PHONOLOGICAL, GRAMMATIC, AND LEXIS ASPECTS OF FORMATION UZBEK-ENGLISH

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ABSTRACT

This article explores the phonological, grammatic, and lexis aspects in formation of Uzbek-English. It also differentiates dialects from accents because those expressions are used interchangeably among language users. Moreover, it indicated some phonemes that does not exist in Uzbek language but challenging to pronounce for Uzbek learners.

KEYWORDS: *Uzbek-English, Syllable, Lingua Franca, Phonological Aspects, Grammatic Aspect, Lexis Aspect, Dialect, Accent, Syntactic Structure, Synonym, Linguistic Impact.*

INTRODUCTION

Nowadays the demand for learning foreign languages is increasing all over the world and the highest preference is given to English. Within globalization and industrialization English has become a lingua franca- a tool of international cooperation. Now English is the world language: the language of business, academia, diplomacy, tourism, and computing. According to Genç,& Bada, E. (2010) **[1],** English has official status in 42 countries and is also extensively spoken in other countries even though not being officially stated. English ability can become a reason for career development, good income, and allow for travelling around the world. Learning English as a foreign language has become a priority in many countries, therefore more and more schools offer English classes from the early ages when the kids start attending kindergarten. Moreover, parents' demand for raising educated kids is increasing day by day and they see their children's prosperity in learning foreign languages.

However, gaining English proficiency is not similar for everybody due to native language impact in learning a second language. Particularly, the pronunciation of mother tongue has meaningful influence in learning a second language. Similar phenomenon can be observed in structuring sentences because new learners as a usual use the same word order of mother tongue in learning target language. Macháčková (2012) **[2]** pointed out that pronunciation problems may occur when non-native speakers use sounds that exist in their mother tongue but may not exist in the target language. Also, non-native speakers may have difficulties to utter some sounds in the

target language due to abovementioned reason. Moreover, geographical location and environment is also important to be able to produce some sounds and phonemes in the target language. That is, people from European language group may have less difficulties in acquiring linguistic, grammatical and pronunciation features of English than those who are from Asian or African language group. Therefore, different accents of English have been formed such as Indian-English, African-English, Chinese-English, American-English and its recent accent Uzbek-English. In this article, I would like to discuss the linguistic and grammatical features of Uzbek-English which make it particular from other accents.

To begin with, it is important to distinguish what is dialect and accent because these terms mostly are used interchangeably among language users. However, those terms are far from similarity where a dialect is defined as "a variety of speech differing from the standard of literary "language"; a provincial method of speech" by *Oxford English Dictionary*. That is, words can have synonyms among different groups of language users. Some words or structures can be understood by language users but another, alternative words are used among different groups of people who speak in the same language. For, example: the words such as *line, truck, vacation, drugstore, cookie, gasoline* are used in the US where their alternatives such as *queue, lorry, holiday*, *chemistry, biscuit, petrol*are preferred in Britain. Similar substitution can be seen in Uzbek, for example, the word *shoti (ladder), paqir (pail), jiji (baby), tovoq (plate)* are used in Ferghana (region in Uzbekistan) where their alternatives *narvon (ladder), chelak (pail),chaqaloq (baby), lagan (plate)*are widely spread in Tashkent (capital city of Uzbekistan).

On the other hand, "accent refers to a person's phonetics and phonology layer of their particular language variety" (Park-Johnson et al., 2020, p.116) [3]. That is, native language has a linguistic impact on learning a second language especially, when learners start learning a foreign language in late age (beyond adolescence). Due to special traits of the native language, learners try to transfer pronunciation and syntactic structure of the first language into the second language. Those special traits could be the mode of utterance of mother tongue and geographical location of the individuals. For example, most Uzbek speakers stress the last syllable when they speak English because stressing and elongating the last syllable is the mode of utterance in Uzbek. This is particularly visible in forming the plural form of nouns. In Uzbek "*lar*" is added to nouns to make plural form such as "*s*" in English. For example, in the words *kitoblar (books), bolalár (kids), talabalár (students)* the last syllable "*lar*" is the most stressed part of the word. However, it is reverse in English, the stress usually falls to the first or second syllable and the last syllable becomes weak sounded. Mastering the intonation of native language, Uzbek learners associate Uzbek mode of words' pronunciation with English. While speaking English they add an additional vowel (-*e*) to the plural suffix of the nouns which becomes (*e)s* where only -*s* is required to add, such as, *book(e)s, kid(e)s, student(e)s, problem(e)s, bag(e)s, jacket(e)s, card(e)s* and etc. A similar phenomena occurs not only in nouns but also in verbs. To the verbs, for example, Uzbek learners add -*es* instead of -*s* in the third form of the pronouns. The words *reads, stops, ends, flips* and other verbs which takes only -*s* in the third form of pronouns transform into *read(e)s, stop(e)s, end(e)s, flip(e)s* where the vowel in the suffix -*es* becomes longer sounding in Uzbek-English pronunciation. In these cases the nouns or verbs which end with ch, sh, z, x phonemes and take -*es* are not considered.

Similar phenomenon can be observed in using the verbs in past tense. English verbs are divided into regular and irregular verbs where regular verbs take -*ed*suffixto form past indefinite tense.

According to pronunciation rule when *-ed* combines with verbs, it gives 3 different sounds as |t|, |d|, and |id|. Here are some examples:

|t|	**|d|**	**|id|**
shopp*ed*	tri*ed*	wast*ed*
pick*ed* liv*ed*	need*ed*	
lick*ed*	fill*ed*	wait*ed*
stopp*ed*	call*ed*	fold*ed*
cook*ed*	clos*ed*	add*ed*

Combining with voiceless consonants(*p, f, k, s, sh, ch, th)*suffix-*ed* sounds as |t| and combining with voiced consonants (*b, v, g, z, j, th, l, m, n, r) -ed* sounds as |d| but after the consonants 't' and 'd', *-ed* sounds as |id|; *finished-finish|t|, opened-open|d|, wanted-want|id|*. However, Uzbek learners pronounce all those 3 sounds similarly and stress *-ed*. One of the justifications of this phenomenon is that the Uzbek suffix *-gan* is an alternative to the English suffix *-ed*and becomes the most pronounced part of the verb, as in the following words *tohtagán, yordamlashgán, siljigán, ishlagán*. It gives similar sound in forming verbs in past tense, therefore, unexperienced Uzbek learners of English associate the same mode of pronunciation in learning English such as *visit|ed|* not*visit|id|; cook|ed|* not*cook|t|; climb|ed|* not*climb|d|*. Another reason for sounding similar is to learn the voiceless and voiced consonants is confusing for learners and therefore, learners pronounce the words and suffixes in convenience.

The next phonological peculiarity in Uzbek-English is a mispronunciation of some English phonemes such as **th**, which gives sounds |θ| *(three, thing)*and |ð| *(thus, within)*. According to Karakas et al.(2011) **[4]** these unfamiliar sounds creates severe pronunciational problems which needs urgent remediation such as by developing model lesson for English learners based on the audio-articulation method. The English phoneme **th** is a sound-friction which occurs between the tip of the tongue and front teeth. This sound does not exist in Uzbek and it creates hardships to pronounce, therefore, learners substitute it with convenient sounds. For example, Uzbek learners of English pronounce |θ| as */s/* or */t/* and/ð/as */z/;* the words *three |θri:|;thing |θɪŋ|* become */sri/* or *|tri|; |siŋ|* or *|tiŋ|*and*thus /ðʌs/, within |wiðin|* become */za:s/, |wizin|*. Dalton (1997) **[5]** argues that this phenomenon occurs "to compensate for the lack of exact sounds in target language" and learners of English convert these unfamiliar sounds with closes sounds in mother tongue ().

The existence of second language, Russian, also made a great impact on forming a particular pronunciation such as harsh English. There is no soft sounds in Russian for "r" and therefore, it becomes harsh and fully pronounced also in English. For example, when phoneme *r |:r|* is used at the end of the word Uzbek learners usually fully pronounce this sound. The words *car, bar, fur, tour, four* become |car|, |bar|, |fu:r|, |tur|, |fo:r|.In British-English *r* is silent if it is not followed by vowel; *teacher |ti:tʃə|*. In American-English *r* sounds at the back of the mouth, close to the throat and the tongue slightly hits the top of the mouth. In Uzbek and Russian is a full phoneme which is shaped in front of the mouth behind the teeth with the vibration of tongue tip. It is pronounced fully wherever it comes in the word therefore, *r* becomes very clear and sounding in Uzbek-English.

Another impact of Russian is switching the sound **h** into **g**, for example, the words such as hamburger, Harry, Harvard become gamburger, Garry, Garward. The main reason is that some words in English with **h** phoneme should be converted into **g** to get Russian interpretation. As Russian is more proliferated language than English in Uzbekistan learners simply memorize this words as they are in Russian and pronounce them as they appear in Russian.

The most important difference between Uzbek and English is that all sounds in Uzbek are pronounced except weak vowel *i* at the end of the words: *keldi (came), ketti (gone), manti (dumplings), turtki (motivation).However, inEnglish* the combination of some consonants may produce different sounds such as **th**|θ|, |ð|; **ch** |tʃ|;**sh** |ʃ|, **ph** |f| or simply is not sounded before or after some letters, for example, in the following words as *knight |nait|, watch |wɒtʃ|, edge |edʒ|, what |wɒt|*. Another, aspect that creates difficulties in pronunciation is the absence of the letter *w*|ˈw|*(water)* in Uzbek. Therefore, it is replaced with the letter *v*|ˈv|*(vehicle)* by young Uzbek learners. Similar situation can be seen with vowels, for example, short vowel |ʌ| *bus*, |i| *ship*, |ɜ:| *bird* does not exist in Uzbek. Instead, Uzbek learners confuse *bus* with sound |u| as in the word *wool |wul|, ship* with |i:| as in the word *sheep*, and *bird* with |æ| as in the word *cat.*

Another linguistic aspect that creates barriers in learning English for Uzbek learners is the syntactic word order of the sentences. The word order in English is as follows:subject + verb + object which is different from the word order of Uzbek;subject + object + verb. Unexperienced learners regularly make up sentences in Uzbek then translate them into English where they make obvious errors. For example,

Uzbek English

Monicakitobo'qiydi should be as   Monicareadsa book

subject   object   verbsubject   verb   object

but regularly it is translated as follow,*Monica book reads*, making word order subject + object + verb as it appears in Uzbek.

On the other hand, English learners in Uzbekistan make few errors in placing numbers and adjectives because in Uzbekas in Englishthey are used before nouns.

Uzbek English

Men qiziqarlikitobo'qidimI read interestingbook

   adj   noun   adj   noun

Divandapahmoqmushukuhlardi   A fluffycat was sleeping on the sofa

                  adj   noun   adj   noun

O'nikkitakitobstolningustidaTwelvebooks are on the desk

   number   noun   number   noun

Ikkitao'quvchidarsdafaolediTwostudentswere active at the lesson

number   noun   number   noun

However, it should be pointed out that there are some difficulties in structuring adverbs for unexperienced learners because adverbs are used before verbs in Uzbek but after the verb in English.

Uzbek   English

Bola sekingapirardi   A boy speaksslowly

adv   verb   verb   adv

Ituygatezdayugurdi   A dog ranquickly to the house

          Adv   verb   verb   adv

Biz hisobkitobnianiqbajardik   We did the counting precisely

adv   verb verb   adv

Shifokorkasalliknianiqtushuntirdi   The doctor explained the disease clearly

                    adv   verb verb   adv

It is visible from above that some aspects of Uzbek pronunciation and grammar made a great impact in formation of Uzbek-English. The mode of speaking of native language and grammatical structure of the sentences create confusion in learning foreign language. There is another aspect, lexical aspect, which also plays salient role in Uzbek-Englishaccent. However, lexical aspects is related with political, financial, and social realities which should also be pointed out. For example, the demand for tutoring courses in the last five years has increased considerably and hiring tutors has become a normal phenomenon. Zaylobidinova M, (2022) **[6]** reported that in Uzbekistan about 87% of school finishers are attending tutoring classes and the highest percentage of students opt English courses. Usually in these classes tutors made students to learn academic vocabulary and teach to communicate academically (Zaylobidinova M, 2022). Nowadays, learners in Uzbekistan have become so obsessive with learning academic vocabulary that they are using literary words and academic speech even in everyday conversations. For example, as one of the TESOL trainer, Jesse Convey, notified that he usually gets respond "I am magnificent!" or "I am brilliant" to his daily greetings such as "How are you?" or "How you are feeling today?". Another response "I am quite well, thank you, and you?" is generalized among Uzbek learners of English all over the country. At this point he recommends not to be concentrated on learning only academic vocabulary but also to learn some informal language because formal language perfectly suits in assessing candidates' writing skills. Speaking and writing competences are different skills, therefore, in teaching and learning a foreign language various approaches should be applied. In order to enhance speaking ability one should practice a lot of listening. Practicing listening skills contributes to correct pronunciation, particularly, it helps to identify which syllable to stress in the word. On the other hand, reading skills enhance writing skills as well as structuring subject, predicate, object, attribute, and adverbial modifier in the sentences.

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