жараёнидаги ўхшашлик ва номутаносибликлар, инглиз тилидаги ёрдамчи феълларининг қўлланилишида йўл кўйиладиган хатолар, уларнинг сабаблари ва уларни бартараф қилишдаги лингводидактик масалаларни таҳлил қилиш.

**Тадқиқотнинг назарий аҳамияти,** инглиз ва ўзбек тилларида ёрдамчи феълларининг қўлланилишидаги мутаносиблик ҳолатлари ва фарқли томонларини илк мартаба қиёслаб таҳлил этилганлигида. Инглиз ва ўзбек тилларидаги ёрдамчи феъллар таҳлилий ва тавсифий усулда, қиёсий-чоғиштирма методлар асосида ёритилди. Шу соҳага оид тадқиқотларга

таянган холда, ёрдамчи феъллар ҳар бир тилда учраши ва уларнинг барчаси лексик сўзнинг ўз маъносини йўқотиши орқали шаклланганлиги исботланди.

**Диссертация натижалари амалиётда**, хусусан, ўқув жараёнида, олий ўқув юртларида тахсил олаётган талабалар учун “Умумий тилшунослик” каби фанлардан махсус курслар ўтиш, маъруза матнлари ва услубий кўрсатмалар, мажмуалар тайёрлашда, таржима ишларида кенг қўлланилиши мумкин.

**Тадқиқотдан кутилаётган натижалар** келажакда ёрдамчи феълларга оид изланишлар олиб боришда ҳам асос сифатида хизмат қилиши мумкин.

Илмий тадқиқотимиз ишнинг умумий тавсифи, кириш, уч асосий боб, умумий хулосалар, фойдаланилган адабиётлар рўйхати ва иловадан иборат.

Илмий раҳбар:

ф.ф.н. доцент в.б. Д. А. Ғаниева

Магистрант:

Х. Р. Ешимова

THE MINISTRY OF HIGHER AND SECONDARY SPECIALIZED  
EDUCATION OF REPUBLIC OF UZBEKISTAN  
FERGANA STATE UNIVERSITY

Faculty: Foreign languages

MA student: H. Eshimova

Department: English language and literature

Supervisor: PhD D. Ganieva

Academic year: 2015-2017

Specialty: Linguistics

ANNOTATION OF THE DISSERTATION

This master's dissertation is dedicated to the investigation of the usage of auxiliary verbs in the English and Uzbek languages and issues of linguodidactics.

**The actuality of the research.** The Uzbek and English languages do not belong to one language family, therefore a great number of distinctions exist between these non-related languages. A great number of scholars work on the contrastive typology of these two languages on par with some other Turkic languages. Auxiliary or helping words are frequently used in written and spoken discourse being an integral part of every language. Auxiliary verbs in Uzbek are not always the equivalents of those existing in the English language. Notwithstanding this, numerous linguists have been and are still attempting to discover certain types of similarities in order to parallel them, which subsequently will be of a great help in their systematization and easier acquisition of these languages by learners.

**The object of this research** is auxiliary verbs and their subcategories in the English and Uzbek languages.

**The subject matter of this dissertation paper** is to understand the nature of helping verbs in two languages, study them in comparison, define what auxiliation means, discover similarities and divergent features in both languages penetrating into some peculiar details such as auxiliary reduction, ellipses, inversion, multiple auxiliaries and some other aspects concerning semantics, and

find out the most frequent mistakes concerning the usage of English auxiliary verbs in writing and speaking.

**The aim of the research.** For the most part, this research has been conducted with the purpose of tracing any type of similarities existing between English and Uzbek in the aspect of auxiliary verbs and their usage. Similarly, discovering the main distinctions was of a great importance as well. Moreover, as one whole chapter of the paper is dedicated to the error analysis and linguodidactic issues, our target was to analyze spoken and written discourses of the students whose major is the English language and detect the types of errors common to all of them, thereafter giving some practical recommendations about the areas of grammar where special focus should be given.

**The theoretical and practical value of the paper** lies in the fact that it might help in the further research of this field and might serve as a baseline to rest upon. The results of the research can be used at the lectures and seminars of grammar lessons and implemented in the theoretical and practical translation, considering the fact that they may cause a lot of scientific debates. The outcomes of data collection and its analysis will assist in determining which aspects of grammar, particularly the ones concerning the usage of auxiliaries should mostly be focused on while teaching English as a foreign language.

**The structure of the work** embraces an introductory section, three chapters, general conclusions, a list of references and supplementary appendices.

Supervisor:

PhD D. Ganieva

MA student:

H. Eshimova

## CONTENTS

<b>Introduction</b> .....	<b>4</b>
<b>Chapter I. Generalized classification of auxiliary verbs in the English and Uzbek languages. The phenomenon of auxiliation as a part of grammaticalization</b>	
1.1. Classification of auxiliary verbs in the English language.....	<b>10</b>
1.2. Classification of auxiliary verbs in the Uzbek language.....	<b>16</b>
1.3. The phenomenon of auxiliation as a part of grammaticalization in the English and Uzbek languages.....	<b>22</b>
<b>Chapter II. Contrastive analysis of auxiliary verb constructions in the English and Uzbek languages</b>	
2.1. The phenomenon of reduction (cliticization, erosion) and multiple auxiliaries in the auxiliary verb constructions.....	<b>32</b>
2.2. The cases of ellipsis and inversion in the auxiliary verb constructions.....	<b>39</b>
2.3. Semantic correspondence between auxiliary verb constructions in the English and Uzbek languages.....	<b>49</b>
<b>Chapter III. Error analysis and linguodidactic issues: The usage of English auxiliary verbs by Uzbek students in written and spoken discourse and recommendations on teaching some grammatical structures with auxiliaries</b>	
3.1. The error analysis of written and spoken discourse.....	<b>55</b>
3.2. Methodological recommendations on teaching focused on eliminating the errors occurring with the usage of auxiliary verbs in some grammatical structures.....	<b>72</b>
<b>Conclusions</b> .....	<b>81</b>
<b>Bibliography</b> .....	<b>86</b>
<b>Appendix</b> .....	<b>94</b>

## INTRODUCTION

Nowadays Uzbekistan is entering the international scene literally in all spheres such as economy, policy, diplomacy, education, trade, technologies, art and science. For the last two decades an enormous number of successful reformations have been carried out by our government under the leadership of the first president of our Republic I.A. Karimov, as well as the current president Sh. M. Mirziyoyev. Uzbekistan achieved its special status as mighty, prospering and peaceful country among the others in a rather short period of time after its independence had been declared. In particular, enhancement in education system, advancement of foreign language ability of the citizens, upbringing perfect generation and many other affairs are put forward and of a significant concern nowadays. I. Karimov's speech is worthy of mentioning here: "State sovereignty along with membership in the United Nations and other international organizations has given Uzbekistan an opportunity to conduct independent foreign policy, search for ways to join the international community and prioritize the goals of international relations"<sup>1</sup>. Learning foreign languages in Uzbekistan has become very important since the years when our Independence was gained and our country pays much attention to the rising of educational level of people, their intellectual growth. As our first president I. A. Karimov once declared: "Today it is difficult to revalue the importance of knowing foreign languages for our country, as our people see their great prosperous future in the cooperation with foreign partners"<sup>2</sup>.

In a country where English performs a major function, the need for proficiency is not only desirable but absolutely necessary. The language is used not only as a medium of instruction from the primary school to the university level, but it is also taught as a subject at every level of education. It is pertinent that students at the tertiary level, especially colleges of education, who are the future teachers at the foundation level (primary school), should attain

---

<sup>1</sup>Каримов И.А. Тарихий хотирасиз келажак йўқ. -Т.: Шарқ, 1998, 149-150 бб

<sup>2</sup>Каримов И. А. Юсак маънавият – энгилмас куч. Тошкент: "Маънавият", 2008, 138 б



high proficiency in English, as it will enable them to use the language correctly and efficiently to impart knowledge in English and other subjects.

During the years of independence many laws, decrees, enactments and other legislative documents were issued for the purpose of further development of learning foreign languages, improving the level and quality of highly trained professional teachers for secondary schools, professional college and academic lyceums, and higher educational institutions. On 10 December, 2012, the first President of the Republic of Uzbekistan issued the Decree “On further enhancement of measures on foreign language learning system”<sup>3</sup>.

Another Decree was issued (PD – № 1971) on May 23, 2013 “On Measures to Improve the Activity of Uzbekistan State University of World Languages”<sup>4</sup>. On May 8, 2013 Cabinet of Ministers issued Resolution “On approving state educational standard on foreign languages of continuous educational system” of № 124<sup>5</sup>. Later, Cabinet of Ministers issued another Resolution (№ 143) on May 23, 2013 “On measures to accelerate equipping classes of foreign languages of educational institutions in the Republic with modern information-communication equipment, technical means of teaching and tools in 2013-2016”<sup>6</sup>.

One of the latest resolutions was signed by our President Shavkat Mirziyoyev “On measures on further developing system of higher education” on 20 April 2017<sup>7</sup>. The document underlined that the Uzbek universities should establish close partnership relations with leading foreign educational institutions. They also should introduce advanced pedagogic technologies, curriculum and educational materials.

It is a glaring fact that learning can in no way be imagined and separated from another crucial process called teaching. Wherever there is learning, there is

---

<sup>3</sup>Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрга «Чет тилларини ўрганиш тизимини янада такомиллаштириш чора тadbирлари тўғрисида»ги ПҚ-1875-сонли Қарори.

<sup>4</sup>Ўзбекистон Республикаси қонун ҳужжатлари тўплами, 2013 й., 22 сон, 279 модда

<sup>5</sup>Ўзбекистон Республикаси қонун ҳужжатлари тўплами, 2013 й., 20 сон, 251 модда

<sup>6</sup>Ўзбекистон Республикаси қонун ҳужжатлари тўплами, 2013 й., 22 сон, 283 модда, 34-сон, 453-модда

<sup>7</sup>Ўзбекистон Республикаси Президентининг «Олий таълим тизимини янада ривожлантириш чора-тadbирлари тўғрисида»ги қарори (2017 йил 20 апрель, ПҚ-2909-сон)

teaching, or vice versa, as they are intertwined. Therefore qualified teachers with wide experience and effective methodology are valued by the government and many of them are sent abroad to improve their knowledge and acquire new efficient techniques that will eventually be implemented in our country.

The essential feature in teaching which cannot be disregarded is explaining the rules, structure of the target language in comparison with L1. Even though the English and Uzbek languages are considered to be non-related languages with distinct morphology, grammar, syntax and many other linguistic attributes, it is a must for the researchers of our country to make an attempt to draw a parallel between them. No matter what conclusions will be drawn afterwards, whether there will be more distinctions and fewer similarities, the main purpose is to discover them and apply these findings in teaching process. Dual analysis is of a great importance in teaching and mastering the language.

Taking into consideration all the abovementioned facts our research work has been entitled “Usage of auxiliary verbs in the English and Uzbek languages and issues of linguodidactics”. This topic is of a great concern among the linguists around the world due to its ambiguity both in the Uzbek and the English languages. Auxiliaries are considered to be a closed group of words both in the English and the Uzbek languages, therefore some linguists hold an opinion that they have already been investigated thoroughly, and thus further research is not required. However, some other linguists, on the contrary, claim about the undiscovered depths of auxiliary verbs and we also follow opinion.

**The actuality of the research.** Auxiliary or helping words are frequently used in written and spoken discourse being an integral part of every language. Investigation of usage of such verbs assisted us in understanding the nature of verbs in general, their transformation into secondary verbs which is called grammaticalization. The topic of auxiliary verbs attracts the attention of many linguists especially those who are devoted to Turkic languages and their origin. Due to their complexity and debatable nature the topic has always been actual and is still now. The Uzbek and English languages do not belong to one language

family, therefore a great number of distinctions exist between these non-related languages. Notwithstanding this, numerous linguists have been and are still attempting to discover certain types of similarities in order to parallel them, which subsequently will be of a great help in their systematization and easier acquisition of these languages by learners. It should be marked that there are many discrepancies rather than resemblances between these two languages.

Contrastive analysis of grammars is of a great importance for teaching the languages as a foreign language. One of the contemporary issues the researchers have been engaged in is the problem of auxiliary verbs in both the English and Uzbek languages. Auxiliary verbs in Uzbek are not always the equivalents of those existing in the English language. Linguists work on the contrastive typology of these two languages on par with some other Turkic languages, particularly, the Uyghur language which is considered to be the closest-related language to Uzbek<sup>8</sup>. Similarities are apparent and the investigations done in other Turkic languages serve as the basis of further studies as well as resulting in a number of controversies and confusions.

**The aim of the research.** At the initial stage of our investigation due to the abundance of materials and diverse views performed in them, the systematization of different auxiliary verb types was virtually impossible in both languages. Thus, this question has also been put forward. For the most part, this research has been conducted with the purpose of tracing any type of similarities existing between English and Uzbek in the aspect of auxiliary verbs and their usage. Similarly, discovering the main distinctions was of a great importance as well. Moreover, as one whole chapter of the paper is dedicated to the error analysis and linguodidactic issues, our target was to analyze spoken and written discourses of the students whose major is the English language and detect the types of errors common to all of them, thereafter giving some practical recommendations about the areas of grammar where special focus should be given. Along with this, the purpose of investigation was to demonstrate that the fact of learners' either

---

<sup>8</sup><https://robertlindsay.wordpress.com/2010/01/04/mutual-intelligibility-among-the-turkic-languages/>

profound or mediocre degree of knowing grammar rules can in no way be the indicator of their command of English unless they are able to put their knowledge into practice, i.e. through writing or speaking.

**The novelty of the research.** Quite many linguists have been stating so far the non-existence of direct matches between the auxiliary verbs in Uzbek and English. On the reverse, we have discovered several corresponding examples which is impossible to deny. According to our meticulous analysis, some exactly alike features have been identified in the auxiliary verb constructions of both languages bearing the meaning of duration, complicity, capability and some others. Moreover, another novelty is discovering the phenomenon of reduction or erosion in auxiliary verb constructions in both languages and the fact that it happens in informal speech and writings. However, this process has its own peculiarities which are far distinct in each language. Auxiliary reduction in English occurs by contraction of auxiliaries (besides modals) and joining the subject preceding it. In the Uzbek language though, reduction occurs when a converb and a descriptive verb are blended together forming one unity. In such a fusion erosion happens to either a main verb or a functional verb. On top of this, the issues of grammaticalization have also been brought along. General verbs in many languages show some stages of grammaticalization. Simply said, grammaticalization is the process in which a lexical word or a word cluster loses some or all of its lexical meaning and starts to fulfill a more grammatical function. In this aspect we have seen common features shared by both languages. Although it is a term which is widely used, very little research on this topic was conducted in the Uzbek language, thus making it somewhat innovative. On top of this, to the best of our knowledge, no research has been done in our country in terms of analyzing writing and speaking skills of EFL learners with the purpose of elucidating the degree of their ability of applying auxiliary verbs.

**The object of this dissertation paper** is auxiliary verbs in the English and Uzbek languages and their subcategories.

**The subject matter of our work** is to understand the nature of helping verbs in two languages, study them in comparison, define what auxiliations means, discover similarities and divergent features in both languages penetrating into some peculiar details such as auxiliary reduction, ellipsis, inversion, multiple auxiliaries and some other aspects concerning semantics, and find out the most frequent mistakes concerning the usage of English auxiliary verbs in writing and speaking, the reasons of their occurrence and give recommendations on decreasing their frequency in discourse.

**The methodological ground of the research paper** is the works of such scholars as A. Ibrahim, G. Anderson, A. Bodrogligeti, L. Johanson, Sh. Rahmatullaev, A. Sjoberg, A. Thomson, A. Martinet, V. Turniyozov, A. Rahimov, N. Begaliyev, A. Hojiyev, T. Kuteva, B. Heine, Graschenkov, A. Zwicky, N. Mahmudov, P. Corder and many others. Their investigations comprise various aspects of auxiliaries, and the importance of their contribution towards the studying of this class of verbs is immeasurable and serve as a basement and a guideline for many researchers around the world.

**The theoretical value of the paper** lies in the fact that it might help in the further research of this field and might serve as a baseline to rest upon. Hopefully, the work will cause debates and many other questions will bring about to heated discussions in near future pushing the investigators to develop the theme further.

**The practical value of the work** is that the results of the research can be used at the lectures and seminars of grammar lessons and implemented in the theoretical and practical translation. The results of data collection and its analysis will assist in determining which aspects of grammar, particularly the ones concerning the usage of auxiliaries should mostly be focused on while teaching English as a foreign language.

**The structure of the work** is organized in such a way so that to fulfill the aims presented above and includes in itself an introduction, three chapters, general conclusions, a list of references and supplementary appendices.

# **Chapter I. Generalized classification of auxiliary verbs in the English and Uzbek languages. The phenomenon of auxiliation as a part of grammaticalization**

## **1.1. Classification of auxiliary verbs in the English language**

The English verb poses major difficulty to learners and users of English as a second or foreign language. Part of the problem lies on the interference relationship between the verb system in English and the verb system of the learner's native language. For proper manipulation of the grammatical structure of the target language, however, the learner must be able to handle the various aspects of the verb effectively. The problem of the main verb in English is enormous but the difficulty of proper use of the auxiliary verbs is more complex since learners have to first distinguish between the main verb and the auxiliaries in terms of structure and function. Therefore, if the foreign language learner must be effective in the grammar of the English language, there is the need for him to have good knowledge of the verb system since the verb by its nature is problematic.

According to Quirk and others, verbs in the English language, as a class of words, can be divided into three major categories, according to their function within the verb phrase: Full verbs (lexical verbs), Primary verbs (be, have and do) and Modal Auxiliary verbs (will, might, etc.)<sup>9</sup>. Of these three classes, the full verbs can act only as main verbs, the modal auxiliaries can act only as auxiliary verbs, and the primary verbs can act either as main verbs or as auxiliary verbs. However, the very authors Leech and Svartvik made another classification in their book "A Communicative Grammar of English" stating that there are two types of verbs: main verbs and auxiliary verbs, stating that auxiliary verbs are made up of primary auxiliaries like "be" and modal auxiliaries like "can"<sup>10</sup>. These linguists call the main verbs differently, for example, independent verbs, lexical verbs, ordinary

---

<sup>9</sup> Quirk et al. A comprehensive grammar of the English language. London: Longman, 1985, p.96

<sup>10</sup> Leech, G., Svartvik, J. A communicative grammar of English, 2nd edition, London: Longman, 1994 , p. 187

verbs, etc. Ambiguity exists in precise arrangement of auxiliary verbs either. Some scientists separate the modal verbs from auxiliaries attributing them to another class, some put them in one category whereas another part of linguists make completely other division within and beyond these types of verbs.

Classification of the verbs according to their syntactic functions was carried out by Hoshimov and others in the following way: 1) Notional; 2) Seminotional; 3) Auxiliary verbs<sup>11</sup>. Modal and linking verbs being the part of the functional verbs are attributed to the second type according to these three coauthors. However, Uzbek linguist Iriskulov, from the point of view of their meaning, divides verbs into two groups: notional and functional, where function verbs have three categories: link verbs, modal verbs, auxiliary verbs. And here only the verbs “to be”, “to do”, “to have” and some others have been recognized as auxiliary verbs<sup>12</sup>. For practical purposes though, some linguists take auxiliary verbs proper and modal verbs together and call them auxiliaries<sup>13</sup>.

English auxiliary verbs, as the name implies, are simply called helping or supporting verbs. They are called in this manner because of the functions which they perform in communication. They help to make up the verbal group in sentences, that is, they support the main verbs which could either be transitive or intransitive. This is meant to communicate meaning fully in sentences where they are used<sup>14</sup>.

Auxiliary verbs as part of English grammar has been variously defined. The New Lexicon Webster's Encyclopedic Dictionary of the English Language defines auxiliary verb as a verb used in conjunction with other verbs to form their tense, mood or voice<sup>15</sup>. Waldhorn and Zeiger define an auxiliary verb as a verb that helps another verb to express action or condition or state of being, forgoing its use as a principal or main verb for that purpose and classify

---

<sup>11</sup>Бурунов Ж., Хошимов У., Исматуллаев Х. English Grammar. Инглиз тили грамматикаси. Тошкент: Укитувчи, 1974, 120 б.

<sup>12</sup>Iriskulov A. T. Theoretical Grammar of English. Tashkent, 2006, p.31

<sup>13</sup>Thomson A. J., Martinet A.V. A Practical English Grammar. Oxford University Press, 1980, p.105

<sup>14</sup> Oxford Advanced Learner's Dictionary (6th Edition), 1995

<sup>15</sup>The New Lexicon Webster's Encyclopedic Dictionary of the English Language Deluxe Edition, 1977

them as primary and secondary auxiliaries<sup>16</sup>. Similarly, Murthy defines auxiliary verbs as verbs that help other verbs to form different tenses<sup>17</sup>. Chalker and Weiner also define auxiliary verbs as verbs used in forming tenses, mood and voices of other verbs<sup>18</sup>.

There are as many definitions of auxiliary verb as there are English grammar authors, however, the following is our working definition in this study. Auxiliary verbs are those verbs that help lexical (main) verbs to express tense, action or state of being, as well as to form interrogative and negative forms in a sentence. They are of two types: primary and modal auxiliaries. A major difference between the two is that while the primary auxiliaries can also be used as lexical (main) verbs, the modal auxiliaries cannot; except the marginal modals (dare, need, ought to and used to). With the additional function, which the English primary auxiliary verbs perform, it shows that they are as important as lexical verbs in our communication. Thus any misuse or omission of this type of auxiliary verbs leads to modification or errors in the message meant to be delivered to the listeners.

Stageberg opines that the English primary auxiliary verbs in their turn are divided into two: primary auxiliaries “*be*” and “*have*” and periphrastic auxiliary “*do*”<sup>19</sup>. In his explanation why he separated auxiliary “*do*” from auxiliaries “*be*” and “*have*” and why he called it periphrastic auxiliary “*do*”, that it is meant to show how periphrastic auxiliary “*do*” could be used to replace an inflected form of verb. For example:

*It does work, for it works.*

In this sentence, inflected form of verb, ‘*works*’ replaces the periphrastic auxiliary “*do*”.

Sledd refers to the English primary auxiliary verbs “*be*”, “*have*” and “*do*” as three basic non-modal auxiliaries<sup>20</sup>. He pointed out that the non-modal auxiliaries

---

<sup>16</sup>Waldhorn, A. and Zeigher, A. (English Made Simple. London: W.H. Allen and Company Ltd, 1954, p. 47

<sup>17</sup>Murthy, J.D. Contemporary English Grammar. Lagos: Book Master, 2007, p.86

<sup>18</sup>Chalker, S., Weiner, E. Oxford Dictionary of English Grammar. New York: Oxford University Press, 1998, p. 55

<sup>19</sup> Stageberg, N. C. An Introduction to English Grammar. New York: Holt, Rinehart & Winston, 1981, p. 125

<sup>20</sup>Sledd, J.M. A Short Introduction to English Grammar. Texas: Scott, Foreman and Company, 1959, p.87



(the English primary auxiliaries) have different forms that can be grouped into present, past and past participle tenses as follows:

**Table 1**

Present tense	Past tense	Past participle tense
Am	Was	--
Is	Was	--
Are	Were	--
Has	Had	Had
Have	Had	Had
Do	Did	Done
Does	Did	Done

Muir discussed four main criteria by which the English primary auxiliary verbs are classified<sup>21</sup>. They include: Negation, Inversion, Substitution, and Marked positive element. He illustrated these in the following sentences:

- I am not coming. (Negation)
- Is the boy coming? (Inversion)
- I scored and so did John. (Substitution)
- He did it the boy. (Marked positive)

Vagueness of a similar character appears in a closer study of modal verbs regarded as a branch of auxiliaries. According to “Fundamentals of English grammar. Teacher’s guide”, modal verbs are divided into single-verb (must) and periphrastic (have to) modals<sup>22</sup>, whereas in some books periphrastic modals are called semi-modals. In this book the phrases “*let’s*” and “*why don’t you*” are also referred to as modal auxiliaries. However, according to Kim and Sells the auxiliary verb “*do*” is referred to as a “periphrastic” verb<sup>23</sup>. While in “American Heritage Book of English Usage” auxiliary verbs are sometimes called helping verbs and they include three categories, which are modal verbs, primary verbs and a few

<sup>21</sup>Muir, M.C. English Grammar for Advanced Learners. London: Edward Arnold, 1972, p. 45

<sup>22</sup>Azar, B. S. Fundamentals of English Grammar, Third Edition (Teacher’s Guide with Answer Key), 2003, pp. 119-120

<sup>23</sup> Kim J.B., Sells P. English syntax: An introduction. CSLI publications, 2008, p. 155

special verbs like “dare” and “need”<sup>24</sup>. Such unclear discrepancies in views make the systematization of this type of verbs extremely difficult either. Probably this is the reason why many researchers prefer a separate investigation of modal verbs from other auxiliaries rather than unifying them into one category.

The following table summarizes the auxiliary verbs in standard English and the meaning contribution to the clauses in which they appear. Many auxiliary verbs are listed more than once in the table based upon discernible differences in use<sup>25</sup>.

**Table 2**

Auxiliary verb	Meaning contribution	Example
be <sub>1</sub>	copula (= linking verb)	She <b>is</b> the boss.
be <sub>2</sub>	progressive aspect	He <b>is</b> sleeping.
be <sub>3</sub>	passive voice	They <b>were</b> seen.
can <sub>1</sub>	deontic modality	I <b>can</b> swim.
can <sub>2</sub>	epistemic modality	Such things <b>can</b> help.
could <sub>1</sub>	deontic modality	I <b>could</b> swim.
could <sub>2</sub>	epistemic modality	That <b>could</b> help.
Dare	deontic modality	I <b>dare</b> not attempt it.
do <sub>1</sub>	do-support/emphasis	You <b>did</b> not understand.
do <sub>2</sub>	Question	<b>Do</b> you like it?

<sup>24</sup>The American Heritage Book of English Usage: A Practical and Authoritative Guide to Contemporary English. Houghton Mifflin Harcourt, 1996, p. 99

<sup>25</sup>[https://en.wikipedia.org/wiki/Auxiliary\\_verb#Diagnostics\\_for\\_identifying\\_auxiliary\\_verbs\\_in\\_English](https://en.wikipedia.org/wiki/Auxiliary_verb#Diagnostics_for_identifying_auxiliary_verbs_in_English)

Have	perfect aspect	They <b>have</b> understood.
may <sub>1</sub>	deontic modality	<b>May</b> I stay?
may <sub>2</sub>	epistemic modality	That <b>may</b> take place.
Might	epistemic modality	We <b>might</b> give it a try.
must <sub>1</sub>	deontic modality	You <b>must</b> not mock me.
must <sub>2</sub>	epistemic modality	It <b>must</b> have rained.
Need	deontic modality	You <b>need</b> not water the grass.
Ought	deontic modality	You <b>ought</b> to play well.
Shall	deontic modality	You <b>shall</b> not pass.
should <sub>1</sub>	deontic modality	You <b>should</b> listen.
should <sub>2</sub>	epistemic modality	That <b>should</b> help.
will <sub>1</sub>	epistemic modality	We <b>will</b> eat pie.
will <sub>2</sub>	future tense	The sun <b>will</b> rise tomorrow at 6:03.
will <sub>3</sub>	habitual aspect	He <b>will</b> make that mistake every time.
would <sub>1</sub>	epistemic modality	Nothing <b>would</b> accomplish that.
would <sub>2</sub>	future-in-the-past tense	After 1990, we <b>would</b> do that again.

would <sub>3</sub>	habitual aspect	Back then we <b>would</b> always go there.
--------------------	-----------------	--

Deontic modality expresses an ability, necessity, or obligation that is associated with an agent subject. Epistemic modality expresses the speaker's assessment of reality or likelihood of reality. Distinguishing between the two types of modality can be difficult, since many sentences contain a modal verb that allows both interpretations.

## 1.2. Classification of auxiliary verbs in the Uzbek language.

Although there is no chaos in the Uzbek language with regard to dividing all the verbs into concrete subdivisions as in quite many sources all the verbs are grouped as independent (*mustaqil*) and auxiliary (*yordamchi*) verbs according to their lexical-grammatical characteristics, similar utter confusion reigns in terms of identifying and classification of auxiliary verbs. According to Turniyozov and Rahimov, auxiliary verbs in Uzbek are classified as follows:

1. The verbs helping to make up compound verbs (*yordamchi fe'llar*) such as: *xursandbo'lmoq*, *xabar qilmoq*, etc. Here we can see **noun+verb** construction.
2. Verbs serving as linkers (*bog'lamalar*):
  - a) Pure linkers which have completely lost their meaning— incomplete verbs (*to'liqsiz fe'llar*): **edi, ekan, emish**.
  - b) Linkers that did not totally lost their lexical meaning (*bog'lamalar*): **bo'ladi, deyiladi, hisoblanadi**.
3. Verbs giving additional meaning to the main verb (*ko'makchi fe'llar*): *o'qib chiqmoq*, *uxlab qolmoq*, etc<sup>26</sup>.

<sup>26</sup>Turniyozov N., Rahimov A./ Begaliyev N. *O'zbek tili - Ilmiy ma'ruzalar to'plami*. Samarqand Davlat chet tillar instituti, 2006, p.158

Turniyozov distinguishes compound verbs from complex verbs (constructions with descriptive verbs)(p. 311). He states that there exist two types of compound verbs:

1) Noun+Verb compound verb type: *bayon qilmoq, kashf*

*etmoq, kasal bo'lmoq*

2) Verb+verb compound verb type: *olib kelmoq, sotib olmoq, terib bormoq.*

The verbs formed this way are not abundant in the Uzbek language, therefore this method can be considered as a non-productive way of forming compound verbs.

The verbs having the first form are synonymous to the verbs constructed with the help of verb making affixes: *kasal bo'lmoq-kasallanmoq, hozir bo'lmoq-hozirlanmoq.*

According to Turniyozov, the descriptive verb (*ko'makchi fe'l*) follows the main verb and serves to form different forms of modal meanings conveying diverse features of an action. However there is no verb that has completely transformed into a descriptive verb (the one which has fully lost its lexical meaning and used merely as a descriptive verb).

Some lexical verbs function as descriptive verbs and form the following modal meanings:

1) The continuity of an action: *ayta tur, ko'ra tur*

2) The beginning of an action: *ayta boshla, yoza boshla*

3) The repetition of an action: *aytib yur, aytib tur*

4) The finishing of an action: *aytib bo'l, yozib qo'y*

5) The possibility of fulfilling the action: *yozi ko'r, aytib ko'r, ayta ol*

6) The direction of an action among the persons: *yozi ber, aytib ket, ola kel, olib bor.*

Sometimes it is difficult to tell apart such complex verbs from compound verbs which consist of two independent lexical verbs (e.g. *olib chiq, tortib ol*). However, there exist some distinctions that will help us to distinguish them from each other:

- a) both of the verbs in a compound word are independent words and together they express a new lexical meaning;
- b) in verb constructions with the main and the descriptive verbs the latter loses its independent meaning and changes into an analytic element that carries a modal meaning, i.e. experiences grammaticalization.

Therefore the first component in such constructions is called the main, leading verb (*yetakchi fe'l*) and bears the main lexical meaning. The second component that loses its primary meaning within a construction and turns into an analytic element is called a helping verb (*ko'makchi fe'l*): *aytib berdi* (*aytib*- main verb, *berdi* – helping verb). Apart from simple verbs compound verbs (*qaror qilib qo'ymoq*, *olib chiqib ketmoq*), iterative verbs (*o'yib-o'yib olmoq*, *chimchib-chimchib olmoq*) may also come as a main part of a complex verb.

In the modern Uzbek language the undermentioned verbs function as helping verbs: *boshla, yot, tur, yur, o'tir, bo'l, bit, ol, ber, qol, qo'y, chiq, bor, kel, ket, yubor, tashla, sol, tush, o'l, o't, yet, ko'r, qara, boq, yoz* and others.

Helping verbs and main verbs are connected to each other with the help of the adverbial affixes *-i(b)* or *-a, -y*. Some helping verbs, however, combine with main verbs without any grammatical means. When helping verbs are combined with main verbs with the help of adverbial suffixes, conjugate affixes are added to the helping verb. On the other hand, when the helping verb follows the main verb without any grammatical affixes, they both have the same grammatical form and conjugate affixes are added to both of them: *yozib oldim, yozib olding, yozib oldi; yoza oldim, yoza olding, yoza oldi; yozdim-oldim, yozding-olding, yozdi-oldi*. According to this, helping verbs can be classified into three groups:

- 1) Helping verbs following main verbs with the adverbial affix *-b (-ib)*: *yot, o'tir, kel, yur, bo'l, bit, chiq, yet, o't, yubor, tashla, tush, o'l, qara, boq, qo'y*;
- 2) Helping verbs that only follows main verbs with the adverbial affix *-a (-y)*: *boshla, bil, yoz*;

3) Helping verbs that can follow both main verbs with the adverbial affix *-b* (*-ib*) and main verbs with the adverbial affix *-a* (*-y*): *tur, bor, ol, ber, qol, ko'r, ket, sol* and others.

Almost the same classification as Turniyozov's was done by Sayfullayeva, Mangliev and others, not considering the fact that they did not make full categorization of linking verbs<sup>27</sup>.

Unlike our counterparts, the other scholars hold different views on this issue. Most of them refer to “*ko'makchi fe'llar*” (Hojiev defines 27 of them<sup>28</sup>) and “*to'liqsiz fe'llar*” as auxiliary verbs, yet they are called differently in diverse sources. Sjoberg, for example, divides auxiliary verbs in the Uzbek language into two parts:

1. Regular auxiliary verbs
2. Defective auxiliary verbs<sup>29</sup>

Regular auxiliary verbs are equal to “*ko'makchi fe'llar*” and defective auxiliary verbs are used for the term “*to'liqsiz fe'l*” which has the following forms “*edi*”, “*ekan*”, etc. The examples he provides for regular auxiliary verbs are “*bo'l*”, “*ol*”, “*yot*”, “*tur*” “*yur*”, “*qol*”, “*ber*”, “*kel*”, “*boshla*”, “*bor*”, “*chiq*”, but he claims that these verbs are combined with verbal nouns and gerunds to form compounds. However, by many Uzbek researchers it has clearly been stated that “*ko'makchi fe'llar*” are not used to transform the lexical meaning of a verb, they are applied to form a complex verb, whereas compound verbs are supposed to change their meanings after being modified from the simple verb. If the meaning of the verb has changed than the auxiliary verb that has changed its meaning is not a “*ko'makchi fe'l*”, it is “*yordamchi fe'l*”. However, he says the auxiliary verb, though it usually loses its original meaning, normally adds to the gerund only the notion of aspect or of mode. The result is not a true blend with a new meaning as is usually the case with compounds formed with perfective gerund. Regarding the

---

<sup>27</sup>Сайфуллаева Р. ва бошқ. Ҳозирги ўзбек адабий тили. Тошкент, 2005, 134 б.

<sup>28</sup>Ҳожиёв, А. Узбек тилида кумакчи феъллар. Тошкент, 1966, 11 б.

<sup>29</sup>Sjoberg, Andrée F. Uzbek Structural Grammar. (Uralic and Altaic Series, 18.) Bloomington: Indiana University Press, 1963, p. 129

defective auxiliary verb “e-“, it is stated as an analogue to the English verb “to be”. Sjoberg calls “yetakchi fe’l” as an imperfective gerund, whereas in some sources they are given as converbs.

Ibrahim in his works employs the word “descriptive verbs” for “ko’makchi fe’llar”. According to him, compound verb consists of a converb and a descriptive verb<sup>30</sup>. Similarly to that, Lars Johanson in his article “On Turkic converb clauses” calls the first part of the complex verb as a “converb segment” and the second part, which is stated as a “descriptive verb” in Ibrahim’s work, is called “basic segment”<sup>31</sup>.

There is an opposition, though, in terms of the verb types made with the help of “ko’makchi fe’llar”. Ibrahim refers to them as “compound verbs” while in most books by Uzbek linguists the auxiliaries serving as “kumakchi fe’llar” are said to make complex verbs only, as they do not add any meaning to the independent verbs preceding them. And solely “yordamchi fe’llar”, which are also considered to be a subdivision of Uzbek auxiliary verbs, can make up compound verbs, as they come after a noun and turn it into a verb. In Ibrahim’s work he refers the compound verb “nazorat qil-“ as a complex verb (p.39) and states that compound verbs are marked by a syntactic marker, namely by the converbial suffix *-p(-b)* or *-a* and the descriptive verb. The general function of compound verbs is to express duration, manner or ability of performing an action, consequently the meaning of a compound verb is more specific (p.40). In contrast to this, Uli Schamiloglu states in his article that in Turkic languages auxiliary verbs are used not in the formation of compound tenses, but rather in such a manner as to influence the meaning of the main verb in a sentence<sup>32</sup>. Nevertheless, beyond such a statement, there is still no scholarly consensus on the classification and interpretation of auxiliary verb constructions. The same issues have been discussed in by Andras J. E. Bodrogligeti, and the compound verbs are claimed to be a lexicalization of two

---

<sup>30</sup>Ibrahim, A. 1995. "Meaning and Usage of Compound Verbs in Modern Uighur and Uzbek." PhD dissertation, University of Washington, 1995, p.27

<sup>31</sup>Johanson, L. On Turkic Converb Clauses. In: Haspelmath&König 1995, p.320

<sup>32</sup>Schamiloglu, Uli. "The Problem of Auxiliary Verbs in the Turkic Languages", Uluslararası Türk Dili Kongresi 1988. Ankara: Turk Dil Kurumu, 1996, p. 161



coordinated main verbs, such as “bosib chiqarmoq” (to publish), “qidirib topmoq” (to find), etc, and the verbs being similar to the abovementioned Ibrahim’s “nazorat qilmoq” with Noun+Verb construction are mentioned as “phrasal verbs” (“javob bermoq” – “to answer”, “taklif qilmoq” – “To recommend; invite”)<sup>33</sup>. Regarding the main issue which is auxiliary verb constructions, they are titled as descriptive verbs and described as grammatical combinations of the gerunds in –a/-y or –b/-ib of the main verb and inflected auxiliary verb, for example: “o’qib bermoq” – “to read (for someone else)”, “yoritib yubormoq” – “to light up (suddenly)”.

Anderson in his article cites some Turkological literature and states that auxiliary verbs are frequently called “postverbs”<sup>34</sup>. The verbs preceding the postverbs are given as “converbs” as well as in the abovementioned sources. He calls the unity of both of these verbs neither a “compound verb” nor a “complex verb”, but an “auxiliary verb construction”. However, the term “verbal composition” is used by Karl H. Menges<sup>35</sup>.

Uzbek auxiliary verbs are also called affixoids by Rahmatullaev<sup>36</sup>, and as he states that there are affixoids which are used for making up verb lexemes (bo’l, qil, et, ayla) – lexeme making affixoids (yordamchi fe’llar) and affixoids used to make up lexeme forms (boshla, ber, ol, qo’y) - lexeme form making affixoids (ko’makchi).

All abovementioned views considered, it is hard to draw a clear demarcation line in systematization of verbs in both English and Uzbek, and this state of ambiguity certainly creates a set of difficulties in conducting accurate researches and drawing clear-cut conclusions. Auxiliary verbs, as many outstanding linguists admit, are a stumbling block in linguistics, especially in linguistics of Turkic languages, and further thorough investigation is a must.

---

<sup>33</sup>Bodrogligeti, András J. E. *Modern Literary Uzbek – A Manual for Intensive Elementary, Intermediate, and Advanced Courses*. Munich, Lincom, 2 vols., 2002, p.78

<sup>34</sup>Anderson, G. D. S. *Auxiliary Verb Constructions in Old Turkic and Altai-Sayan Turkic*. In Marcel Erdal (ed.) *Studies in Old Turkic Linguistics*. Wiesbaden: Harrassowitz, 2004, p.121

<sup>35</sup>Menges, Karl H. *The Turkic Languages and Peoples: An Introduction to Turkic Studies*, Veröffentlichungen der Societas Uralo-Altaica 42, Wiesbaden: Harrassowitz, 1968, rev. ed. 1995, pp. 87-88

<sup>36</sup>Rahmatullaev, Sh. *Hozirgi adabiy o'zbek tili*. Universitet, 2006, 65-b

### **1.3 The phenomenon of auxiliation as a part of grammaticalization in the English and Uzbek languages**

Strictly speaking, grammaticalization is referred to as a type of language change whereby grammatical items come into being: lexical words or constructions, in specific contexts, come to acquire grammatical functions, and once grammaticalized, can continue to develop new grammatical functions<sup>37</sup>.

According to Newmeyer, grammaticalization is a complex phenomenon which comprises changes such as phonological, morphological, syntactic and semantic modifications<sup>38</sup>. It was Antoine Meillet who coined the term “grammaticalization” and first applied it to the concept for which it is still used today. Modern studies in grammaticalization began in the early 1970s with the work of Givon, who argued that in order to understand language structure one must know how it has evolved. With his slogan “Today’s morphology is yesterday’s syntax”, he opened a new perspective for understanding grammar<sup>39</sup>.

But in this paper we will merely draw our attention to auxiliation as one of the main aspects of grammaticalization process as it is our primary concern. Auxiliation is the process of development of auxiliary verbs out of lexical resources. This term was firstly coined by Benveniste<sup>40</sup>.

Many researchers have been arguing on the universal character of the auxiliaries. Steele writes the followings: “To call AUX a universal category is not to argue that every language will choose it. But the overwhelming majority of languages in this particular language sample do; Southeastern Pomo is the one

---

<sup>37</sup>Lamiroy, B., Drobnjaković, A. Auxiliaries and Grammaticalization: A Case Study of Germanic and Slavonic Languages. *Grammaticalization and Pragmatics: Facts, Approaches, Theoretical Issues*, 2009, p. 24

<sup>38</sup> Newmeyer, F. J. “Deconstructing grammaticalization”, *Language Sciences* 23.2-3 (special issue, *Grammaticalization: A Critical Assessment*, ed. Lyle Campbell), 2001, p.193

<sup>39</sup> Givon, T. “Historical syntax and synchronic morphology”, *Chicago Linguistic Society, Proceedings* 7, 1971 p.396

<sup>40</sup>Kuteva, T. *Auxiliation: An enquiry into the nature of grammaticalization*. Oxford: Oxford University Press, 2001, p.1

exception”<sup>41</sup>. Abraham also lists the languages such as Latin, Greek, (early) Gothic, and Old High German among those without auxiliary verbs<sup>42</sup>.

Basic to work on grammaticalization is the concept of a “clin”. From the point of view of change, forms do not shift abruptly from one category to another, but go through a series of small transitions, transitions that tend to be similar in type across languages<sup>43</sup>.

The characteristics of grammaticalization can be summarized by phonetic, morphosyntactic, and semantic properties as follows:

- desemanticization: lexical verb loses most or all of its lexical semantics
- decategorialization: lexical verb loses salient morphosyntactic properties of a verb
- erosion: lexical verb tends to be phonetically reduced<sup>44</sup>.

Warner lists four characteristics of auxiliaries which developed in the 16th or 17th centuries:

- a) cliticization (is - 's, will - 'll, etc.) except: ought, used, dare, need
- b) tag questions (... , isn't it?, etc.)
- c) exclusively VP complements except: “have” possess, “be”
- d) not reduced to suffix n't (isn't, etc.)<sup>45</sup>

The famous possessive *have* is still an ordinary auxiliary for many speakers in the UK<sup>46</sup> but it is exceptional in its valency (taking an object rather than a VP complement). This usage persists in most of the UK giving forms like the following:

1. They've a car.
2. Have they a car?
3. They haven't a car

---

<sup>41</sup>Steele, S. M. The category AUX as a language universal. In: J. Greenberg (ed.) 1978a, p.42

<sup>42</sup> Abraham, W. Die Grammatikalisierung von Auxiliär- und Modalverben.” Beiträge zur Geschichte der deutschen Sprache und Literatur 112, 1990, p.228

<sup>43</sup>Hopper, P.J., Traugott, E. C. Grammaticalization, 2nd ed. Cambridge University Press, 2003, p. 134

<sup>44</sup>Hae-Yun Lee, The Grammaticalization of Aspectual Auxiliary Verbs in Korean, International Journal of Languages, Literature and Linguistics, Vol. 1, No. 2, June 2015, pp.122-123

<sup>45</sup>Hudson, R. The rise of auxiliary do: verb-non-raising or category-strengthening? Transactions of the Philological Society 95, 1997 p. 55

<sup>46</sup> Trudgill, P. (ed.). Sociolinguistic Patterns in British English. London: Arnold, 1978, p.78

In the Germanic languages, many modal verbs derive from Proto-Indo-European preterite-presents, i.e. original full verbs whose inherited perfect form was used with stative present function. Among them are OE *can(n)* ‘know, be able’, *sceal* ‘owe’, *mæg* ‘be able’. These verbs developed a past tense inflection of their own, which made them morphologically highly irregular. Their syntax was still that of common verbs in Old English. During the Middle English period, however, they developed those syntactic peculiarities which make them constitute the syntactic category of modal verbs; and as such the verbs *can*, *shall*, *may* and others appear in the 16th century.

Historically “must” was a past –tense form and contrasted with present-tense “mot”, a tense contrast which survives in High German (*muss* “has to” vs. *musste* “had to”). Almost all Germanic modal verbs – for example English *can*, *may*, *shall* – go back to preterite present verbs, which had lost their potential to refer to past events in pre-Old English times. They had all special morphology, which became even more special over time, particularly in English, whose central modals constitute probably the most highly grammaticalized verb class in Germanic, if not the languages of the world<sup>47</sup>.

Through grammaticalization, the historical past tense forms *must*, *might*, *would*, *could*, *should*, *ought (to)* also largely lost their potential to refer to past events in most context by late Modern English<sup>48</sup>. The meaning of these modal verbs shifted from past-time marking to others, usually more abstract grammatical domains such as hypotheticality and irrealis (*would*, *should in conditional clauses*) or politeness (*would*, *could*). And those that still retain the possibility of referring to a past event are neither unusual and need contextual clues (Krug, 2011):

- I *could* (was able to) swim when I was a kid.
- We *would* often go for a swim when we were kids.

Here is a table with a list of modals that were used as lexical verbs in Old English.

---

<sup>47</sup> Krug, M. Auxiliaries and Grammaticalization. In: Bernd Heine & Heiko Narrog (eds.) *Handbook of Grammaticalization*. Oxford: Oxford University Press, 2011, p. 550

<sup>48</sup> Warner, A. *English Auxiliaries. Structure and history*. Cambridge: Cambridge University Press, 1993, p.82

**Table 3**

Infinitive	1 <sup>st</sup> /3 <sup>rd</sup> SG. PRES	Meaning	Present-day modal
<i>witan</i>	<i>wat</i>	'to know'	---
<i>dugan</i>	<i>deag</i>	'to be useful'	---
<i>cunnan</i>	<i>cann</i>	'understand, can'	<i>can/could</i>
<i>unnan</i>	<i>ann</i>	'to grant'	---
<i>þurfan</i>	<i>þearf</i>	'to need'	---
<i>durran</i>	<i>dearr</i>	'to dare'	<i>(dare)</i>
<i>sculan</i>	<i>sceal</i>	'should'	<i>shall, should</i>
<i>munan</i>	<i>man</i>	'to commemorate'	---
<i>magan</i>	<i>mæg</i>	'can'	<i>may, might</i>
<i>agan</i>	<i>ah</i>	'to possess, must'	<i>(ought)</i>
<i>motan</i>	<i>mot</i>	'must, can'	<i>must</i>

Auxiliary *do* is often called 'periphrastic' *do* because it has no meaning independent of the meaning of the construction concerned; the only reason for using auxiliary *do* in Modern English is because the syntax requires an auxiliary and no other auxiliary is needed by the sentence's meaning. *Do* fills the gaps where non-auxiliary verbs are not allowed and where other auxiliaries are not needed. In Middle English, in contrast, *Do* had no special role because auxiliary and non-auxiliary verbs could be used in much the same ways.

**Table 4**

Sentence-type	Old	New
Negative declarative	He went not.	He did not go.
Negative question	Went he not?	Didn't he go?
Positive question transitive	Saw he the dragon?	Did he see the dragon?
Pos. question intransitive	Went he?	Did he go?
Pos. wh-object question	What saw he?	What did he see?

Examples of the older grammatical form are still found in popular song, verse and even political speeches. For example, the children's ditty, *He loves me, he loves me not* demonstrates negation without *do*-support.

Theories concerning the emergence of *do*-support are too numerous to list in their entirety. The prototypical theory asserts that, periphrastic *do* evolved out of

*causative do*, from the West Germanic root, *don* and before that from the Proto-Indo-European root, *dhe*, which means to put, place, do or make<sup>49</sup>.

Hudson makes the following conclusions about the appearing of auxiliary “do” which are, to our belief, could be applied to “have” and “be” as well:

- a) Auxiliary *do* is introduced, allowing the option of using an auxiliary without changing the meaning.
- b) Adverb-preposing make subject-verb inversion awkward for verbs modified by adverbs, so auxiliary *do* comes to the rescue.
- c) Further functional pressures exploit auxiliary *do* to help speakers to avoid ambiguities in questions that contain an object, and to put the markers of questioning and negation near to each other. These pressures are grammaticized as constraints on full verbs in some questions.
- d) Cognitive pressures for simplicity generalize these constraints to all full verbs, and re-express them as positive rules referring to auxiliary verbs.
- e) Cognitive and functional pressures (including sociolinguistic pressures) combine to make this newly-enriched category more easily recognizable by allowing auxiliaries alone to be reduced to clitics and to take reduced *n't*.
- f) Cognitive pressures for simplicity and harmony have removed some exceptions, and are still removing others, thus tidying up the effects of earlier changes.

Iskandarova in her article about grammaticalization process states that one of the transformations in the development of the language is considered to grammaticalization at a grammatical level<sup>50</sup>. While losing their lexical meaning the words go through several stages. Thus, it could be concluded that grammaticalization has a gradual nature. The process of grammaticalization has three levels:

- 1) The words that have become the basis for grammaticalization

---

<sup>49</sup> Ellegård, A. The Auxiliary DO: the Establishment and Regulation of its Use in English. Almqvist & Wiksell, Stockholm, 1953, p. 208

<sup>50</sup> Искандарова Ш. М. Луғайи бирликларнинг грамматикализация даражаси хусусида. Илмий хабарнома, АДУ, №4 2013 йил, 79 б

- 2) Partially grammaticalized words (analytic forms of the verbs (ko'makchilar), one part of postpositions(ko'makchilar))
- 3) Completely grammaticalized words (postpositions, conjunctions such as *uchun, kabi, singari, bilan*)

Turkic languages have about 25 verbs that can serve either as lexical or auxiliary verbs expressing TAM categories<sup>51</sup>. The abbreviation TAM stands for tense, aspect and mood. Graschenkov in his works uses the terms TAM auxiliaries, TAM markers to describe the type of helping verbs which are equal to “ko'makchi fe'llar” in the Uzbek language. According to Hojiev, there are 27 lexical items in the Uzbek language that can be used either as independent lexical verbs or as TAM auxiliaries (or postverbal auxiliaries). As regular verbs they do not have any distinctive features from other verbal lexemes. However, when they are applied in the form of auxiliaries they have a fixed position after the meaning verb, and express significantly different meaning (Johanson 1995, Erdal 2004).

Graschenkov also calls grammaticalization, namely auxiliation, a shift from lexical verbs to TAM markers, when the notion is applied to Turkic languages. He highlights the following properties of the Turkic auxiliary verb constructions where the second verb grammaticalizes and loses its primary meaning only indicating certain shades of the preceding verb:

1. They are created as a sequence of two or more verbs, the lexical verb coming first and the auxiliary verb follows it;
2. Such verb chain cannot be split;
3. It has the common phrasal stress;
4. The meaning of such construction is defined by the first lexical item;
5. Only verbs from a very limited group can serve as an auxiliary verb.

Shluinskiy provides the following examples in Tubalar dialect which shares common features with the Uzbek language in terms of semantics and syntax. Therefore we find it appropriate to equalize it to the Uzbek language:

---

<sup>51</sup>Graschenkov, P.V. Development of TAM categories in Turkic: feeling free in the deterministic system // Selected papers from SinFonJA3 / Maja Markovic, ed. Cambridge Scholars Publishing, 2012, p.62.

- Wasja                   uxta – p      tur – dy. (Tubalar d.)
- Vasya                   uxla – b      tur- di. (Uzbek)
- Vasya                   sleep – CONV    stay – PST<sup>52</sup>.

In this sentence three different meanings can be elicited according to the context.

- 1) Vasya stood when sleeping.
- 2) Vasya slept and (then) stood.
- 3) Vasya was sleeping.

In the third translation the verb “tur” (stand) loses its lexical meaning and bears in itself tense/aspect marking.

As stated by Hawkins, some sentences have such configurations that are not easy to parse (parsing is analyzing syntactically by assigning a constituent structure to a sentence)<sup>53</sup>. They can be interpreted differently. Johanson states that in written language, the constructions may be ambiguous between actional and aspectual meanings, whereas this ambiguity is dispelled by prosodic means in spoken language<sup>54</sup>. Graschenkov provides the following examples in the Kazakh language which can easily be translated and comprehended by native speakers of the Uzbek language. The sentence is interpreted in three different ways. He also states that the more material we have in such sentences, the more significantly increases parsing difficulty.

1. [Nurlan      koldin           manynda      [suga           qara-p]      tur-dy]  
(Kazakh)

V1                   V2

- [Nurlan      ko'l           yonida      [suvga           qara-b]      tur-di]  
(Uzbek)

Nurlan      lake           near           water           look – Conv. Stay-Pst

Meaning: Looking at the water, Nurlan stayed near the lake.

<sup>52</sup>Шлуинский, А. «Бивербальные конструкции в тубаларском диалекте и их лексические ограничения» в сб. Тубаларские этюды, (ред.), Москва, 2009, стр.22

<sup>53</sup>Hawkins, J. A. A performance theory of order and constituency. Cambridge: Cambridge University Press, 1994, p. 44

<sup>54</sup>Johanson, L. Grammaticalization in Turkic languages. The Oxford book of grammaticalization. 2012, pp. 759-760



2. [Nurlan [koldin manynda suga qara-p] tur-dy]  
(Kazakh)

V1 V2

[Nurlan [ko'l yonida suvga qara-b] tur-di]  
(Uzbek)

Nurlan lake near water look – Conv. Stay-Pst

Meaning: Looking at the water near the lake, Nurlan stayed.

3. [Nurlan koldin manynda suga qara-p] tur-dy]  
(Kazakh)

V1 V2

[Nurlan ko'l yonida suvga qara-b] tur-di]  
(Uzbek)

Nurlan lake near water look – Conv. Stay-Pst

Meaning: Nurlan was looking at the water near the lake.

In the third interpretation the subject and all the other material become attributed not to the V2 item as in the previous two interpretations, but to the whole V1+V2 complex. In the first two sentences “qarab + turdi” has a “converbial V1 + main V2” structure and in the third it is reinterpreted as a “verb + auxiliary”.

Graschenkov points out that the structural approach does not have an answer to how a new grammatical meaning depends on the lexical semantics of the source item. Thus it is impossible to predict why, for instance, certain auxiliaries have a modal meaning while others carry a durative meaning. However, considering semantics of source items, one can find regular correlation among them and new grammatical categories: verbs of position and non-directional movement grammaticalize into durative/progressive markers; verbs of directional movement into resultative markers, perception verbs into modals and so on. Graschenkov detects the following most regular grammatical meanings among Turkic auxiliary verbs:

1) Duration and perfectivity (aspectual)

2) Attemptive and possibilitative (modal)

3) Applicativity

- Lexemes used in the function of duration are **position verbs**: *qol, yot, o'tir* (*stay, lie, sit*)
- The verbs of undirected movements: *bor* (*go, move*)
- Perfective meaning is provided by the verbs of arrival/departure: *zur, ket, kel, qol* (*go, leave, come, remain*)
- verbs of change of position/location: *qo'y, yubor* (*put, send*)
- verbs of applicative function: *ol, ber* (*take, give*)

*Take* introduces an action benefactive for the subject and *give* denotes benefactivity for somebody else's sake.

- *Bil* (*know*) has a modal meaning of ability and attempt.

Attempts are also frequently introduced by the auxiliary verb *ko'r* (*see*), but it is unclear whether the doer succeeded.

The list of auxiliaries in Turkic languages, particularly in Uzbek remains close to the original during the last thousand years. Additionally, it must be noted that many lexical items provide the same grammatical meaning. Perfective and durative aspectual domains are the best examples.

## Conclusions to chapter I

In this chapter we have discussed classification of English and Uzbek auxiliary verbs. There are different views on how to classify all the verbs in general and auxiliary verbs in particular. Some linguists studying this sphere prefer dividing all the verbs into three groups (full, primary and auxiliary verbs), whereas others simply recognize notional (having a meaning) and functional (serving only grammatical purpose) verbs. Linguists conducting research works on the nature of auxiliary verbs and their usage understand them differently. Some of them include primary (do, have, be) and modal verbs into the class of auxiliaries, while some consider that solely primary verbs can be entitled so. Likewise diverse opinions

exist regarding Uzbek auxiliary verbs. Unlike Uzbek scholars who hold the same view on classification of auxiliary verbs (*ko'makchi*, *yordamchi* and *to'liqsiz fe'llar*), the linguists from other parts of the world consider only descriptive verbs (*ko'makchilar*) under the title of Uzbek auxiliary verbs and other subcategories are rarely examined and remain in the shadow.

Uzbek descriptive verbs are entitled differently by various linguists. Basic segment, inflected auxiliary verb, postverbs, lexeme form making affixoids and other terms are used in famous research works. As for the verb they make together with the main verb, it is entitled as a compound verb, complex verb, auxiliary verb construction, verbal composition, etc.

The chapter also views the phenomenon of auxiliation and its universality to almost all the languages of the world. Auxiliation, the term that has become popular owing to Kuteva, as a part of grammaticalization, is the process when verbs cease performing lexical value, but utilized for grammatical purposes. Auxiliation is also mentioned as a shift of lexical verbs to TAM markers. Some lexical verbs that have gone through auxiliation have retained their lexical meaning as well, thus they can both be used as notional verbs and auxiliary verbs (*do*, *have*, *be*). However, most of the modal verbs have lost their original meaning and changed in form to a great extent. As far as Uzbek auxiliary verbs are concerned, they have also undergone auxiliation process throughout the time. Nevertheless, they still keep their lexical meaning, and may serve as notional words in a sentence. And one more peculiarity is that it is sometimes difficult to determine whether the verb used carries lexical or grammatical value in the sentence. For this reason, some linguists state that identifying their function can only be in oral speech when certain stresses may guide the listener.

## **Chapter II. Contrastive analysis of auxiliary verb constructions in the English and Uzbek languages**

### **2.1. The phenomenon of reduction (cliticization, erosion) and the case of multiple auxiliaries in the auxiliary verb constructions**

In our research we have implemented contrastive analysis of two languages. **Contrastive analysis** is the systematic study of a pair of languages with a view to identifying their structural differences and similarities. Historically it has been used to establish language genealogies. Contrastive Analysis was used extensively in the field of Second Language Acquisition (SLA) in the 1960s and early 1970s, as a method of explaining why some features of a target language were more difficult to acquire than others.

As an area of enquiry, contrastive analysis (CA) is concerned with the principles and uses of such descriptions. It implies a belief in language universals; as in any contrast, if there were no features in common, there would be no basis for comparison. Broadly defined, CA has been used as a tool in historical linguistics to establish language genealogies, in comparative linguistics to create language taxonomies and in translation theory to investigate problems of equivalence. In language teaching it has been influential through the Contrastive Analysis Hypothesis (CAH) which claims that difficulties in language learning derive from the differences between the new language and the learner's first language, that errors in these areas of difference derive from first language interference and that these errors can be predicted and remedied by the use of CA<sup>55</sup>.

The term “erosion” is sometimes used instead of another linguistic term “reduction” and was firstly applied by B. Heine<sup>56</sup>. He cites Pullum and Wilson who proposed that “auxiliary reduction” is one of the criteria for auxiliarihood. According to them this phenomenon can be observed in many languages whereby

---

<sup>55</sup>Johnson, K., Johnson, H. Encyclopedic Dictionary of Applied Linguistics. 1999

<sup>56</sup> Heine, B. Auxiliaries: Cognitive forces and grammaticalization. Oxford: Oxford University Press, 1993, p.58

auxiliaries reduce in some letters or lose their stress and become the clitics of their neighboring words.

This process is also referred to as cliticization in some sources. Clitic is an unstressed word that normally occurs only in combination with another word, for example *'m* in *I'm*. It is a meaning-bearing entity which forms a phonological unit, with an independent word. Clitics can be considered to be affixes on the phonological level but words on the morphological level. They are prosodically attached to host words, which are morphologically well-formed without these clitics. It is also possible to have a string of clitics: *The boys'll've been playing football*.

According to Zwicky, auxiliary reduction or erosion in the English language applies to eight forms only: *is* and *has*, which reduce to [z]; *would* and *had*, which reduce to [d]; *have*, which reduces to [v]; *am*, which reduces to [m]; *are*, which reduces to [r]; and *will*, which reduces to [l]. Of the remaining forms of *be*, *have*, and *will* that begin with vowels, [h], or [w]-having, *was*, *were*, and all forms with enclitic n't (*isn't*, *hasn't*, etc.) – none are subject to the rule<sup>57</sup>.

Stress is well known to play a role in auxiliary reduction. For example, reduction applies to lexically unstressed auxiliaries, but not to lexically stressed main verbs (e.g., *I've got a car*; *\*I've a car*) and reduction is blocked under sentence stress (e.g., *Yes, it is!* vs. *\*Yes, it's!*) According to Anttila sample predictions include the following<sup>58</sup>:

(1) Lexical verbs do not undergo reduction, e.g., *You HAVE them* (*\*You've THEM, \*YOU've them*);

(2) Auxiliaries do not undergo reduction phrase-finally, e.g., *Yes, it IS* (*\*Yes, it's*);

---

<sup>57</sup> Zwicky, A. Auxiliary Reduction in English Author(s): Source: Linguistic Inquiry, Vol. 1, No. 3 Jul., 1970, pp. 324-326

<sup>58</sup> Anttila, A. Stress and auxiliary reduction in English. Abstract for the MSPI Workshop. Stanford University, October 12-14, 2012, p. 19

(3) An auxiliary undergoes reduction optionally if it is not phrase-final and the final word is stronger than the auxiliary, e.g., *It is GONE ~ It's GONE*;

(4) Reduction is blocked if the phrase-final word is weaker than the auxiliary, e.g., *How IS it? (\*How's IT? \*HOW's it?)* vs. *How is THAT ~ How's THAT?*

Zwicky offers a more informal statement of the restrictions is that there are four classes of auxiliaries undergoing reduction: (1) *is* and *has*, (2) *would* and *had*, (3) *have*, *will*, and *are*, and (4) *am* and that the reduction takes place only after vowels for classes (2) through (4), and only after the specific pronoun *I* for class (4). He argues, however, that reduction does not always depend upon stress considerations.

Zwicky refers to *would* and *had* as being able to contract when preceded by vowels: *He'd go, Mary'd go, Anyone who knows Sue'd go, Who'd gone?* However, it is not possible in other contexts and the followings are impossible: *\*John'd, \*Sam'd, \*Bill'd*. (Some cases with [r] are marginal: *The car'd been destroyed, Homer'd go if you let him*.)

With the auxiliaries *will, have, am, are* the restrictions with reducing is more severe rather with other verbs. Auxiliary reduction does not apply to these forms after non-pronouns, even if they end with vowels: *\*Sue'll, Diana'll, \*the car'll, \*the phenomena're*. It also doesn't apply after some pronominal forms: *\*how'm*, as in *How am I to answer? \*where'll*, as in *Where will you go?*. Thus, it seems that the rule applies to these forms only after *I, you, he, she, we, they, and who* (e.g. *I'm, you've, he'll, we're, who'll*).

In the Uzbek language though, it is quite a complicated process. It would be more accurate if we use the term erosion in auxiliary verb constructions for the Uzbek language rather than erosion in auxiliary verbs. It is due to the fact that in Uzbek reduction may occur to both a converb and a descriptive or imperfective verb. There are no certain rules that regulate this process.

In the source titled “*Orthographic Rules For The Uzbek Language*”<sup>59</sup> it is stated that auxiliary and incomplete (imperfective) verbs are written separately from the main verb, but if there is a change of sound between the main verb and the auxiliary verb they are written as one word: *aytaver - ayta ber* (let you say), *boroladi - bora oladi* (he/she can go), *bilarkan - bilar ekan* (he/she knows).

Unlike the English language the reduction of auxiliary verbs in Uzbek occurs when they are blended with converbs. What is more, it is a rare occasion when it is an auxiliary verb that is contracted, mainly it is a converb which carries a notional meaning that erodes. Reduction occurs only with some of the *kumakchi fe'llar* (descriptive verbs) and *to'liqsiz fe'llar* (imperfective verbs). What is more, sometimes no phoneme is reduced but only fusion occurs as a result of which one of the phonemes can be exchanged by another one. Mainly, erosion phenomenon is implemented in colloquial speech.

According to Sjoberg, in some Turkic languages a number of *gerund + auxiliary* combinations have evolved into suffixes, such as the present progressive *-vot-* in the Tashkent dialect of Uzbek: *ishlab yotibman - Ishla-vot-man* (I am working)(p. 133). In colloquial speech, the imperfective gerund + a finite verb consisting of “*yot- yat-*” in the narrative past may coalesce to form */-yap/*. *Ko'rgaza yotibdi- ko'rgazyapti* (is showing), *ishlab yotibman- ishlayapman* (I am in the process of working). *-ib, -b* in close juncture with */yubor-/* may become */-vor/* in colloquial speech: *berib yubor – bevor*. However, Hojiev states that *yot, tur, o'tir, yur* can sometimes be replaced by other grammatical forms, particularly with *-yapti*, and unlike Sjoberg, he does not mention *-yap* to be originating from the auxiliary verb *yot-*(p. 34).

There are some evidences in the form of sentences taken from different literary works of Uzbek writers proving the existence of erosion phenomenon in the Uzbek language:

1. *Odam qariganidan keyin ezma bo'lib qolarkan-da! (qolar ekan)*(O'. Hoshimov)

---

<sup>59</sup>Orthographic Rules For The Uzbek Language. Translation from Uzbek by Chris Duff, 1995

In this example the imperfective verb “ekan” which is included to the list of Uzbek auxiliary verbs is contracted.

2. *Bari bir begona yurtdan chiqib ketolmabman-da,deb o'yladim u xafa bo'lganimdan andak bo'lmasa yig'laboray dedim. (yig'lab yuboray)* (X. To'xataboyev)

In this sentence both the converb loses its **-b** and the descriptive verb loses the initial part of the word **yu-** and the phoneme **b** transforms into **v**. The same process can be observed in the following examples:

3. *Muallimlarning o'zlari ishlab ,o'zlari baho qo'yishaveradi. (qo'yisha beradi)*(X. To'xataboyev)
4. *Yig'la, yig'layver, mulla Akbar. (yig'lay ber)*(X. To'xataboyev)
5. *Charchaganga o'xshaydi,qisqa-qisqa nafas olyapti. (olib yotibdi)*(X. To'xataboyev)

In the following examples erosion or cliticization occurs to only the main verb:

6. *Solib uyingizga oborib beray?!(olib bor)* (Z. A'lam)

In the next sentences we can see that three words are merged together where the converbs and the second descriptive verb (8) and imperfective verb (9) are contracted:

7. *O'zi oltmish-yetmishta handalak obketyapman, akajon! (olib ketib yotibman)* (Z. A'lam)
8. *Qiziqmisiz, o'zidan-o'zi yengil bo'lib qolaverarkanmi?—dedi Sodir mirshab ham undan qolishmay. (qola berar ekanmi)* (Z. A'lam)

In the following example there is no reduction but fusion:

9. *Shunisini aytib qo'yaqolaylik-ki, Bunaqasi kam bo'ladi. (qo'ya qolaylik)* (Z. A'lam)

The process of auxiliary reduction is entitled differently by various linguists as erosion, cliticization, contraction and determines the nature of auxiliary verbs in almost all the languages. However, this phenomenon exhibits itself distinctively in each language. In the English language it mainly occurs when auxiliaries are not stressed and they usually become the clitics of any part of the speech, including



some prepositions, whereas in the Uzbek language reduction may only occur when the main verb and the functional verb are blended by reduction of either the former or the latter, or even both. What is more, it is of note that this phenomenon is chiefly applicable in the colloquial speech.

Multiple auxiliaries are another phenomenon which can be attributed to the English language. The syntactic representation of the clause developed by Chomsky and in works derived from his Principles and Parameters framework, nicely explains the well-established observation that clauses in Standard English allow for the occurrence of at most one modal auxiliary in a clause<sup>60</sup>. Most clauses contain at least one main verb, and they can contain zero, one, two, three, or perhaps even more auxiliary verbs<sup>61</sup>. The following example contains three auxiliary verbs and one main verb:

*The paper **will have been** scrutinized by Fred.*

The auxiliary verbs are in bold and the main verb is underlined. Together these verbs form a verb catena (chain of verbs), i.e., they are linked together in the hierarchy of structure and thus form a single syntactic unit.

The hierarchy of functional categories is always the same. The verbs expressing modality appear immediately above the verbs expressing aspect, and the verbs expressing aspect appear immediately above the verbs expressing voice. The verb forms for each combination are as follows:

**Table 5**

Functional meaning	Verb combination	Example
Modality	finite modal verb + infinitive	<i>may be</i>
Perfect aspect	form of auxiliary verb <i>have</i> + perfect active participle	<i>have been</i>

<sup>60</sup>Chomsky, N. Syntactic Structures. Mouton, The Hague, 1957, pp. 78-79

<sup>61</sup>Finch, G. Linguistic terms and concepts. New York: St. Martin's Press, 2000, p. 13

Progressive aspect	form of auxiliary verb <i>be</i> + progressive active participle	<i>be being</i>
Passive voice	form of auxiliary verb <i>be</i> + passive participle	<i>been deceived</i>

English allows clauses with both perfect and progressive aspect. When this occurs, perfect aspect is superior to progressive aspect.

The second class of English auxiliaries, the modals, is unique among related languages. These verbs lack the flexibility exhibited by non-modal “have” and “be”. However, modal multiple clauses often appear in the English speech varying from dialect to dialect. Coleman claims that these constructions are characteristic of the speech of blacks and whites, of males and females, and of persons of all educational and income levels; and moreover, that they occur in informal and formal speech whether casual or careful, as well as in print media, television, and radio. Often those who use them are unaware that they are regional<sup>62</sup>. Nevertheless, outside of the area, such constructions are stigmatized as substandard and uneducated.

The same phenomenon occurs with the auxiliaries in the Uzbek language. Auxiliary verbs, i.e. descriptive verbs (*ko'makchi fe'llar*) following the main lexical verbs (*yetakchi fe'llar*) can come in a multiple form in a sentence. It is considered to be the norm for the Uzbek language when two descriptive verbs come after the converb, yet having three helping verbs in a row is a rare occasion, although such cases occur as well.

1. Elmurod ... dunyo xabarlarini o'qib *bera boshladi* (P. Tursun). – 2 auxiliaries
2. O'tab yalinib-yolvorish foyda bermasligini ko'rib, ko'nglidagi gapning hammasini to'kib *sola qoldi* (H. G'ulom). – 2 auxiliaries

---

<sup>62</sup>Di Paolo, M. A Study of Double Modals in Texas English, PhD dissertation, University of Texas at Austin, 1986

3. Kambag'al bo'lsanga ham kolxozga qo'sh haydab *bermay qo'ya qol* (P. Tursun). – 3 auxiliary verbs.

## 2.2. The cases of ellipsis and inversion in the auxiliary verb constructions.

The issue of ellipsis remains complicated and worthy of debates on a syntactic level due to various approaches to this problem and insufficiently clear definition given to this term in both our and foreign languages.

According to Sitnova, elliptical clauses are those where some elements such as prepositions, articles, conjunctions, auxiliary verbs are missing<sup>63</sup>. Vardul claims that “Ellipsis does not in any way change the content and structure of a sentence; in the presence of the ellipsis it is incorrect to assume that the content of a sentence is incomplete, since elliptical sentences do not vary from a non-elliptical sentence in terms of its content”<sup>64</sup>.

According to some investigations carried out through analyzing incomplete sentences, Jolibekova concludes that ellipsis occur only in monologic and dialogic speech. She also states that ellipsis may take place at different levels of the language: phonological, morphological, lexical and syntactical levels. Therefore incomplete sentences are only the part of ellipsis<sup>65</sup>.

Contrary to that, Mahmudov claims that ellipsis in which linguistic economy lies within is essential for stylistics and syntax, since it occurs only in syntactic layer. Consequently, omissions in other layers should not be confused with ellipsis<sup>66</sup>.

In the English language ellipsis occurs in the following ways:

### I. Omission after auxiliary verbs

---

<sup>63</sup>Ситнова Н.А. Эллипсис строевых (служебных) элементов в английской разговорной речи. Автореф. дисс... канд.фил.наук, Одесса, 1978. с.11-22

<sup>64</sup>Вардудль И.Ф. К вопросу о явлении эллипсиса. – В кн.: Инвариантные синтаксические значения и структуры предложения,-«Наука», Москва, 1969, с.69.

<sup>65</sup> Жоллыбекова М.Р. Типология неполных предложений диалогической речи в разносистемных языках : (На материале англ. и каракалп. яз.) Автореф. дисс... канд.фил.наук / Нац. ун-т Узбекистана. Т., 2008, стр.10

<sup>66</sup>Махмудов Н.М. Эллипсис в узбекском языке: Автореф. Дис. ...канд. филол. наук. –Т., 1977

1. A main verb following an auxiliary verb can be omitted provided that it is clear what is at issue from the previous context (for example, when answering a question, in a subordinate clause or in the second part of a compound sentence).

*"Don't forget to telephone." "I won't." (instead of I won't forget to telephone)*

*If something can go wrong, it will. (instead of it will go wrong)*

*He says he has lost the money but I don't think he has. (instead of he has lost the money)*

2. If a sentence contains more than one auxiliary verb, it is possible to omit all auxiliaries except the first one. Yet it is also acceptable to omit all the verbs, but the first two or three auxiliaries.

*"He could have phoned her." "Yes, he could" (or ...could have)*

*I hadn't been offered the job, though my friend had (or ...had been)*

3. If there are no auxiliary verbs in a sentence at all, then the main verb can be replaced by an appropriate tense form of the verb "do".

*I knew just as well as he did how impossible my explanation was.*

4. a) if the verbs "be" and "have" act as main verbs, and not as helping verbs, the words they are preceded by can also be omitted as in the cases with auxiliary verbs.

*"I'm not playing with you." "I thought you were."*

*"Do you think he has a sense of humour?" "I think he has (does)."*

b) however, if the words are omitted after the verb "have" in some phrases (e.g, have a shower, have a good time, have lunch), it is preferable to be replaced by the verb "do".

*I expected to have a good time at the party but I didn't.*

5. In British English the helping verb "do" can come after the modal auxiliary verb, thus superseding the rest of the statements

*"Will you see him tomorrow?" "I might (do)."*

*She smokes less than she used to (Am.) / used to do (Br.).*

6. The verb "be" cannot be eliminated when follows the auxiliary verb.

*He is not a good painter now and never will be.*

## II. Short answers

Answers are often grammatically incomplete, as some words and expressions are omitted that were previously in a question. Short answers are a special case dealing with ellipsis. The short answer to the general question (Yes-No question) has the following form: Yes / No + subject + the first auxiliary verb coming in the question.

*"Do you smoke?" "Yes, I do."*

*"Could he have left?" "Yes, he could"*

## III. Initial ellipsis

It is the omission of the initial element in a sentence. Quite often in colloquial speech the initial component of a sentence can be omitted, if it does not bear notably essential piece of information.

1. The subject expressed by the means of personal pronouns together with the auxiliary verb can also be omitted (both in questions and declarative sentences).

*See the building next to the corner? (= Do you see the building... )<sup>67</sup>.*

In the Uzbek linguistics the phenomenon of ellipsis was first studied in the monographic aspect by N. Mahmudov. However, the study of the omission of sentence parts in syntactic structure in the history of Uzbek linguistics was initially observed in the twenties of the last century. Fitrat claimed the sentences where the omission of sentence parts occurs to be called "eksik gap" (incomplete sentence)<sup>68</sup>. In the Uzbek language ellipsis in auxiliary verb constructions is a rare occasion and mostly occurs by omission of descriptive verbs which are called "ko'makchi fe'llar", where only the main verb remains in the sentence. However, it is unlikely for the Uzbek language to have a lexical verb eliminated, while leaving only an auxiliary verb in the discourse like in English. Omission of a descriptive verb can be found in two-sentenced proverbs and sayings, and usually occurs in the following structure:

---

<sup>67</sup>ABBY Lingvo x3 Electronic dictionary

<sup>68</sup>Фитрат А. Танланган асарлар. IVжилд. –Тошкент: Маънавият, 2006, 86 б

other parts of the clause + main verb+ -(i)b+ descriptive verb,

other parts of the clause + main verb+ -(i)b.

Here are some examples of this type of ellipsis:

a) *Ko'p bo'lsa seplab ko'r,*

*Oz bo'lsa – eplab (ko'r).*

b) *Yo'qni yondirib bo'lmas,*

*Qushni – qo'ndirib (bo'lmas).*

c) *O'tganni qaytarib bo'lmas,*

*O'lganni – turg'izib (bo'lmas)<sup>69</sup>.*

As is seen from the abovementioned examples, the English language has different variations of ellipsis where either an auxiliary or main verb can be omitted in auxiliary verb constructions, whereas in Uzbek, it could be assumed that it is solely represented by omission of descriptive verbs (*ko'makchi fe'llar*). It is clear that when ellipsis is applied in the sentence, we can reconstruct arguments even from limited linguistic forms. Ellipsis requires listeners to exercise pragmatic inference. This means they need to connect what they hear to discourse or context. Thereby dialogues are the main type of discourse consisting of ellipsis (elliptical references, elliptical utterances). In various studies carried out on this issue ellipsis is described as a deliberate occurrence.

In inversion (Lat. Inversion – “changed order”) there is an irregularity in the logical consequence of sentence parts as a result of profound description of certain acts or psychological state. In linguistics, inversion is any of several grammatical constructions where two expressions switch their canonical order of appearance, that is, they invert. The most frequent type of inversion in English is subject – auxiliary inversion, where an auxiliary verb changes places with its subject; this often occurs in questions, such as *Are you coming?*, where the subject *you* is switched with the auxiliary *are*. In many other languages – especially those with

---

<sup>69</sup>Mirzayev T., Musoqulov A., Sarimsoqov B. O'zbek xalq maqollari. – «Sharq», 2005, 102; 218; 241-bb

freer word order than English – inversion can take place with a variety of verbs (not just auxiliaries) and with other syntactic categories as well.

In broad terms, one can distinguish between two major types of inversion in English that involve verbs: *subject–auxiliary inversion* and *subject–verb inversion*<sup>70</sup>. Our main target is to investigate the first one.

As our research paper is primarily related to auxiliary verbs, a thorough study of subject auxiliary inversion will be our main concern. In subject auxiliary inversion in English, the typical declarative word order subject-auxiliary-verb is instead realized as auxiliary-subject-verb. This inversion occurs in a number of environments, namely, matrix questions, conditionals, blessings and curses, comparatives, exclamatives, negative imperatives, and in environments where certain elements have been fronted (so/as/nor, negative phrases, phrases with only, and certain others). All of these cases are mentioned in the article by Bruening<sup>71</sup>. The author provides a variety of examples referring to some other authors where subject auxiliary inversion takes place either obligatory or merely at will:

Yes-no questions:

- 1) a. Many workers have joined the union.
- b. Have many workers joined the union?

If the corresponding declarative has no auxiliary, the auxiliary do is used in the inversion construction (2). If there are multiple auxiliaries in the clause in which inversion is to take place, the first one inverts (3):

- (2) a. The protesters gathered in the square.
- b. Did the protesters gather in the square?
- (3) a. Those students have been studying all night.
- b. Have those students been studying all night?
- c. \*Have been those students studying all night?
- d. \*Been those students have studying all night?

---

<sup>70</sup> Greenbaum, S. and R. Quirk. A student's grammar of the English language. Harlow, Essex, England: Longman., 1990, p.410

<sup>71</sup>Bruening, B. Subject Auxiliary Inversion. To appear in the Companion to Syntax, Second Edition 2015, pp.1-2

Besides yes-no questions, subject auxiliary inversion also takes place obligatorily when a negative or only phrase has fronted; in conditionals that lack if; with fronted so or as (typically with ellipsis):

(4) Negative Fronting

- a. Never again will I vote for a major-party candidate.
- b. \*Never again I will vote for a major-party candidate.

(5) Conditionals

- a. Had he done as he was supposed to, he would not be in this mess right now.
- b. \*He had done as he was supposed to, he would not be in this mess right now.

(6) Fronted So/As

- a. The sun came out and so did the vacationers.
- b. \*The sun came out and so the vacationers did.
- c. The hotel had free wifi, as did the beach club, but it was very slow.
- d. \*The hotel had free wifi, as the beach club did, but it was very slow.

Subject auxiliary inversion also takes place obligatorily in blessings, curses, and wishes, but here the auxiliary is always *may*:

(7) Blessings/Curses/Wishes

- a. May you never be happy again! (curse)
- b. ≠You may never be happy again! (deontic modal)<sup>72</sup>

Subject auxiliary inversion may also take place in comparatives, but in this context it is optional:

(8) Comparatives

- a. Men spent more time in leisure activities than did women.
- b. Men spent more time in leisure activities than women did.

Subject auxiliary inversion can also optionally take place in exclamatives, with complications when negation is involved (an inverted negative actually affirms the positive):

---

<sup>72</sup> Fillmore, C. J. "Inversion and Constructional Inheritance." In Gert Webelhuth, Jean-Pierre Koenig, and Andreas Kathol, eds., *Lexical and Constructional Aspects of Linguistic Explanation*, Stanford: CSLI Publications, 1999, pp. 119-120



(10) Exclamatives

a. Boy, is he dumb! ~ Boy, he is dumb!

b. Wasn't that brave of him! ≠ That wasn't brave of him!

Negative imperatives also involve subject auxiliary inversion in English, visible when the subject is pronounced:

(11) a. You be first! (positive imperative: no inversion)

b. Don't you be late! (negative imperative: inversion)

An interesting and theoretically problematic fact about subject auxiliary inversion is that the fronted auxiliary has to be strictly adjacent to the subject<sup>73</sup>:

a. If yesterday John had done that,...

b. \*Had yesterday John done that,...

Here are some examples of different types of inversion with auxiliary verbs taken from famous literary works:

1. "*Have* you taken your bath as I prescribed it, Professor David?" (subject–auxiliary inversion in question; J. Turner)

2.

a) "Only much later *did* I come to understand that what I was witnessing as a child was really lost glory on its way out." (Negative inversion; A. Burg)

b) "I have seen mothers kissing for the last time the faces of their dead offspring; I have seen them looking down into the grave, as the earth fell with a dull sound upon their coffins, hiding them from their eyes forever; but never *have* I seen such an exhibition of intense, unmeasured, and unbounded grief, as when Eliza was parted from her child." (Negative inversion; S. Northup)

3. "*Had* I left the house one minute earlier I would have caught the streetcar as it was moving away." (Inversion in conditional clauses; S. Heti)

---

<sup>73</sup>Rizzi, L. "The Fine Structure of the Left Periphery", in L. Haegeman (ed.), *Elements of Grammar*, Kluwer, Dordrecht, 1997, p. 290

In the Uzbek language inversion is especially used in poetic syntax (poetic speech). In poetry the phrase structure is primarily characterized by its capacity, briefness and polysemy. Poetic inversion appears in correlation with several factors. This includes poetic character of poet's cognition of objective reality, individual style, the power of poetic emotional experience and the style of expression<sup>74</sup>. With the aim of transferring logical accent on the opinion expressed, its intensification and elevation of poetic sensibility inversion appears on basis of changing order of sentence parts<sup>75</sup>. In addition to this, inversion also comes to existence on the grounds of demand for poetic rhythm, feet, rhyme, a special intonation and has a great impact on the nature of emotional experience and feelings, the expressions of lyric hero's strength and will, and also on the expressiveness of a reader's psychology as one of the important methods of poetic syntax<sup>76</sup>.

In the modern literary Uzbek language the usual word order in the sentence is as follows – subject, attribute, object, adverbial modifier, predicate. Traditional word order in a sentence does not aim at something additional rather than declaring certain kind of information. A typical sentence formed for usual delivery of information can be altered by the author of poetic work and serve a certain communicative function.

According to some investigations carried out by Rahmatov, in which he analyzed the works of Alisher Navoiy, stylistic figure, i.e. several types of inversion are formed in parts of a sentence, compound words, compound sentences, functional forms of the verb, phraseological units that the lines contain. First and foremost, in the texts of gazelles frequent inversive use of compound verbs are noted rather than other parts of speech. Usually the verbs such as *qilmoq*, *bo'lmoq*, *aylamoq*, *ermas*, *erdi*, *ermish* are applied as a componential part of a compound verb. In the process of investigating the problem pertaining to the

---

<sup>74</sup>Неъматуллаев Ф. Неъматуллаев Ф. Инверсия – поэтик синтаксис ходисаси сифатида // Ўзбек тили ва адабиёти. – 2006. – № 3, 114 б

<sup>75</sup>Хайитметов К. Ҳозирги ўзбек тилида инверсия: филол. фанларид-ри ... дис. – Таш-кент, 1967, 116 б.

<sup>76</sup>Рахматов М. Инверсия как стилистический приём (Наматериале газелей Алишера Навоий) Приволжский научный вестник. – 2016. - № 1 (53), стр. 92

verification of the inversion in compound verbs, it has become clear that the verb *qilmoq* turned out to be a productive formative component: it is much more active compared to the verbs *bo'lmoq*, *aylamoq*. Its inversive position in gazelles is also different. For example:

Yo'g'lig'in, ey/kim, tikarsen/, **igna** mujgo/nimni **qil**,  
 Naqsh etarda/ **tori** oning/ rishtai jo/nimni **qil**. (A. Navoiy)  
 – V – – / – V – – / – V – – / – V – .

According to poetic requirements, being exposed to inversion, the verbal component of the compound predicate *igna qilmoq*, that comes in the first line, is used in a distant position and a dependent direct object is used in its composition. As well as this one, the verbal part of the compound verb *tor qilmoq* in the second line is also applied in a distant position and includes in itself an attribute in genitive case *oning* and a direct object *rishtai jonimni*. Such a phenomenon can be traced in the following lines too:

Xonumondin/ oyirib, **qil/g'anda** zindon/ ichra **hibs**  
**Qilma** lutfung /men aloxo/nu alomon/din **judo**. (A. Navoiy)  
 – V – – / – V – – / – V – – / – V – .

In the abovementioned lines we see another type of inversion when helping verbs (verbal components; here *yordamchi fe'llar*) fronted before the main meaningful part of compound verbs having other sentence parts in between. It is quite common to use this stylistic means in verses. We ourselves also analyzed a set of verses in the Uzbek language mainly taken from the collection of poems by Azim Suyun and Qudrat Hikmat and discovered the same type of inversion with three types of auxiliary verbs (*yordamchi*, *ko'mkchi* and *to'liqsiz fe'llar*).

Shunda **tushar esimga**  
 G'irt o't bo'lgan yoshligim.  
 Qishda qishday diydirab,  
 Qor kechgan beboshligim. (Q.Hikmat)

In this lines we can see that the verbal part of the compound verb *esimga tushar* is fronted in order to emphasize the emotional feelings of the author. Below there are some other examples of the inversion of the same type:

Zulqarnayn – omonat zot,

Bir otinni oldi avrab,

**Qildi** yurtga u **xiyonat**,

Davo yurtim \_ O'zbekiston. (A. Suyun)

Here though, we see that the object (yurtga) and the subject (u) separate the compound verb parts and they are distanced, whereas in the real non-poetic speech the order must be as follows: *U yurtga xiyonat qildi*. In the next lines the compound

In the following lines of the verses we may observe the interchange of places between the converb (yetakchi fe'l) and the descriptive verb (ko'makchi fe'l) for the sake of poetic expressiveness.

Pichan g'aram ustida

Uxlabman-ey, dong qotib.

Bir payt turib qarasam,

Quyosh **ketibdi botib**. (A. Suyun)

Savat-savat teringiz kelib,

Suluv qizlar – beli tolmalar.

Tillarni tars **yuborar yorib**

Kech pishsa ham bizning olmalar. (A. Suyun)

Ko'klamdagi toshqin-sel

Jilg'a, soylarni urib,

Qirg'oqlarga **tashlaydi**

Dov-daraxtni **keltirib**. (A. Suyun)

Burgut mening ajdodim,

O'lim degan nim gap?!

Yo'q, yo'q, mening avlodim

**Yotmas** hech qachon **titrab!** (A. Suyun)

It can be concluded that Uzbek poetry is full inversions where the auxiliary verb, which normally follows the main verb, has a tendency to change its place in a sentence. However, in colloquial speech or non-poetic discourse such an occasion rarely happens.

### **2.3. Semantic correspondence between auxiliary verb constructions in the English and Uzbek languages.**

A great number of distinctions exist between the Uzbek and English languages hampering in detection of common features of auxiliary verbs in these two completely reverse languages. Many linguists have claimed the absence of English auxiliary verbs analogues in the Uzbek language, particularly among functional verbs so far. Yet, scrupulous investigation of some sources and meticulous analysis of the languages have proved the contrary of the statement to some extent. In this article, we have attempted to demonstrate the presence of parallelism by providing examples from Uzbek literary works and their corresponding translation into the English language. Mainly, “ko'makchi fe'llar” (one of the subcategories of the auxiliary verbs in Uzbek) coincide with the auxiliary verbs proper in English such as “to be” and “to have”, and modal and semi-modal verbs, particularly “can” “may” and “to be able to”.

1. The following verbs “**tur**”, “**o'tir**”, “**yot**”, “**yur**” in their functional meaning are the equivalents to the verb “**to be**” in continuous tenses.
  - a) Ko'zimni ochsam, Hoji buvi jilmayib turibdi. – When I opened my eyes, Grandad Hoji was smiling at me. (O'. Hoshimov)

- b) Lekin bu yoqda onasi mushkul ahvolga tushib, yordam kutib o‘tiribdi. – But on the one hand his mother is in desperate straits and is waiting for help. (P. Qodirov)
- c) Xon hazratlari, o‘n besh ming lashkaringiz ko‘pdan beri kuch yig‘ib yotibdir. – Your Majesty, fifteen thousand of your troops have been gaining strength for a long time. (P. Qodirov)
- d) Shuni o‘ylab yuribsizmi hali? –Are you still thinking about this? (O‘. Hoshimov).

Such a durative meaning can in the same way be achieved by the verbs **“bor”** and **“kel”**, especially with Perfect Continuous constructions:

- e) To‘g‘ri, ammo ular paxta terish mashinalarini yil sayin takomillashtirib bormoqda. – That is true, but they have been upgrading cotton harvesting machines from year to year. (T. Murod)
- f) Brigada o‘sha yildan buyon yiliga hosilni uch-besh sentnerdan oshirib kelyapti. (R. Fayziy) The brigade has been increasing the harvest by three-five quintals per year.

2. The verbs **“bo‘l”** and **“bitir”** refer to completed actions and are equal to the auxiliary verbs “have” and “had” used in Perfect tenses. As Hojiev states, “bo‘l” is analogous to Russian adverb “Уже” (Already).

- a) Men o‘ylab bo‘ldim, Asqar Aminovich – I have thought over, Askar Aminovich (O. Yoqubov)
- b) Quyonchani eson-omon yeb bitirgach Tulkixon lunjidagi qonlarni artib: — Chakki bo‘ldi-da!—debdi. – Having safely eaten up the hare, the Fox wiped the blood on her muzzle and said: “That is wrong!” (X. To‘xtaboyev)

The verbs **“chiq”**, **“yet”** and **“kel”** in some cases also express the meaning of completeness.

- c) Manavu gazetada sizning «Nechun men Islom dinidan voz kechdim» degan maqolangiz bosilibdi. O‘qib chiqdim. Your article on the topic “Why have I abjured the Islamic religion” has been published. I have read it. (S. Ahmad)
- d) Xo‘janing buzog‘ini yetaklab borarkanman, uni judayam yaxshi

ko‘rishimni ilk bor anglab yetdim. – Pulling huja’s calf, for the first time I have realized that I love it very much. (O‘. Hoshimov)

e) Men qaytib keldim – I have come back. (T. Murod)

3. Aside from the accordance occurring between the auxiliary verbs proper in English and “ko‘makchi fe‘llar” in Uzbek, correspondence can easily be traced between modal verbs and “ko‘makchi fe‘llar” likewise. The state represented by the verbs “ol”, “bil” and “bo‘l” is identical with the meaning carried by the modal verb “can” and “quasi-modal” “to be able to” denoting the ability, possibility or opportunity of performing an action.

a) Kim aytadi seni — olti million tonna paxta tera oladigan azamat dehqon, deb? – Who will say that you are a strong fellow who is able to pick up six million tons of cotton. (T. Murod)(capability)

b) Maqsad nom-nishon qoldirish bo‘lsa, — dedi,— odam shu maqsadga o‘zini fido qila bilishi kerakmi, yo‘qmi?—If the aim is to remain a trace behind, should a person be able to dedicate himself to that very aim, shouldn’t he? - he asked. (P. Qodirov) (capability)

c) Bunday vaqtda yo‘q deb bo‘ladimi?.. – How can I say no at such a moment?... (T. Murod) (possibility)

4. The verb “qol” has a tendency to construct phrases, the meaning of which corresponds with that of a modal verb “may/might”.

Qoching, birov ko‘rib qoladi – Go away, someone might see. (H. G‘ulom)

From the abovementioned examples, we can arrive to a conclusion that there is a synonymy among some auxiliary verbs in Uzbek, whereas this phenomenon is alien to the English language. Yet, some modal verbs in English such as “can” and “may” can substitute each other in certain clauses.

In like manner, pattern similarity exists between the auxiliary verbs in English and the Uzbek verbs, which are called “to‘liqsiz fe‘llar”- “defective verbs” (different forms of the verb “e-“).

1. A defective verb “e-” coincides in meaning with a quasi-modal verb “used to” bearing the meaning of habitual actions in the past, and auxiliary verb “would” which is used to form the past tense or subjunctive mood in English.
  - a) Ilgari davlat-u mamlakatimni yog‘iydan himoya qilar edim – In the past I used to defend my state and country against the enemies. (P. Qodirov).
  - b) Qolsangiz, tong otguncha bazm qilar edik. Maza bo‘lar edi... - If you stayed, we would feast till the dawn. It would be a pleasure... (Cho‘lpon)

As it can be seen, a common belief that English auxiliary verbs have no equivalents among those of the Uzbek language is no longer actual. Even though straightforward matches are not abundant, further analysis of both languages has all chances of bringing new issues up for discussion in this sphere.

## **Conclusions to chapter II**

In this chapter contrastive analysis was applied to detect any resemblances existing in auxiliary verb constructions in the English and Uzbek languages as well as their distinctive features. The phenomena such as erosion (reduction, cliticization), multiple auxiliaries, ellipsis and inversion were discovered to be peculiar to both languages.

In the English language, reduction mainly occurs when auxiliaries are not stressed and they usually become the clitics of any part of the speech, including some prepositions, whereas in the Uzbek language reduction may only occur when the main verb and the functional verb are blended by reduction of either the former or the latter, or even both. In English the reduction of auxiliary verbs assists in distinguishing them from the lexical verbs some of which are homonymous to auxiliary verbs (do, have, be). Even functioning as auxiliary verbs there are certain rules according to which in some situations they cannot be eroded. This case hugely depends on word stress, the subject the auxiliary verb is attached to and



many other reasons. In Uzbek reduction may occur to both a converb and a descriptive or imperfective verb. In the English language though, normally main verbs are not reduced, either when come alone in a sentence or together with auxiliary verbs with the exception of some (have, be). In Uzbek regarding some auxiliary verb constructions, no phoneme is reduced but the verbs are fused. Apart from reduction, both languages may experience multiple auxiliaries in a sentence, yet this similarity can be regarded as a quasi-equality, since they have peculiar characteristics.

As for ellipsis in auxiliary verb constructions, in English it occurs in the following ways:

1. Omission after auxiliary verbs
2. Short answers
3. Initial ellipsis

In the Uzbek language ellipsis in auxiliary verb constructions is a rare occasion and mostly occurs by omission of descriptive verbs which are called “ko'makchi fe'llar”, where only the main verb remains in the sentence. This occasion usually can be encountered in national proverbs.

Inversion with auxiliary verbs is a very frequent occasion for the English language. It happens in matrix questions, conditionals, blessings and curses, comparatives, exclamatives, negative imperatives, and in environments where certain elements have been fronted. In the Uzbek language inversion is especially used in poetic syntax (poetic speech). The parts of a compound verb come in a usual order, according to poetic requirements, different parts of speech are input in its composition, and its components take a distant position, or the auxiliary verb may precede the main verb.

Semantic correspondences have also been found between auxiliary verbs of English and Uzbek, i.e. primary verbs such as *have* and *be* and some of the modal verbs (*can, to be able to, used to, would*) have turned out to be the equivalents of some descriptive verbs (*qol, chiq, bo'l, ol, etc*) in Uzbek. This discovery might be of

a great assistance in translational studies and serve as a guideline for those engaged in translations of literary works.

## **Chapter III. Error analysis and linguodidactic issues: The usage of English auxiliary verbs by Uzbek students in written and spoken discourse and recommendations on teaching some grammatical structures with auxiliaries**

### **3.1. The error analysis of written and spoken discourse**

In language learning mistakes and errors have been inevitably produced. Learners make errors in the process of constructing a new system of the language they are acquiring. Thus, learners' errors have long interested many researchers in the field of second language acquisition. Conducting error analysis is therefore one of the best ways to describe and explain errors committed by FL learners. This kind of analysis can reveal the sources of these errors and the causes of their frequent occurrence. Once the sources and causes are revealed, it is possible to determine the remedy, as well as the emphasis and sequence of future instructions.

Errors are significant in three different ways<sup>77</sup>. First, errors tell teachers how far toward the goal learners have progressed and consequently, what remains for learners to learn. Second, errors provide researchers with evidence on how language is learnt or acquired, what strategies or procedures learners are employing in their discovery of the language. Thirdly, errors are indispensable to learners themselves because errors can be regarded as a device learners use in order to learn.

In second language acquisition, error analysis studies the types and causes of language errors. Errors are classified according to:

- modality (i.e., level of proficiency in speaking, writing, reading, listening)
- linguistic levels (i.e., pronunciation, grammar, vocabulary, style)
- form (e.g., omission, insertion, substitution)

---

<sup>77</sup>Corder, P. The significance of learner's errors. *International Review of Applied Linguistics*, 1967, p. 163

- type (systematic errors/errors in competence vs. occasional errors/errors in performance)
- cause (e.g., interference, interlanguage)
- norm vs. system<sup>78</sup>

Toury mentions that Corder in 1967 was the first to advocate the importance of errors in the language learning process<sup>79</sup>. He suggested that by classifying the errors that learners made, researchers can learn a great deal about the processes and strategies that language learners are used.

Corder's taxonomy has been used in this study. According to this taxonomy, both global and local errors can be classified. Errors in Corder's taxonomy have been classified according to their processes; i.e. ways in which errors are made or committed by language learners. There are four main processes in Corder's taxonomy:

1. Omission (omission of some required element),
2. Addition (addition of some unnecessary or incorrect element),
3. Substitution (selection of an incorrect element)
4. Permutation (misordering of elements)

Most of the students tend not to use auxiliary verbs correctly both in written and spoken English. This might be due to lack of awareness of the rules guiding their correct usage among other reasons. Also, the fact that many students have already acquired their L1, the features of which they often transfer to a foreign language (FL) resulting in committing unexpected and unacceptable errors is worrisome. Students who are potential teachers of the English language are expected to be able to conform to the educated or „standard“ use of English auxiliary verbs. It is therefore, quite alarming to find out that Uzbek students“ use of English in general and of auxiliary verbs in particular has generally fallen short of this requirement.

---

<sup>78</sup>Bussmann, H. Routledge Dictionary of Language and Linguistics, London: Routledge, s.v. error analysis. A comprehensive bibliography was published by Bernd Spillner (1991), *Error Analysis*, Amsterdam/Philadelphia: Benjamins, 1996, p.72

<sup>79</sup>Toury, G. *Descriptive Translation Studies and Beyond*. Amsterdam/Philadelphia: John Benjamins. 1995, p. 93

The inappropriate use of auxiliary verbs in English is a major grammatical problem among students at different levels of the educational system in Uzbekistan and probably also in other countries where English is used as an FL. We are aware of the fact that many researchers have noted this problem. But there is as yet no detailed investigation of the problem to the best of our knowledge.

The problem of using auxiliary verbs correctly is probably due to their poor background, poor quality of teachers and teaching methodology as well as poor attitude of students to work and poor learning strategies. Our concern is to emphasize that the knowledge of auxiliary verbs is not limited to only grammatical concord and tense. There are many other aspects that demand a thorough investigation.

The main aim of this research is to investigate the use of auxiliary verbs among Uzbek students. Specifically the objectives of this research are to:

- 1) identify the errors associated with the use of auxiliary verbs by Uzbek students.
- 2) identify the possible causes of the misuse of auxiliary verbs by Uzbek students in colleges of education.
- 3) suggest ways of solving the problem and recommend better alternative to enhance proper teaching and learning of the English auxiliary verbs.

The purpose of our survey was to test university students' knowledge of grammar rules involving the usage of English auxiliary verbs in some grammatical constructions and the ability of applying those rules in their speech.

The data collection consisted of three parts: (1) 10 to 15-minute interview (Appendix 1), (2) a writing task and (3) a test (Appendix 2). Participants were tested individually at university. Before the test, instructions of the task were explained to each participant by the investigator and a short social talk was given to make participants feel comfortable but not nervous. Meanwhile, participants were encouraged to speak out as much as they could and were told not to worry about the grammars while speaking

English during the task. Questions in the interview consisted of issues of daily life, such as university, friends, and places. The performance of the task was audio-recorded with the help of voice recorders placed before the participants and subsequently the transcripts of their performance were used in the phase of analysis (audio-recordings attached to the disc).

The total number of 11 students was considered for the study, all of whom underwent all stages of our investigation. The respondents were chosen randomly at their own will, majority of who were third-year students. However, this fact is not of a major concern.

Since auxiliary verbs are omnipresent in any language, they appear in various grammatical structures carrying different grammatical meanings. Due to the fact that it is impossible to cover every single aspect where the auxiliaries are used, we have narrowed our investigation to a certain scope. The main points that our study has embraced were to check the ability of using auxiliary verbs appropriately in the following grammar structures:

1. Reported questions (embedded questions)
2. Constructions with “wish”
3. Passive voice
4. Modal perfect.
5. Conditionals with if-clauses

These structures were chosen as they had been assumed to be somewhat problematic for Uzbek students even in doing tests and writing the sentences in the correct form, not speaking of exploiting them in speech. In our view, students were presupposed to be more vulnerable to make mistakes in these very areas or misuse auxiliaries in their sentences.

When the students were being questioned there were general occasional mistakes related to other areas of grammar. However, as our main objective was merely to check the usage of auxiliary verbs, other errors were simply disregarded. There are several reasons why exactly these very grammatical structures had been chosen for our investigation. As for reported questions, when direct speech is

converted into indirect speech a few changes occur and so do in reported questions. Auxiliaries such as “do” and “did” must be omitted, the order of the speech parts are no longer the same as in ordinary questions, not speaking of some alterations in punctuation. As well as this, tense agreement is crucial. For example:

- a) A student asked: “What does the word “camouflage” mean?”
- b) A student wanted to know what the word “camouflage” meant.

EFL learners usually tend to make a false step when implementing these structures in their speech by not omitting auxiliaries or leaving the word order in an initial form or not paying particular attention to tense concordance.

As for the constructions with “wish”, it was assumed that students would not correctly use them in their speech as different auxiliaries are used after “wish” referring to different situations. Constructions with the verb “wish” express hypothetical, unlikely, or unreal wishes. The subjunctive mood is used in the subordinate clauses after the verb “wish” to express wishes about the situations that exist at the present time (*I wish you were here*) and about the situations that existed in the past (*I wish you had done it*).

For wishes about the present or future the construction **Wish+Past Subjunctive** is used. The existing situation is not the way the speaker would like it to be, but changing the situation is unreal or unlikely. The speaker expresses regret about the existing situation in the form of a wish that the situation were different. For example:

*I have to work on Sunday. – Wish: I wish I did not have to work on Sunday.*

The construction **Wish+Could+simple infinitive** is used to express wishes in the situations where ability to do something is indicated. Such constructions express regret about the existing situation and a wish for changing this situation:

*I can't sing. – Wish: I wish I could sing.*

The construction **Wish+Past Perfect Subjunctive** is used for the situations existed in the past. The speaker regrets that something happened (or didn't happen) in the past. Though changing the past situation is impossible, the speaker expresses regret in the form of a wish that the situation in the past had been different.

*I forgot to call her yesterday. – Wish: I wish I hadn't forgotten to call her yesterday.*

In the writing assignment and test different constructions were tested, although while interviewing a special focus was on students' regrets about their past.

Regarding passive forms of sentences, it was assumed that students might also make certain mistakes such as using wrong forms of auxiliary verbs in such constructions. The passive voice in English is composed of two elements: **the appropriate form of the verb 'to be' + Past Participle**. Written assignment and tests included different forms of passives, while in speaking task students were triggered to use the sentences mainly with present and past simple forms.

As for the grammar rules concerning the perfect modals, we considered this area to be rather problematic for the EFL learners. The constructions such as **must / might / could / may / can't + have + past participle** are used to talk about the past, i.e. to denote past ability, how one had this option in the past but now the choice no longer exists (*could have/couldn't have*), denote past obligation, something that one had to do in the past for the result to be favourable now (*should have/shouldn't have*), show a past conditional construction, a condition that existed in the past but does not anymore (*would have/wouldn't have*), denote past possibility, they usually describe something (*may have/may not have, might have/might not have*), denotes past probability, something of which one is nearly certain but of which one is not quite sure (*must have/must not have*).

The writing task and the test included some of the aforementioned meanings and were to be selected as correct answers by the students, yet for the speaking the unreal situations were provided to discuss in which the speakers had to criticize themselves and their friends for their wrong deeds committed in the past. It was presupposed that the speakers might have problems using perfect infinitive after modal verbs or they might completely avoid such a construction while subjecting someone to criticism or blaming. Therefore one of our aims was to find out whether our hypothesis was true.



The ultimate grammatical structures the usage of which revived our academic interest were conditional sentences with if-clauses. There are three main types of conditional sentences with following structures:

**Table 6**

Type	if-clause	main clause
I	<b>Simple Present</b>	<b>will-future</b> or <b>(Modal + infinitive)</b>
II	<b>Simple Past</b>	<b>would + infinitive</b>
III	<b>Past Perfect</b>	<b>would + have + past participle</b>

Unreal conditionals (type II + III) sometimes can be mixed, that is, when the time of the if-clause is different from the one of the main clause:

**Table 7**

Type	if-clause	main clause
Mixed I	<b>Past Perfect</b>	<b>would + infinitive</b>
Mixed II	<b>Simple Past</b>	<b>would + have + past participle</b>

Our investigation mostly comprised the II, III and mixed types of conditionals. We were concerned whether the participants realized the difference

between real and unreal, present and past situations. Since conditional clauses require good knowledge of applying appropriate auxiliaries, we assumed them to be a stumbling block for learners of English, especially when they exploit the structures in their spoken discourse.

Before starting our analysis we have preferred to present its outcomes as they will be referred to in further discussion:

**Table 8** (The results of writing assignment analysis)

<b>Resp.</b>	<b>Passive Form – Errors out of (3)</b>	<b>Reported questions - Errors out of (3)</b>	<b>I wish.. - Errors out of (3)</b>	<b>Modal Perfect - Errors out of (3)</b>	<b>If clauses - Errors out of (3)</b>
<b>Resp. 1</b>	2	3	3	3	1
<b>Resp. 2</b>	2	1	2	2	2
<b>Resp. 3</b>	1	0	2	3	2
<b>Resp. 4</b>	0	1	2	0	0
<b>Resp. 5</b>	2	3	1	3	2
<b>Resp. 6</b>	1	2	1	2	2
<b>Resp. 7</b>	0	0	0	1	1
<b>Resp. 8</b>	3	0	1	0	0
<b>Resp. 9</b>	0	0	2	0	0
<b>Resp. 10</b>	0	0	2	0	1
<b>Resp. 11</b>	0	0	3	0	0
<b>Total number of errors (out of 33/ and percentages)</b>	<b>11 (33,3%)</b>	<b>10 (30,3%)</b>	<b>19 (57,6%)</b>	<b>14 (42,4%)</b>	<b>11 (33,3%)</b>

**Table 9** (The results of test analysis)

<b>Resp.</b>	<b>Passive – Errors out of (2)</b>	<b>Reported questions - Errors out of (3)</b>	<b>I wish.. - Errors out of (3)</b>	<b>Modal Perfect - Errors out of (3)</b>	<b>If clauses - Errors out of (4)</b>
<b>Resp. 1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>1</b>
<b>Resp. 2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Resp. 3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>
<b>Resp. 4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Resp. 5</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>2</b>
<b>Resp. 6</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>
<b>Resp. 7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Resp. 8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>Resp. 9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>Resp. 10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Resp. 11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Total number of errors</b>	<b>5 (out of 22) (22,7%)</b>	<b>3 (out of 33) (9,1%)</b>	<b>2 (out of 33) (6,1%)</b>	<b>10 (out of 33) (30,3%)</b>	<b>7 (out of 44) (15,9%)</b>

**Table 10** (the results of speech analysis)

<b>Types of errors</b>	<b>Omission</b>	<b>Addition</b>	<b>Substitution</b>	<b>Permutation</b>	<b>Self- correction</b>	<b>Correct structures</b>
<b>Grammatical structures</b>						
<b>Reported</b>	<b>5</b>	<b>0</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>3</b>

<b>questions</b>						
<b>Passive voice</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>17</b>
<b>I wish... (Regrets)</b>	<b>4</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Modal perfect</b>	<b>7</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>1</b>	<b>4</b>
<b>If clauses</b>	<b>19</b>	<b>1</b>	<b>29</b>	<b>0</b>	<b>0</b>	<b>17</b>
<b>Total number of errors/correct answers</b>	<b>40</b>	<b>2</b>	<b>54</b>	<b>3</b>	<b>3</b>	<b>46</b>

As it can be seen from the Table 8 and Table 9 presented above, the percentages of errors made when doing tests are relatively lower than the percentages displaying the errors made in writing task. This reveals the fact that the more independence is required from the foreign language user, the more mistakes are likely to occur.

### **Reported questions** (Appendix 3)

Concerning the reported questions, in the writing assignment where the students were supposed to convert direct questions into reported questions, the majority of errors pertained to the omission as a result of substitution, i.e. wrong selection of tenses, where past simple had to be replaced by the past perfect form. In most of the wrong answers the past form of the auxiliary verb “have” (“had”) was omitted:

1. *“What did you wear for the party?” Sally asked Pam.*
  - a) *\*Sally asked Pam what he wore for the party. (error)*
  - b) *Sally asked Pam what she had worn for the party.*

As is seen from the above sample, tense concordance is not followed in a).

Only one respondent made a mistake related to the addition of the unnecessary auxiliary verb “did” where it had to be omitted.

Regarding the tests, according to some of the answers opted by the respondents, it can be concluded that, again, the rules of tense concordance (substitution: wrong tense) were not taken into consideration by them. For instance:

2. He asked her: “Did anybody call this morning?”

a) \*He asked her *if somebody called* that morning.

b) He asked her *if somebody had called* that morning.

As far as respondent’s command of speech is concerned, some students tried to avoid embedded questions (reported questions) either by using direct questions or just substituting them with nouns. For example, instead of saying “*Customers usually want to know about how much the product costs, where and when it is made, etc.*” or “*The dean would want to know what was happening, why the teacher had put a bad mark, etc..*” they used the following direct questions “*Where is it from?*”, “*Why did you fight with your teacher?*” or simply saying “*The customer should know about the quality of a product and a price*”. In terms of error types, the most widespread blunders occurred while speaking were the ones pertaining to the omission of auxiliary verbs as a consequence of using wrong tense. The biggest mistake made by almost all the respondents was their inattentiveness towards the fact that one of the questions was hypothetical therefore requiring the use of past tense. It was obvious that some of the respondents were aware of the ways of using reported questions as auxiliary verbs needed for interrogatives were omitted where necessary and the word order was used according to grammar rules with the exception of the fact that the situation was imaginary therefore demanding the usage of solely past tenses, and this requirement was not fulfilled to the ultimate extent:

3.

a) \*Dean ask *how it happened*.

b) The dean would ask *how it had happened*.

4.

- a) \*Dean want to know about *why they fight*.
- b) The dean would want to know about *why they had fought*.

As well as these mistakes, there were two cases of permutation, which means inappropriate order of the words in a sentence. In reported questions there is no inversion when the auxiliary verb changes places with the subject, the order is the same as in affirmative sentences. However, there was such a use of a reported question where the past form of the auxiliary verb “to be” which was used for forming the passive form of a sentence preceded the subject “they”:

- ...That’s why I’m interested in to *how were they invented*...

The order of the words in another respond was difficult to determine, as it is different from the previous answer, yet we attributed this error to permutation since the auxiliary verb immediately follows the interrogative pronoun “what” which is a characteristic feature of direct questions:

- ...They want to know about the *material ... from what is made...certain product*.

#### **Constructions with “wish” (Appendix 4)**

The analysis of the sentences through which the participants were supposed to demonstrate their ability to elicit the meaning of a pattern and rewrite it in the form where constructions with “wish” had to be used shows that the most common mistakes were related to substitution. Mostly, wrong tenses were used as a consequence of which was the wrong selection of auxiliary verbs. For example, from a sample where the past tense was used, it could be implied that a sentence with “wish” must be constructed with past perfect or if a pattern contains modal verbs in their past form perfect infinitive is to be used:

1. She *wasn’t able to come*. (Past tense)
  - a) \*I wish she *could come*.
  - b) \*I wish she *was able to come*.
  - c) I wish she *had been able to come*.

or

- d) I wish she *could have come*.

From the Table 8 it is seen that this part of a task was the most erroneous: the percentage of mistakes was 57,6%.

Another critical moment was that more than half of the students tested are not aware that when someone's action irritates the speaker and he or she wants that action to be ceased the auxiliary verb *would* is used with "wish":

2. He *starts* doing something noisy in his flat every day from 5 p.m.
  - a) \*I wish he *didn't start* something noisy...
  - b) \*I wish he *stopped* doing something noisy...
  - c) I wish he *would stop* making noise...

When it comes to the test answers, the results were surprising as there were only two mistakes made by the students; they were also related to substitution as the wrong tenses were chosen.

As far as the speaking part is concerned, we merely concentrated on the investigating the fact whether students can talk about the regrets concerning their past, i.e. past perfect was expected to be applied in their speech with the auxiliary verb "had" and in cases with the modal verb "could" perfect infinitive (Have+V3) had to be used. Three of the participants avoided using this construction two of them replacing it with the sentences with "hope" and "want", and the other one using infinitive with "to" after the verb "wish". For the most part, again, the mistakes were related to substitution and omission. However, not all the substitution mistakes were with the wrong usage of an auxiliary verb, but with the verb following it (V2 was used instead of V3). Here are the examples of some mistakes:

...I wish I *hadn't went* to this lyceum... (hadn't gone)

...I wish I *could enter* the university freely, not contract... (could have entered)

...I wish I *saved* my eyes... (had saved)

#### **Passive voice** (Appendix 5)

After analyzing the usage of auxiliary verbs in the passive form of sentences in the writing task, it became clear that the most prevailing error was the omission

of the auxiliary verb “being” for the progressive form of passive sentences. The sample sentence for converting it into passive form was the following with its erroneous conversion which was one of the common answers:

- The maid was cleaning my hotel room when I came in.
- \*My hotel room *was cleaned* when I came in.
- My hotel room *was being cleaned* when I came in.

One more error which occurred several times was with a modal verb “have to” with which the students had trouble to form a passive sentence. We can define this error as a substitution as an incorrect form of the verb was selected:

- First, we have to read the text and then, we have to do the exercises.
- \*First, *the text have to be read* and then, the exercises have to be done.
- First, *the text has to be read* and then, the exercises have to be done.

As for the tests related to passive voice, the errors, as we assume, were due to the inattentiveness of the students, as they did not take into consideration the sequence of tenses.

With respect to the spoken discourse, participants demonstrated their ability of applying passive voice structures at the moment of speaking at an average level, as at times even having been directly asked the questions in a passive form, the participants preferred to answer the questions avoiding the use of that form, instead indicating the agent of a sentence as a subject. However, as it can be seen from the Table 10, the number of correct answers prevails that of the replies with the wrong usage of auxiliaries. The errors were mainly related to omission (1, 2) and substitution (3,4):

- 1) ...When *Pyramids built* they lost a lot of people...(the Pyramids **were** built)
- 2) ...My favourite *fruit grown* in hot climates... (fruit **is** grown)
- 3) ...These *areas was invaded* by Russians... (plural instead of singular form: areas **were** invaded)
- 4) ...Maybe *they are built* by people... (past tense instead of present tense: they **were** built)



The mistakes with adding an extra auxiliary verb to a clause and changing the order of the subject and an auxiliary verb in a sentence happened only once which indicates the low rate of such errors. There were the cases of self-correction as well, which is a sign of students' conscious selection of grammatical structures.

### **Modal Perfect** (Appendix 6)

After analyzing the writing task, it was clear that one half of the respondents were utterly weak at eliciting the meaning of a sentence and changing them in such a way so that perfect modals were used. In the answers with errors mostly there was an omission of the auxiliary verb "have" as a constitutional part of the perfect infinitive which must follow the modal verb. That happened due to the substitution of that part by a bare infinitive as if it were a regular action:

1. You were wrong to shout at your brother. (should)
  - a) \*You shouldn't shout at your brother.
  - b) You shouldn't have shouted at your brother.

Some other mistakes were hard to attribute to certain error type, as they did not carry any sense in themselves. Three of the respondents mistakenly confused the modal verb "need" with the notional one, thus additionally adding the negative form of auxiliary verb "did":

2. He didn't have to come so early, nobody is here yet. (need)
  - a) \*He *didn't need to come* so early, nobody is here yet.
  - b) He *needn't have come* so early, nobody is here yet.

According to test results, it could be assumed that there is a lack of understanding from the students' side what function perfect modals execute in the English language. It is either due to their misconception of the context given before the sentence in which perfect modals had to be used, or their incompetence in using appropriate grammatical structures. Most of the selected answers that turned out to be wrong had such a form where a bare infinitive follows a modal verb (*modal verb + bare infinitive*). Seems like the students who made errors do not understand that for the assumptions concerning the past actions about which one is not quite certain and for the actions one had no necessity to perform, yet which

were executed perfect infinitive is used after modal verbs. Therefore their mistakes in tests are mainly related to substitution as the incorrect form of an infinitive was opted. For example:

- a) \* Lucy is very late. She *may miss* her train.
- b) Lucy is very late. She *might have missed* her train.

The patterns observed on the written form and test were to a large extent mirrored on the spoken discourse as the participants committed the same errors. Most of them did not exploit perfect infinitive in their speech when they were asked to blame themselves and their friends for past wrongdoings. By doing this, they completely distorted the meaning of the sentences. As it can be seen from the table the errors were mainly related to the substitution of a required form by another, the result of which was the omission of the auxiliary “have”:

- a) \*...I *shouldn't do* such kind of things... (advice)  
...I *shouldn't have done* such kind of things... (reproach, criticism)
- b) \*...She *didn't have to go* there... (no necessity)  
...She *shouldn't have gone* there... (criticism)
- c) ...You *may start* your own business ... (possibility)  
...You could have started your own business...(past ability that was not realized)

Five participants did not even make an attempt to use modals at all, not speaking of perfect modals. One of the students while answering the questions pertaining to this part in his L1 (Uzbek) admitted his inability to say it in the target language. This case indicates that learners should be exposed to spoken communication as much as possible.

### **Conditionals with if-clauses** (Appendix 7)

We have considered conditionals to have the most difficult constructions as there are different types of conditional sentences and since they consist of two clauses, good knowledge of auxiliaries is demanded from the speaker as well as the ability to use them in both clauses. The analysis of the writing task reveals that mostly the mistakes pertain to substitution. Perhaps, this happened due to the fact

that some of the participants understood the situation which is related to future as if though it was hypothetical, not considering the adverb of time “one day” as a signal word:

- a) \*People *would run out* of drinking water one day if they *didn't use* it more rationally.
- b) People *will run out* of drinking water one day if they *don't use* it more rationally.

There were the errors with omission of auxiliaries too. In this case some students probably considered the sentence as a zero-conditional, whereas it was hypothetical:

- a) \*If we *destroy* the ozone layer, nothing *saves* us.
- b) If we *destroyed* the ozone layer, nothing *would save* us.

The proportion of errors in the testing part were considerably less than in the that of the writing task (15,9% and 33,3% respectively). The most frequent error was with the mixed type of conditional: three participants mistakenly confused it with the III type of conditional. Possibly they did not pay attention to the key word *now* in the main clause:

- a) \*If I *had gone* to the party last night, I *would have been* tired now.
- b) If I *had gone* to the party last night, I *would be* tired now.

Regarding the speaking part, the most frequent errors were with substitution (29) and omission (19) (Table 10). As it can be seen from the table above, the number of errors with these grammatical structures is considerably larger in comparison with other aspects, though it is owing to the fact that larger quantity of questions were asked from the participants regarding these structures. The more questions were asked the more mistakes were made, but not the overall quantity but the nature of the mistakes was of a greater concern to us in the part with an interview.

For the most part, substitution and omission errors happened as a result of not considering the situation to be hypothetical both in the present and in the past. Probably even if they realized them to be hypothetical, yet when it comes to

spontaneous speech they forgot about the grammatical norms. Here are some examples of the mistakes made by the participants:

...If I *didn't enter* the university, I *would be* a singer... (unreal past)

...I *will continue* my preparation... (unreal past)

...Maybe I *couldn't enter* the university, I *will be working* as a hairdresser...  
(unreal past)

In some sentence only omission occurred and no auxiliary was used for the hypothetical situation related to present or future:

...I *feel* very stressed...

...Firstly, I *feel* nervous, but later, I think, I *calm* myself down...

...At first, maybe I *regret* something, but my past is my past...

As it can be seen from the outcomes of error analysis the errors which are repeated at a frequent level are mostly related to substitution and omission in all the five aspects of grammar considered. This happens either by applying another form of an auxiliary verb in terms of tense issues or singularity/plurality issues. As for omission, it usually occurs as a result of substitution, for example, when past simple is applied instead of past perfect. Thus, it can be concluded that types of mistakes cannot be studied separately as one of them cause another type of mistake. They are interconnected with each other and form a chain. The reason for mistake occurrence is hugely related to confusing real situations with hypothetical ones.

According to the outcomes of the analyses it is obvious that even if some students' ability to use auxiliary verbs in different constructions is rather acceptable and justifiable in writing and testing, still problems occur in speaking of upper-intermediate and advanced students. Therefore developing grammar skills in speaking is the most essential. In our view, if a learner is able to apply correct grammar rules in speaking, his or her ability to use them in writing and testing is guaranteed.

### **3.2. Methodological recommendations on teaching focused on eliminating the errors occurring with the usage of auxiliary verbs in some grammatical structures**

The results of error analysis conducted with the purpose of identifying the nature of the most frequent mistakes and confirming our hypothesis that learners cannot be equally competent in both writing and speaking, and speaking demands from the learner an enormous effort in order to avoid spontaneous and automatic mistakes has given us a food for thought.

From the results and students' behavior certain conclusions could be drawn that when the grammatical structures with if-clauses, wish, perfect modals, reported questions and passive forms are taught to students, it is a must for the instructor to provide a certain context so that there is coherence between the sentences. If the structures are taught without contextual support, i.e. merely by indicating the forms that should be used, drilling, or solely assuming the answer with the help of keywords which are usually the adverbs of time, students will find it difficult to understand why this or that structure is used. A learner's comprehension will be based not on the meaningful conclusions but on fixing certain grammar constructions in their mind by repetition. Therefore, after explanation of certain grammatical structures learners ought to be exposed to a series of activities, which are preferable to apply mostly for speaking. For this purpose, we assume that task-based approach is the most optimal way to make learners understand the purpose of some grammatical constructions. **Task-based language teaching** is a student-centered approach to second or foreign language instruction. It is an offshoot of the communicative approach, wherein activities focus on having students use authentic target language in order to complete meaningful tasks, i.e. situations they might encounter in the real world and other project-based assignments. These projects could include visiting the doctor, making a phone call, conducting an interview in order to find answers to specific questions or gathering information to make a poster or advertisement.

In task-based teaching the focus is not on grammar but rather on helping students develop linguistic strategies for completing the assigned tasks within the constraints of what they know of the target language. Because the emphasis is on spontaneous, creative language use, whether spoken or written, rather than on absolute accuracy, assessment is based on task outcome.

In task-based teaching, the center of the learning process moves to the students themselves and allows them to come to the realization that language is a tool to tackle and solve real-world problems.

The process of task-based learning itself teaches important skills. Students learn how to ask questions, how to negotiate meaning and how to interact in and work within groups. Within this group work, they are able to observe different approaches to problem solving as well as to learn how others think and make decisions.

By moving the focus away from mechanical drills—although such drills do still have their place even today in language teaching, especially when teaching highly inflected languages—task-based teaching focuses on communication and interaction, using appropriate language at the correct time.

### **Recommendations on teaching Reported Questions**

As we saw in the previous section, the formation of grammatical embedded wh-information questions is a problem for many advanced students. This fact has been recognized in some of the better textbooks for teaching advanced writing, for example, Swales and Feak. The authors draw attention to the fact that subject-aux inversion doesn't occur in English embedded questions, and they point out that these kinds of questions are used in academic writing for explaining the purpose of research and are likely to occur in problem-solution text format<sup>80</sup>.

The instructor should try small group or a pair work. Students are made to decide on a context, buying a car, and list different kinds of wh- questions that they would need to ask, such as, “How much does it cost?” “How many people can it

---

<sup>80</sup>Cowan, R. *The Teacher's Grammar of English with Answers: A Course Book and Reference Guide*, 2008, p. 85

carry comfortably?” “How often does it have to be serviced?” After a brief explanation, the students are to be given the task of making up questions about any object that they might purchase and then posing the questions in a role play. They are to frame them as embedded questions (e.g., “I would like to know how much this car costs?” “Could you give me an idea of how often it has to be serviced?”) This can be followed up later with an editing task in which students have to identify erroneous embedded questions in a short passage.

### **Recommendation on teaching constructions with “wish”**

#### **1. “Plastic surgery”**

For this activity the teacher needs to prepare some pictures where people have unsuccessful plastic surgery, as the results of it are not the way they have been expected. Students are to be given these pictures and are required to act as if they were looking in the mirror and were unsatisfied with their appearance. They are to use the structures such as:

*I wish I hadn't changed my nose, now it looks ugly.*

*I wish I hadn't widened my eyes as they were much prettier earlier.*

Additionally, they should give the reason why they think so and that the earlier version of themselves was better.

#### **2. “Angry neighbor”**

For this activity students are supposed to have use imagination. As well as words, mimics are also to be applied in the action. The teacher organizes the group in such a way as if they were all neighbors forming 3 or 4 big families who live in one apartment block. Students of each group will perform different actions that might irritate the rest of the “neighbours”. They might listen to music loudly, they might do some repairing works, or they might play the violin, etc. These actions are to annoy other neighbours and they should use the structure “I wish they/he/she/Mr Smith would...” They are also to give the reason “why?” For example:

*I wish they would stop playing that awful music. It gets on my nerves.*

*I wish they would not walk in and out every 10 minutes. It distracts me.*

## **Recommendations on teaching Passive voice**

### **1. Solve the Crime**

The set up for this activity may take time, but once it is set up students can pretty much work on their own. A crime scene should be created in the classroom. It doesn't have to be realistic. A corner of the classroom should be designated as the crime scene and the instructor/teacher should put several clues in the crime scene area. These clues can be anything, for example, a turned over chair, cookie crumbs on the ground, a torn piece of paper, footprints (or paw prints) on the floor, etc. If students are supposed to solve a crime, then the scene can be set up accordingly. If this activity is only going to be used to practice the passive voice, any clues can be put in the area. Students will then role play the investigators for the crime. They will investigate the scene noting the clues as they do. They should write their clues in the passive voice:

*The chair was turned over. Footprints were left on the floor.*

### **2. Remember This**

Either a tray or a desk can be used to set up an arrangement with familiar (or unfamiliar) objects. Students are given one minute to study the tray. Then the tray should be hidden from their view (behind a large piece of cardboard works well) and five changes are to be made on the tray. The objects can be removed or reposed or new objects can be added. Then the teacher reveals the tray to the students. They will have to note the differences in the tray using sentence in the passive voice. (The pencil was moved to the other side of the tray. The coffee mug was removed.) Students could be asked to come up to the front of the class and make the changes for one round<sup>81</sup>.

## **Recommendations on teaching Perfect modals**

Our analysis has triggered us that perfect modals are better be taught in contrast with modal verbs preceding bare infinitive. Students should be explained that by applying perfect infinitive after the modals the meaning of a sentence

---

<sup>81</sup> <http://busyteacher.org/20384-passive-voice-5-easy-activities-practice.html>



differs completely rather than that of with the structures *Past Modal+ infinitive* or *Present Modal+ infinitive*, and certainly with a context support:

- a) He is eating everything. He **must be** very hungry. (probability in present)  
I wonder who took my alarm clock. It **must have been** Julia. (probability in the past)
- b) You have an important meeting tomorrow. Therefore you **should set** your alarm clock. (advice for the future)  
A: I overslept this morning.  
B: You **should have set** your alarm clock. (criticism)
- c) Why don't you buy a lottery ticket. You **might win** a large prize. (possibility in the future)  
A: I didn't take part in the competition.  
B: Why? You **might have won**. (past possibility that was not used)
- d) I had a couple of Spanish classes in my childhood. I **could say** a few phrases. (ability in the past)  
I didn't talk to him today, but I **could have**, at least, **said** "Hi". (ability in the past that was not performed)

Here are some role-play activities that could be applied during the lessons.

### 1. Detectives

Students play a detective game using modal verbs for past probability. Detectives use evidence for the existence of a past situation to deduce what happened. For this activity students get in groups of 4 or 5 people. They are asked to choose one person in each group to be the Detective. The rest of the students in the group are the Witnesses. The Detective sits with his or her back facing the board. Meanwhile, the teacher writes the sentences on the board specially prepared in advance which indicate the evidences related to the case being "investigated". The Witnesses' task is to provide concrete evidence for the existence of the past situation, without mentioning the situation itself.

For example, "*She must have studied all night*" is written on the board. Witnesses tell the Detective the following evidences:

She looks very tired.

She finished the test very fast.

Her eyes are red.

She usually gets good grades.

Her light was on all night.

The Detective tries to guess what happened from the evidence given. When the sentence on the board is guessed, the groups are asked to change Detectives, and write the next sentence on the board.

## **2. Deduction: Crime Scene Investigation**

The aim of the game is to recreate the events leading to the main character's death. Analyzing clues that gradually appear during the investigation, students invent what must / might / can't have happened at the crime scene before they arrived. After each clue appears, they have to produce a conclusion.

Clue #1: You look around the office, terrified. Suddenly, you notice a cigarette butt on the floor!

What is your conclusion?

*Anna might have been a smoker. / The killer might have been a smoker. / The killer must have smoked after killing Anna<sup>82</sup>.*

### **Recommendations on teaching If-clauses:**

#### **Mistakes in the Past (Mixed/Third Conditional)**

This speaking activity is designed so that students could practice the third conditional. First, students are put into pairs and they are asked to think of reasons for why people would find themselves in certain situations (e.g. homeless, dumped by girlfriend, etc). Students can write down their reasons in point form. In the second half of the speaking activity, students role-play two people who are in the aforementioned situations. They can use their reasons in the role-play.

Before they begin, students should be encouraged to try to use expressions for criticism and regret in their role-plays.

#### **Mistakes in the Past**

Part 1: With a partner, think of reasons why:

---

<sup>82</sup> <https://www.lessonplandigger.com/2016/03/29/using-past-modals-for-speculation-and-deduction-3-activities/>

1. A person might be homeless.

Reason(s):

2. Someone might have broken up with his/her boyfriend or girlfriend.

Reason(s):

3. A student might have failed an exam.

Reason(s):

Part 2: Student A and who is Student B are asked to role-play the below situations. They will use the reasons they wrote in Part 1 in their role-plays. When role-playing the expressions for criticism and regret are to be used. For example:

*If you hadn't stolen the cookie, I wouldn't have gotten angry*<sup>83</sup>.

As it can be noticed all of these activities have a purpose, i.e. the ending point with a result as they are based on certain tasks. When students act out and perform meaningful activities their memories work better through vivid associations that are subconsciously made with the structures under practice.

### **Conclusions to chapter III**

In this chapter we aimed to detect the type of errors with auxiliary verbs in writing and speaking. We had a supposition that learners' ability to use auxiliary verbs in writing or doing tests in no way determines his or her ability to use them correctly in oral speech. However, to our surprise, some of the participants could not perform well either in both writing assignment and speaking. Those who had no problems doing writing tasks could not equally demonstrate their excellence in speaking. The reason for deciding on doing error analysis was to find out frequent mistakes in terms of auxiliary verbs made by the learners of English. Secondly, it was determining the reasons standing behind those errors, and finally, making out the ways of tackling the problems with the help of practical recommendations. We have mentioned that errors are the bridge towards the language excellence and once the causes are traced, it is possible to determine the "cure", i.e. the methods of reducing them. Three data collection instruments were applied that are the writing

---

<sup>83</sup> <http://www.englishcurrent.com/roleplays/speaking-activity-past-mistakes-third-conditional-modals/>

task, the multiple answer questions and the interview. The usage of auxiliary verbs in five aspects of grammar has been analyzed. It has become clear that the errors with substitution and omission are the most frequent of all. Additionally, occasional errors concerning permutation (wrong word order), and addition (the opposite of omission: adding unnecessary words), happened, though just a few.

The causes of mistakes, in our view, are insufficient knowledge of grammar (this regard some of the respondents), its rare application in speech, inability to gain the meaning from the context provided.

Analyzing the errors, we have come to conclusion that in order to reduce the frequent errors in their number or eliminate them for good, introducing speaking activities based on role-playing is one of the proper ways. This is due to the fact that if learners' mastery of auxiliary verbs in speech is rather good, then possibly they will have no impediments in writing and doing tests. Role-playing is often applied in task-based approach. It is one of the best ways of practicing grammatical structures through action in a meaningful way. In this chapter we have pointed out several activities with role-playing which are aimed to practise auxiliary verbs in different structures analyzed.

## Conclusions

The aim of the research work was to study auxiliary verbs, their nature and usage in the English and Uzbek languages. The results of the research displays that in spite of the fact that these two languages belong to different language families they still have similar features which can be traced through analysis of sentences. Moreover, investigating frequent mistakes made with exploiting English auxiliary verbs, as well as proposing an effective remedy for their elimination and prevention was also targeted.

In the first chapter we have discussed that there are different views on subcategorizing English verbs. Some scholars prefer dividing all the verbs into three groups (full, primary and auxiliary verbs), whereas some others simply recognize notional and functional verbs. However, classification is not finished at this point yet, since linguists around the world understand the term “auxiliary verbs” differently. Some consider that auxiliary verbs comprise both primary (do, have, be) and modal verbs, while some include only primary verbs in this class. And the major difference between primary and modal verbs is indicated by the fact that while primary auxiliaries can also be used as lexical verbs, the modal auxiliaries cannot. Likewise, diverse opinions exist in terms of Uzbek auxiliary verbs. Unlike Uzbek scholars who hold the same view in categorizing auxiliary verbs (ko'makchi, yordamchi va to'liqsiz fe'llar), most of the linguists from other parts of the world view only descriptive verbs (ko'makchilar) under the title of Uzbek auxiliary verbs and other subcategories are rarely examined.

Descriptive verbs are entitled differently by various linguists: basic segment, inflected auxiliary verb, postverbs, lexeme form making affixoids, etc. As for the verb they make together with the main verb, it is entitled as a compound verb, complex verb, auxiliary verb construction, verbal composition, etc.

Moreover, the phenomenon of auxiliation has also been discussed and its universality has also been mentioned. Auxiliation, as a part of grammaticalization, is the process of development of auxiliary verbs out of lexical resources. Some

lexical verbs in English that have gone through auxiliation have retained their lexical meaning as well, thus they can both be used as notional verbs and auxiliary verbs (do, have, be). However, most of the modal verbs have lost their original meaning and changed in form to a great extent. As far as Uzbek auxiliary verbs are concerned, they have also undergone auxiliation process throughout the time. Nevertheless, they still keep their lexical meaning, and may serve as notional words in a sentence. And one more peculiarity is that it is sometimes difficult to determine whether the verb used carries lexical or grammatical value in the sentence. For this reason, some linguists state that identifying their function can only be in oral speech when certain stresses may guide the listener. Auxiliation is also mentioned as a shift of lexical verbs to TAM markers.

In the second chapter contrastive analysis was applied to trace any similarities existing in verb phrases with auxiliaries in the English and Uzbek languages as well as their distinctive features. The phenomena such as erosion (reduction, cliticization), multiple auxiliaries, ellipsis and inversion were discovered to be peculiar to both languages.

In the English language, reduction mainly occurs when auxiliaries are not stressed and they usually become the clitics of any part of the speech, including some prepositions, whereas in the Uzbek language reduction may only occur when the main verb and the functional verb are blended by reduction of either the former or the latter, or even both. In English the reduction of auxiliary verbs assists in distinguishing them from the lexical verbs which are homonymous to auxiliary verbs. In Uzbek reduction may occur to both a converb and a descriptive or imperfective verb. There are no certain rules that regulate this process. Sometimes no phoneme is reduced but the verbs are fused. Both languages may experience multiple auxiliaries in a sentence.

In the English language ellipsis in verb phrases with auxiliaries occurs in the following ways: omission after auxiliary verbs, short answers, initial ellipsis.

In the Uzbek language ellipsis in auxiliary verb constructions is a rare occasion and mostly occurs by omission of descriptive verbs, which are called

“ko’makchi fe’llar”, as a result, only the main verb remains in the sentence. This occasion usually can be encountered in national proverbs.

Inversion with auxiliary verbs is a very frequent occasion for the English language. It happens in matrix questions, conditionals, blessings and curses, comparatives, exclamatives, negative imperatives, and in environments where certain elements have been fronted. In the Uzbek language inversion is especially used in poetic syntax (poetic speech). The parts of a compound verb come in a usual order, according to poetic requirements, different parts of speech are input in its composition, and its components take a distant position, or the auxiliary verb may precede the main verb.

Apart from the abovementioned cases, certain semantic correspondences have been found, i.e. primary verbs such as *have* and *be* and some of the modal verbs (*can, to be able to, used to, would*) have turned out to be the equivalents of some descriptive verbs (*qol, chiq, bo’l, ol, etc*) in Uzbek. This discovery might be of a great assistance in translational studies and serve as a guideline for those engaged in translations of literary works.

In the third chapter the main purpose was to identify the occasional errors related to auxiliary verb usage in writing and speaking and whether students’ mastery of the language in terms of correct exploitation of auxiliary verbs is equally the same in both writing and speaking. Data tools such as questionnaires with a writing task and a test along with interviewing have been applied in order to conduct our analysis. According to Corder’s taxonomy, the usage of auxiliary verbs in five aspects of grammar (passive voice, reported questions, conditionals with if-clauses, modal perfect and constructions with “wish”) has been analyzed. The main error types under investigation were: omission, substitution, permutation and addition. It has become evident from the results that the errors with substitution and omission are the most common among the tested respondents. Substitution is generally related to the wrong selection of tenses or the form of the verb (either it is plural or singular). Omission, in its turn, occurs either merely by dropping the auxiliary verb at all due to inaccuracy of a speaker, or as a

consequence of substitution when wrong tense is selected due to which some auxiliaries such as “have”, “had”, “will”, “would”, etc may fall out. Aside from these mistakes, occasional errors concerning permutation, where the wrong word order in a sentence was exploited, and addition, where unnecessary auxiliaries were applied, would appear, yet they were too rare. One case that is worth mentioning is that a few students avoided some structures either deliberately (due to their incompetence) or unconsciously (as they were not aware of what they were being tested for).

The reasons for making mistakes, as we assume, are first of all, their poor knowledge of grammar (of some respondents’), secondly, their non-frequent application of certain grammatical structures in speech (the knowledge of grammar remains superficial, and only in written context), thirdly, their inattentiveness to the questions (most questions and situations were of hypothetical character therefore requiring the use of past tense), furthermore their inability to elicit the meaning of a context which is provided in order to make a prompt to the student about the type of grammatical structure to be used.

According to the nature of mistakes the respondents made, it could be suggested that they are preferably to be exposed to more speaking activities, since speaking activates and enhances not only the usage of grammatical structures, but also spontaneous, automatic reaction of a learner. Their competence in terms of grammar, particularly auxiliary verbs, can easily be evaluated solely by means of their speaking. If their mastery of auxiliary verbs in speech is excellent, then it is guaranteed that they can do tests or writing activities related to auxiliary verbs at a good level (here we indicate grammatical aspect only; neither spelling or punctuation mistakes are regarded). One of the best ways to activate learners’ speaking skills, to our belief, is applying task-based approach in a teaching process. The main purpose of the task-based approach is fulfilling the task, which means meaningful application of grammatical structures. One of the widespread forms of language use in task-based approach is role-playing, which is not only useful for practicing auxiliary verbs but also a very interesting way of engaging a



student. In our research we have mentioned several activities with role-playing which are targeted to practise different grammatical structures with auxiliary verbs, which had undergone error analysis. They are mostly related to investigations with crime, regrets about the past, detecting changes, etc.

In conclusion, auxiliary verbs in both languages have a significant position in a sentence structure. Even though having different nature auxiliary verbs in the English and Uzbek languages have similar features that cannot be denied, (some of them are even equivalent in terms of semantics). We suppose that the outcomes of our research will make a contribution, yet not utterly significant, and the topic will be developed in future. Hopefully, the results of analyses conducted and recommendations given will be implemented in theoretical and practical aspects of linguistics.

## Bibliography

1. Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрга «Чет тилларини ўрганиш тизимини янада такомиллаштириш чора тадбирлари тўғрисида»ги ПҚ-1875-сонли Қарори.
2. Ўзбекистон Республикаси қонун ҳужжатлари тўплами, 2013 й., 20 сон, 251 модда
3. Ўзбекистон Республикаси қонун ҳужжатлари тўплами, 2013 й., 22 сон, 279 модда
4. Ўзбекистон Республикаси қонун ҳужжатлари тўплами, 2013 й., 22 сон, 283 модда, 34-сон, 453-модда
5. Ўзбекистон Республикаси Президентининг «Олий таълим тизимини янада ривожлантириш чора-тадбирлари тўғрисида»ги қарори (2017 йил 20 апрель, ПҚ-2909-сон)
6. Каримов, И.А. Тарихий хотирасиз келажак йўқ. -Т.: Шарқ, 1998. – 182 б.
7. Каримов, И. А. Юксак маънавият – енгилмас куч. Тошкент: “Маънавият”, 2008. – 176 б.
8. Бурунов, Ж., Хошимов, У., Исматуллаев, Х. English Grammar. Инглиз тили грамматикаси. Тошкент: Укитувчи, 1974. – 351 б.
9. Вардуль, И.Ф. К вопросу о явлении эллипсиса//Инвариантные синтаксические значения и структура предложения. М., 1969. - С. 59-70.
10. Жоллыбекова, М.Р. Типология неполных предложений диалогической речи в разносистемных языках : (На материале англ. и каракалп. яз.) Автореф. дисс... канд.фил.наук / Нац. ун-т Узбекистана. Т., 2008. – 22 с.
11. Искандарова, Ш. М. Луғайй бирликларнинг грамматикализация даражаси хусусида. Илмий хабарнома, АДУ, №4 2013 йил. – 78-81 бб.
12. Махмудов, Н.М. Эллипсис в узбекском языке: Автореф. Дис....канд. филол. наук. –Т., 1977ю – 20 с.

13. Неъматуллаев, Ф. Неъматуллаев Ф. Инверсия – поэтик синтаксис ходисаси сифатида // Ўзбек тили ва адабиёти. – 2006. – № 3. – 55-57 бб.
14. Рахматов, М. Инверсия как стилистический приём (На материале газелей Алишера Навоий ) Приволжский научный вестник. – 2016. - № 1 (53). – 92-95 с.
15. Сайфуллаева, Р. ва бошқ. Ҳозирги ўзбек адабий тили. Тошкент, 2005. – 386 б.
16. Ситнова, Н.А. Эллипсис строевых (служебных) элементов в английской разговорной речи. Автореф. дисс... канд.фил.наук, Одесса, 1978. – С. 22
17. Фитрат, А. Танланган асарлар. IV жилд. –Тошкент: Маънавият, 2006. – 202 б.
18. Хайитметов, К. Ҳозирги ўзбек тилида инверсия: филол. фанларид-ри ... дис. – Ташкент, 1967. – 235 б.
19. Хожиев, А. Узбек тилида кумакчи феъллар. Тошкент, 1966ю – 222 б.
20. Шлуинский, А. «Бивербальные конструкции в тубаларском диалекте и их лексические ограничения» в сб. Тубаларские этюды, (ред.), Москва, 2009. – 6-53 стр.
21. Abraham, W. Die Grammatikalisierung von Auxiliar- und Modalverben.” Beiträge zur Geschichte der deutschen Sprache und Literatur 112, 1990. – 225-234 pp.
22. Anderson, G. D. S. Auxiliary Verb Constructions in Old Turkic and Altai-Sayan Turkic. In Marcel Erdal (ed.) Studies in Old Turkic Linguistics. Wiesbaden: Harrassowitz, 2004. – 248 p.
23. Anttila, A. Stress and auxiliary reduction in English. Abstract for the MSPI Workshop. Stanford University, October 12-14, 2012. – 16-25 pp.
24. Azar, B. S. Fundamentals of English Grammar, Third Edition (Teacher's Guide with Answer Key), 2003. – 524 p.

25. Bodrogligeti, András J. E. *Modern Literary Uzbek – A Manual for Intensive Elementary, Intermediate, and Advanced Courses*. Munich, Lincom, 2 vols., 2002. – 720 p.
26. Bruening, B. *Subject Auxiliary Inversion*. To appear in the *Companion to Syntax*, Second Edition 2015. – 1-21 pp.
27. Chalker, S., Weiner, E. *Oxford Dictionary of English Grammar*. New York: Oxford University Press, 1998. – 464 p.
28. Chomsky, N. *Syntactic Structures*. Mouton, The Hague, 1957. – 116 p.
29. Corder, P. The significance of learner's errors. *International Review of Applied Linguistics*, 1967. – 161-170 pp.
30. Ellegård, A. *The Auxiliary DO: the Establishment and Regulation of its Use in English*. Almqvist & Wiksell, Stockholm, 1953. – 320 p.
31. Fillmore, C. J. "Inversion and Constructional Inheritance." In Gert Webelhuth, Jean-Pierre Koenig, and Andreas Kathol, eds., *Lexical and Constructional Aspects of Linguistic Explanation*, Stanford: CSLI Publications, 1999. – 113-128 pp.
32. Finch, G. *Linguistic terms and concepts*. New York: St. Martin's Press, 2000. – 241 p.
33. Givon, T. "Historical syntax and synchronic morphology", *Chicago Linguistic Society, Proceedings 7*, 1971. – 394-415 pp.
34. Grashenkov, P.V. *Development of TAM categories in Turkic: feeling free in the deterministic system // Selected papers from SinFonIJA3 / Maja Markovic, ed. Cambridge Scholars Publishing, 2012. – 58-75 pp.*
35. Greenbaum, S. and R. Quirk. *A student's grammar of the English language*. Harlow, Essex, England: Longman., 1990. – 490 p.
36. Hae-Yun Lee, *The Grammaticalization of Aspectual Auxiliary Verbs in Korean*, *International Journal of Languages, Literature and Linguistics*, Vol. 1, No. 2, June 2015. – 122-126 pp
37. Hopper, P.J., Traugott, E. C. *Grammaticalization*, 2nd ed. Cambridge University Press, 2003. – 276 p

38. Hudson, R. The rise of auxiliary do: verb-non-raising or category-strengthening? *Transactions of the Philological Society* 95, 1997. – 41-72 pp
39. Ibrahim, A. 1995. "Meaning and Usage of Compound Verbs in Modern Uighur and Uzbek." PhD dissertation, University of Washington, 1995. – 237 pp.
40. Iriskulov A. T. *Theoretical Grammar of English*. Tashkent, 2006. – 64 p.
41. Johanson, L. Grammaticalization in Turkic languages. *The Oxford book of grammaticalization*. 2012. – 754-763 pp.
42. Johanson, L. On Turkic Converb Clauses. In: Haspelmath & König 1995. - 313-347 pp
43. Kim J.B., Sells P. *English syntax: An introduction*. CSLI publications, 2008. – 296 p.
44. Krug, M. Auxiliaries and Grammaticalization. In: Bernd Heine & Heiko Narrog (eds.) *Handbook of Grammaticalization*. Oxford: Oxford University Press, 2011. – 547-558 pp.
45. Kuteva, T. *Auxiliation: An enquiry into the nature of grammaticalization*. Oxford: Oxford University Press, 2001. – 209 p.
46. Lamiroy, B., Drobnjaković, A. *Auxiliaries and Grammaticalization: A Case Study of Germanic and Slavonic Languages*. *Grammaticalization and Pragmatics: Facts, Approaches, Theoretical Issues*, 2009. – 19 -33 pp.
47. Leech, G. and Svartvik, J. (1994) *A communicative grammar of English*, 2nd edition, London: Longman. – 423 p.
48. Leech, G. and Svartvik, J. (1994) *A communicative grammar of English*, 2nd edition, London: Longman. p. 187
49. Menges, Karl H. *The Turkic Languages and Peoples: An Introduction to Turkic Studies*, *Veröffentlichungen der Societas Uralo-Altaica* 42, Wiesbaden: Harrassowitz, 1968, rev. ed. 1995. – 248 pp.
50. Mirzayev, T., Musoqulov, A., Sarimsoqov, B. *O'zbek xalq maqollari*. – «Sharq», 2005. -257 b.

51. Muir, M.C. English Grammar for Advanced Learners. London: Edward Arnold, 1972. – 253 p.
52. Murthy, J.D. Contemporary English Grammar. Lagos: Book Master, 2007. – 245 p.
53. Newmeyer, F. J. “Deconstructing grammaticalization”, Language Sciences 23.2-3 (special issue, Grammaticalization: A Critical Assessment, ed. Lyle Campbell), 2009. – 187-230 pp.
54. Orthographic Rules For The Uzbek Language. Translation from Uzbek by Chris Duff, 1995
55. Quirk et al. 1985. A comprehensive grammar of the English language. London: Longman. – 1779 p.
56. Rahmatullaev, Sh. Hozirgi adabiy o'zbek tili. Universitet, 2006. – 476 p.
57. Rizzi, L. “The Fine Structure of the Left Periphery”, in L. Haegeman (ed.), Elements of Grammar, Kluwer, Dordrecht, 1997. – 281-337 pp.
58. Schamiloglu, Uli. "The Problem of Auxiliary Verbs in the Turkic Languages", Uluslararası Türk Dili Kongresi 1988. Ankara: Türk Dil Kurumu, 1996. - 153-168 pp
59. Sjöberg, Andrée F. Uzbek Structural Grammar. (Uralic and Altaic Series, 18.) Bloomington: Indiana University Press, 1963. – 158 p.
60. Sledd, J.M. A Short Introduction to English Grammar. Texas: Scott, Foreman and Company, 1959. – 346 p.
61. Stageberg, N. C. An Introduction to English Grammar. New York: Holt, Rinehart & Winston, 1981. – 370 p.
62. Steele, S. M. The category AUX as a language universal. In: J. Greenberg (ed.) 1978a. – 7-47 pp.
63. The American Heritage Book of English Usage: A Practical and Authoritative Guide to Contemporary English. Houghton Mifflin Harcourt, September 9, 1996. – 304 p.
64. Thomson, A. J., Martinet A.V. A Practical English Grammar. Oxford University Press, 1980. – 369 p.

65. Toury, G. *Descriptive Translation Studies and Beyond*. Amsterdam/Philadelphia: John Benjamins, 1995. – 311 p.
66. Trudgill, P. (ed.). *Sociolinguistic Patterns in British English*. London: Arnold, 1978. – 186 p.
67. Turniyozov, N., Rahimov, A./ Begaliyev, N. *O'zbek tili - Ilmiy ma'ruzalar to'plami*. Samarqand Davlat chet tillar instituti, 2006. – 347 p.
68. Waldhorn, A. and Zeigler, A. *English Made Simple*. London: W.H. Allen and Company Ltd., 1976. – 192 p.
69. Warner, A. *English Auxiliaries. Structure and history*. Cambridge: Cambridge University Press, 1993. – 291 p.
70. Zwicky, A. *Auxiliary Reduction in English* Author(s): Source: *Linguistic Inquiry*, Vol. 1, No. 3 Jul., 1970. - 323-336 pp.

#### **Additional Literature**

71. Навоий Алишер. Полное собрание сочинений: в 20 т. – Ташкент: Фан, 1988. – Т. 3: Хазойин-ул-маоний: «Ғаройиб-ус-сиғар». – 616 с
72. A'lam Z. *Afandining qirq bir pashshasi, "Sharq" nashriyoti*, - Toshkent, 2006
73. Ahmad S. *Qorako'z majnun* (electronic version)
74. Avraham Burg, *The Holocaust Is Over; We Must Rise From its Ashes*, trans. by Israel Amrani. Palgrave Macmillan, 2008
75. Cho'lpon. *Novvoy qiz* (electronic version)
76. Fayziy R. *Do'rmonlik yigit*. (electronic version)
77. G'ulom H. *Mash'al* (electronic version)
78. G'ulom, H. *Mash'al* (roman), 1959
79. Heti, S. *Ticknor*. Picador, 2005
80. Hikmat, Q. *Mening Vatanim*. Toshkent – 2008
81. Hoshimov O'. *Dunyoning ishlari*. (electronic version)
82. Hoshimov, O'. *Dunyoning ishlari*. (electronic version)
83. Janette Turner, *The Ivory Swing*. University of Queensland Press, 1991

84. Murod, T. Ot kishnagan oqshom (qissalar). – Toshkent, 1994.
85. Murod, T. Otamdan qolgan dalalar. – Toshkent, 1994.
86. Northup, S. Twelve Years a Slave. Derby & Miller, 1853
87. Qodirov, P. Humoyun va Akbar (Avlodlar dovoni, Humoyun va Akbar (Avlodlar dovoni) – Toshkent, 2005
88. Qodirov, P. Yulduzli tunlar. – Toshkent, O'zbekiston. 1990.
89. Suyun, A. Javzo. She'rlar, Toshkent – 1987
90. To'xtaboyev X. Shirin qovunlar mamlakati yoki sehrgarlar jangi. – Toshkent, 2006
91. To'xtaboyev X. Shirin qovunlar mamlakati yoki sehrgarlar jangi. – Toshkent, 2006
92. Tursun, P. O'qituvchi. (qissa)
93. Yoqubov O. Matluba. (electronic version)

### **Dictionaries**

94. Oxford Advanced Learner's Dictionary (6th Edition), 1995
95. The New Lexicon Webster's Encyclopedic Dictionary of the English Language Deluxe Edition, 1977
96. ABBY Lingvo x3 Electronic dictionary
97. Bussmann, H. Routledge Dictionary of Language and Linguistics, London: Routledge, s.v. error analysis. A comprehensive bibliography was published by Bernd Spillner (1991), Error Analysis, Amsterdam/Philadelphia: Benjamins, 1996. – 560 p.

### **Internet Resources**

98. <http://busyteacher.org/20384-passive-voice-5-easy-activities-practice.html>
99. <http://www.englishcurrent.com/roleplays/speaking-activity-past-mistakes-third-conditional-modals>
100. <http://www.fluentu.com/educator/blog/task-based-language-teaching-activities/>



101. [https://en.wikipedia.org/wiki/Auxiliary\\_verb#Diagnostics\\_for\\_identifying\\_auxiliary\\_verbs\\_in\\_English](https://en.wikipedia.org/wiki/Auxiliary_verb#Diagnostics_for_identifying_auxiliary_verbs_in_English)
102. <https://robertlindsay.wordpress.com/2010/01/04/mutual-intelligibility-among-the-turkic-languages/>
103. <https://www.eflsensei.com/Detectives/>
104. <https://www.lessonplandsdigger.com/2016/03/29/using-past-modals-for-speculation-and-deduction-3-activities/>

## Appendix 1

### Interview Questions

#### Reported speech

1. What kind of information customers want to know about when they are willing to buy certain things.
2. Imagine there was a fight between a student and a teacher because of the grade. Then they were called to the dean's office. What do you think the dean would want to know about?

#### I wish...

1. Is there anything that you regret about? Is there anything you wish you hadn't done? Use the phrase I wish I hadn't...

#### Modal Perfect

1. Suppose you had been having fun throughout the whole semester not doing any tasks and thinking you had a lot of time. But then by the end of the semester your mark was awful? How would you criticize yourself? How would your parents criticize you?
2. Your friend went to the casino and lost all his money that he borrowed from you for starting his own business. How would you criticize him?

#### Conditionals:

1. What would you do if you lost your flash-card where you store all the necessary information? How would you feel?
2. If you could change one thing about your past, what would you change?
3. Where would you like to go if you won a free plane ticket?
4. If you could learn a skill, what would it be?
5. What would you be doing now, if you hadn't entered the university?
6. What would have happened, if you had forgotten your mobile phone today?

#### Passive

1. What is exported by your country?
2. Where is your favourite fruit grown?
3. How were the Pyramids built?
4. Do you know about the history of some inventions? Who were they invented by?
5. Which language will become

## Appendix 2

Participant's

name: \_\_\_\_\_

Group: \_\_\_\_\_

—

### Tasks:

1. Convert the following sentence into a passive form:

First, we have to read the text and then, we have to do the exercises.

\_\_\_\_\_

Did they repair all the windows?

\_\_\_\_\_

The maid was cleaning my hotel room when I came in.

\_\_\_\_\_

2. Change these direct questions into reported questions:

“Do you often go to the disco?” Jack asked me.

\_\_\_\_\_

“What did you wear for the party”? Sally asked Pam.

\_\_\_\_\_

“Where’s my wand?” Harry asked Hermione.

\_\_\_\_\_

3. Write the sentences:

She wasn't able to come.

If only / I wish

\_\_\_\_\_

He starts doing something noisy in his flat every day from 5 p.m.

I wish

\_\_\_\_\_

I need this guitar to play music of a higher quality.

I wish

---

5. Rewrite the following sentences using the modal perfect form of the verb in brackets.

He didn't have to come so early; nobody is here yet. (need)

---

You were wrong to shout at your brother. (should)

---

She intended to go to the cinema if she had had the time. (would)

---

6. Complete the blanks with the verbs in brackets:

People \_\_\_\_\_ (run out of) drinking water one day if they \_\_\_\_\_ (not use) it more rationally.

If we \_\_\_\_\_ (destroy) the ozone layer, nothing \_\_\_\_\_ (save) us from the UV rays.

If I \_\_\_\_\_ (give) you the keys yesterday, you \_\_\_\_\_ (be able to) open the door.

## Tests

Perfect modals:

1. Lucy is very late. She \_\_\_\_\_ her train.

A) may miss B) may have missed C) had to miss D) should have missed

2. The flower is dead. Maybe I \_\_\_\_\_ it more water.

A) might give B) needed to give C) should have given D) ought to have been given

3. I wish you'd told me they were on the phone. I \_\_\_\_\_ all the way to their house.

A) didn't have to go B) didn't need to go C) needn't go D) needn't have gone

4. If you \_\_\_\_\_ Oxford you \_\_\_\_\_ some interesting old buildings.

A) will visit / will see B) visit / see C) visited / will see D) visits / see E) visit / will see

5. I \_\_\_ living in England if the weather \_\_\_ better.

A) don't mind / was B) didn't mind / is C) wouldn't mind / is D) wouldn't mind / were

E) wouldn't mind / will be

6. - He failed his exam and he has to take it again in summer.

-If he \_\_\_ so many lessons he \_\_\_ it. But he didn't follow the teacher's advice.

A) didn't miss / would pass

B) hadn't missed / would have passed

C) doesn't miss / won't pass

D) has missed / will pass

E) will miss / doesn't pass

7. If I had gone to the party last night, I \_\_\_ tired now.

A) will be B) am C) would be D) would have been E) was

8. Ann: "Is your sister good at English?"

Ann asked me \_\_\_ .

A) that my sister is good at English

B) if my sister was good at English

C) whether my sister is good at English

D) my sister is good at English

E) her sister was good at English

9. He asked her "Did anybody call this morning?"

He asked her \_\_\_ .

A) if anybody called this morning

B) if somebody had called that morning

C) if somebody called that morning

D) who called that morning

E) had called anybody that morning

10. She asked in surprise \_\_\_\_ .

A) if he had really read all the books

B) if this is what her mother buys her

C) if the cafe is still open

D) whether I have already read his article

E) did she caused much trouble

11. A: Do they allow smoking?

B: No, smoking \_\_\_\_\_ inside the terminal building.

A) doesn't allow B) wasn't allowed C) hasn't been allowed D) is not allowed

12. By 5.30 this afternoon, Tom \_\_\_\_\_ at work for eight hours.

A) had been B) would have been C) will have been D) has been

13. He noticed that the room \_\_\_\_\_ recently.

A) hasn't been cleaned B) was not cleaned C) hadn't been cleaned D) won't be cleaned

14. I wish you \_\_\_\_\_ so much. It is bad for your health.

A) won't be smoking B) don't smoke C) aren't smoking D) didn't smoke

15. We had a test yesterday. I wish \_\_\_\_\_ .

A) we hadn't one B) we hadn't had one C) we didn't have one D) we don't have one

16. I can't ski. I wish I \_\_\_\_\_ ski.

A) can B) could C) will D) couldn't

### Appendix 3 Reported speech

Resp. 1	...I think the customer should know about the quality of the product and then, of course, the price...(Avoidance)
Resp. 2	...They want to know about the <i>material ... from what is made...certain product</i> . They want to know <i>where it is from taken...is it a modern style</i> . (Permutation)
Resp. 3	... <i>What kind of material it is done? ...Where is it from?...</i> (Avoidance: Direct questions)
Resp. 4	...First, dean asks <i>what happened in reality...</i> he asks <i>why student says that the grade is not good or bad...</i> and asks <i>if the marking was fairy or unfairy...</i> (Substitution, Omission)
Resp. 5	...Dean want to know about <i>why they fight...</i> (Substitution, Omission)
Resp. 6	...Just a few customers will ask about <i>what it is made</i> and... (Correct)  ...The dean want to know the situation, <i>what has really happened...</i> (Substitution)
Resp. 7	...They also want to know about <i>how it was made, when it was made...</i> (Correct)  ...Dean may want to know about... <i>how teacher assessed student, whether if the teacher evaluated the student's knowledge or he just wanted humiliate</i> the student... (Substitution, Omission)
Resp. 8	... <i>How your car is</i> , I ask him... (Avoidance: Direct question)  ...Dean ask <i>how it happened...</i> (Substitution, Omission)

Resp. 9	...He'll be interested <i>why this struggle begins...</i> (Substitution, Omission)
Resp. 10	<p>...Why did you fight with your teacher?... (Avoidance: Direct question)</p> <p>...What did you say to her?... (Avoidance: Direct question)</p> <p>...That's why I 'm interested in to <i>how were they invented...</i> (Permutation)</p>
Resp. 11	...I will ask how much is it and <i>where it is made...</i> (Correct)



#### Appendix 4 I wish... (regrets)

Resp. 1	- (avoidance)
Resp. 2	...I wish I hadn't quarreled with my friend... in 8 <sup>th</sup> grade...(Correct)  ...I wish I hadn't went to this lyceum...(Substitution)  ...I wish I had gone to abroad... (Correct)
Resp. 3	...I want to go abroad. I wish to go abroad... (Avoidance)
Resp. 4	...I wish I hadn't shouted at her... (Correct)
Resp. 5	- (Avoidance)
Resp. 6	...I wish not work at school... (Substitution, Omission)
Resp. 7	...I wish I hadn't waste my time in my first grade... (Substitution)  ...I wish I had studied German language... (Correct)
Resp. 8	...I wish I had studied more than I think...(Correct)
Resp. 9	...I wish I expressed my feelings to her... (Substitution, Omission)
Resp. 10	...I wish I could enter the university freely, not contract... (Substitution, Omission)  ...I wish I had did my all my tests, maybe I enter the university with higher score...(Substitution)
Resp. 11	...I wish I saved my eyes... (Substitution, Omission)

## Appendix 5 Passive Voice

Resp. 1	<p>...Textile products <i>can export</i> abroad... (Omission)</p> <p>...Strawberry grows in the yard... (Avoidance)</p> <p>...I think <i>he was built</i> by people... (Substitution)</p> <p>...The inventor of this invention was Alexander Bell... (Avoidance)</p> <p>...He created the needle in his dream... (Avoidance)</p>
Resp. 2	<p>...Our country exports cotton... (Avoidance)</p> <p>...The first <i>telephone was invented</i> by Bell...Nowadays <i>it is also used</i> worldwide... (Correct)</p> <p>...My favourite fruit is grown in Korea... (Correct)</p>
Resp. 3	<p>...In our country... in my city. (short answers)</p> <p>...In the ground...(short answer)</p> <p>...When <i>Pyramids built</i> they lost a lot of people... (Omission)</p> <p>...Maybe phones...Mostly technical things... (short answers)</p>
Resp. 4	<p>...Others say that it was a work of aliens...(Avoidance)</p> <p>...It was a hard work of people of that time... (Avoidance)</p> <p>...The main <i>thing that is exported</i> to other countries, I think, it is cotton, and as well as the cars <i>that are manufactured</i> in our Andijan city...(Correct)</p> <p>...One of the most powerful and eye-catching cars of the world is Mercedes and BMW <i>which is manufactured</i> in Germany... (Substitution)</p>

Resp. 5	<p>...<i>People built</i> Pyramids... (Avoidance)</p> <p>...The invention of electricity...<i>lamp</i>. Edison invented it... (Avoidance)</p>
Resp. 6	<p>...Usually <i>cotton is exported</i> and fruits... (Correct)</p> <p>...My favourite <i>fruit grown</i> in hot climates... (Omission)</p> <p>...My favourite <i>ice-cream is sold</i> in “Penguin”... (Correct)</p> <p>...<i>Microsoft office was invented</i> by Bill Gates... (Correct)</p> <p>...<i>Russian</i> has also lots of speakers and <i>used</i> around the world... (Omission)</p>
Resp. 7	<p>...A large number of <i>cotton is exported</i> nowadays... (Correct)</p> <p>...And also <i>fruits are being exported</i> nowadays... (Correct)</p> <p>...My favourite <i>fruit is grown</i> in my country...(Correct)</p> <p>...They also <i>used the slaves</i> to built Pyramids... (Avoidance)</p> <p>...When <i>radio was invented</i> the people spent their time wisely. After radio the <i>television was invented</i>... (Correct)</p> <p>...New types of <i>airplanes also being invented</i> nowadays...(Omission)</p> <p>...Some weapons <i>are also being developed</i>... (Correct)</p> <p>...The <i>Russian language is spoken widely</i>... (Correct)</p> <p>...These <i>areas was invaded</i> by Russians...(Substitution)</p>
Resp. 8	<p>...The <i>Pyramids were built</i> with the help of slaves. At that time a lot of <i>slaves were gathered, were imprisoned</i> by pharaohs and</p>

	<p><i>they were made</i> to build Pyramids like this...(Correct)</p> <p>...<i>Telephone was created</i> in the 19<sup>th</sup> century... (Correct)</p> <p>...<i>We export</i> a lot of products...<i>Mainly we export</i> cars... (Avoidance)</p>
Resp. 9	<p>...My favourite <i>fruit grown... is grown</i> in Uzbekistan...(Self correction)</p> <p>...With the help of winds <i>Pyramids are built</i>...(Substitution: Wrong tense)</p> <p>...<i>Paper created, invented</i> by Chinese... (Omission)</p> <p>...and <i>comb was invented</i> also Chinese... (Correct)</p>
Resp. 10	<p>...Especially, coal, gold and cotton, <i>three of them are exported</i> to abroad... Correct)</p> <p>...That's why I am very interested in how to <i>were they invented</i>...(Permutation)</p> <p>...Maybe <i>they are built</i> by people... (Substitution)</p> <p>...<i>Ball pens was invented</i>... (Substitution)</p> <p>...I don't know exactly <i>who is invented</i>, but I heard about it (Addition)</p>
Resp. 11	<p>...<i>They are built... they were built</i> in such kind of magical way... (Self-correction)</p> <p>...<i>Phones were invented</i> by Bell...(Correct)</p>

## Appendix 6 Modal perfect

Resp. 1	-
Resp. 2	<p>...I <i>should have done better</i>... (correct)</p> <p>...She <i>didn't have to go</i> there... (Substitution, Omission)</p> <p>...You <i>shouldn't go</i> there... You <i>shouldn't have gone</i> there... (self-correction)</p>
Resp. 3	<p>... Why I didn't try? You <i>could do</i> anything, but why didn't you do, why didn't you try?... (Substitution, Omission)</p>
Resp. 4	<p>...You <i>should have done</i> it... (Correct)</p> <p>...I <i>could keep calm</i> and I <i>could take it easy</i> but... (Substitution, Omission)</p>
Resp. 5	<p>...Are you crazy... Do you have mind?... Why did you spend all the money?... (Avoidance)</p>
Resp. 6	<p>... It is your own fault... (Avoidance)</p>
Resp. 7	<p>...I <i>should have studied</i> the subject more... (Correct)</p> <p>...You <i>shouldn't do</i> such kind of things... (Substitution, Omission)</p> <p>... Instead of this you <i>should do</i> useful things... (Substitution, Omission)</p> <p>...You <i>may start</i> your own business instead of casino... (Substitution, Omission)</p>
Resp. 8	<p>- (Avoidance)</p>
Resp. 9	<p>... If you had paid attention to my words, you wouldn't lost all your money...(Avoidance)</p>

Resp. 10	...I <i>would do</i> this work but I could not <i>do</i> ...(Substitution, Omission)  ...You <i>mustn't have done</i> this work...(Substitution)
Resp. 11	...You <i>should have prepared</i> till now... (Correct)

## Appendix 7 If –clauses

<p>Resp. 1</p>	<p>...If I <i>had</i> an opportunity, I <i>change</i> my university... (Omission)</p> <p>...If I <i>have</i> a ticket, I really <i>want to go</i> to Egypt... (Substitution)</p> <p>...When I in Egypt, I <i>will</i> suddenly <i>find</i> one of the treasure...(Substitution)</p> <p>...If I <i>have</i> enough free time I <i>want</i> to learn German and Korean languages... (Substitution)</p> <p>...If I <i>didn't enter</i> the university, I <i>would be</i> a singer... (Substitution, Omission)</p>
<p>Resp. 2</p>	<p>...I <i>would feel</i> upset... I <i>would cry</i>... I <i>would try</i> to find my flashcard... (Correct)</p> <p>...I <i>would make</i> my parents live in Tashkent...(Substitution, Omission: the situation is related to the past)</p> <p>...I <i>would go</i> abroad... (Correct)</p> <p>...It <i>would be</i> nothing...(Substitution, Omission: the situation was related to the past)</p>
<p>Resp. 3</p>	<p>...I <i>will cry</i>, I <i>will try</i> to find, I <i>will look</i> for it everywhere, I <i>will find</i> it, I think... (Substitution)</p> <p>...I <i>would</i> good daughter. I <i>would try</i> to not lost my father...(Substitution, Omission: the situation was related to the past)</p> <p>...I <i>will continue</i> my preparation. (Substitution)</p>
<p>Resp. 4</p>	<p>...I <i>would feel</i> sorry...(Correct)</p> <p>...I <i>wouldn't leave</i> the sport... (Substitution, Omission: the situation</p>

	<p>was related to the past)</p> <p>...I <i>would try</i> to study again and again...(Correct)</p> <p>...If I <i>had forgotten</i> my mobile phone today, I <i>couldn't be able to transfer</i> information to my friends, which is necessary for me for today... (Substitution, Omission)</p>
Resp. 5	<p>...I <i>will be working</i> as an accountant... (Substitution)</p> <p>...After the lessons I <i>will go</i> and I <i>should take</i> it... (Substitution)</p>
Resp. 6	<p>...Firstly, I <i>feel</i> nervous, but later, I think, I <i>calm</i> myself down... (Omission)</p> <p>...At first, maybe I <i>regret</i> something, but my past is my past... (Omission)</p> <p>...I think, I <i>would go</i> to Turkey...(Correct)</p> <p>...It <i>would be singing</i>... (Correct)</p> <p>...I think, I <i>would be working</i> as a hairdresser...(Correct)</p> <p>...Maybe I <i>couldn't enter</i> the university, I <i>will be working</i> as a hairdresser... (Substitution, Omission)</p> <p>...I just <i>call</i> my parents and <i>tell</i> my parents...(Substitution, Omission)</p>
Resp. 7	<p>...I <i>may feel</i> like so angry... (Substitution)</p> <p>...If this situation <i>happens</i> again that <i>was</i> a shame of me...(Substitution, Omission)</p> <p>...It <i>will be</i> the third time I <i>will lost</i> my flashcard...(Substitution, Addition)</p>



	<p>...If I <i>had</i> a chance I <i>would change</i> my life in school period...(Substitution, Omission)</p> <p>...I <i>would go</i> to the USA...(Correct)</p> <p>...If I <i>had</i> a chance I <i>would learn</i> boxing, the gardening...(Correct)</p> <p>...Maybe I <i>was working</i> somewhere else... (Substitution, Omission)</p> <p>...When I <i>have failed</i>, I <i>would feel</i>... sorrow, I <i>would stop</i> study...(Substitution, Omission)</p> <p>...I think, nothing <i>happens</i> when I <i>forget</i> my phone... (Substitution, Omission)</p>
Resp. 8	<p>...I <i>feel</i> very stressed... (Omission)</p> <p>...If I <i>lost</i> again my flash, I <i>would be</i> very stressed...(Correct)</p> <p>...If I <i>had</i> an opportunity to change my studying, I <i>would change</i> it... (Substitution, Omission)</p> <p>...I <i>would go</i> to New Zealand...(Correct)</p> <p>...If I <i>hadn't entered</i>, I <i>would have studied</i> the English language, I <i>would have improved</i> my IELTS, and I <i>would have gone</i> abroad...(Substitution)</p> <p>...If I <i>had forgotten</i>, I <i>wouldn't do</i> my necessary work. I <i>t is</i> harmful for me...(Substitution, Omission)</p>
Resp. 9	<p>...In this situation I <i>am not</i> so upset. I <i>may be</i> upset for 2 or 3 hours but after that... I <i>try</i> to regain lost information... (Substitution)</p> <p>...It would be maths... (Correct)</p>

	<p>...I would be working as a waiter... (Correct)</p> <p>... I would go to New-York...(Correct)</p>
Resp. 10	<p>...If I <i>lost</i> my flashcard, I <i>would be</i> very upset...(Correct)</p> <p>...If I had free plane ticket, I would go to Korea... (Correct)</p> <p>...I would be sewer, I would be sewing some dresses... (Correct)</p> <p>...If I <i>lost</i>, I <i>can take</i> another one... (Substitution, Omission)</p>
Resp. 11	<p>...I <i>will be</i> very upset and angry. Anyway I <i>will try</i> to find...(Substitution)</p> <p>...If I <i>hadn't entered</i> the university, I think, I <i>will be</i> working in such kinds of courts... (Substitution)</p>