A Contrastive Study of Copula in Uzbek and English:
Towards a Better Pedagogical Grammar
A Contrastive Study of Copula in Uzbek and English:
Towards a Better Pedagogical Grammar

A Thesis
Presented to
The Faculty of the Graduate Course at
Hyogo University of Teachers Education

In Partial Fulfillment
Of the Requirements for the Degree of
Master of School Education

by
Fuzalov Ahmadkhon
(Student Number: M09134C)
December 2010
Acknowledgments

I would like to thank everyone who contributed in completion of this paper.

First and foremost, I would like to express my sincere gratitude to Professor Mariko Udo, my supervisor, for her generous advice and perceptive suggestions throughout the process of the research. Had it not been for her great support, it would hardly be completed within the given period of time.

I also would like to thank all the teaching staff of the Department of English language at Hyogo University of Teachers Education whose expertise and knowledge served as beckon leading to a better understanding of such a multifaceted field as teaching and learning, and themselves as raw models and exemplification for improving our own teaching skills.

My sincere gratitude also goes to Monbukagakusho, which has made my studying in Japan possible in the first place. I feel obliged in front of the Japanese Government and I think the act of good will is already good enough, but a response by another act of similar kind will increase the first tenfold or even hundred thousand fold i.e. it is now my obligation to reach out everyone whom it may concern and share the knowledge.

My special thanks are due to my family who, throughout these years, has not only been patiently enduring the bitter feeling of waiting and missing their beloved son, brother, husband and father, supporting me and encouraging me every minute, but also actively participating by giving the primary prerogatives to my requests concerning my research and studies. Especially, my father Fuzalov Jurakhon, sister Fuzalova Munisakhon and brother Fuzalov Farkhodkhon, who painstakingly scanned and sent hundreds of pages of textbooks and other literature I had no other way of accessing to. And of course my mother Mavludakhon, who in her prayers day and night asks the God
Almighty to keep me safe and sound, so that I can complete my studies successfully and return home as quickly as possible. For that matter I should also mention my wife and children. Their sacrifice is tremendous and their patience has been an encouragement.

Ahmadkhon Fuzalov

Kobe, Hyogo

December, 2010
Abstract

In teaching English, copula seems to be one of the essential parts of knowledge to get the learners ready for using new language skills. At least, it seems to be the case in Uzbekistan, as it can be observed in English textbooks for the beginners. The approach can be justified by the seemingly simple structure of copula sentences, which allows making some simple statements as *I am a boy, This is a pen* in just a few minutes of the first lessons. But unfortunately, quite soon, we notice that some of the children are making some mistakes and the mistakes seem to have certain common patterns. Besides, some children ask what these *am/is/are* literally mean. How to deal with the mistakes and the questions? Do we really have proper explanations for them? Are we teaching copula sentences properly or are we even prepared for that, in the first place? In this paper, I intend to address the most essential questions and to offer some solutions for the problems and difficulties in teaching copula at secondary schools of Uzbekistan.

Firstly, we shall bring out as many issues as possible. In order to achieve that, we shall view copula verb from two perspectives: from the perspective of its usage in English language and its usage in Uzbek language. From either of the perspectives, we discover discrepancies and similarities in their relations. Though, taking a dual perspective is crucial for holistic understanding of the relationship, the constraints of this paper allow us only to discuss one of them, which is, in fact, more suitable and beneficial for the beginners. As the English language is a foreign language for Uzbeks, they naturally face some difficulties in learning, but if the difficulties are justified and explained after thorough research is to be verified on the pages of this paper. First we discover the fundamental reasons for the difficulties in learning copula, and then we investigate further to find more issues within various usages of *be*. We shall investigate the textbook and identify how copula is presented in it. We shall discover two
fundamental reasons: 1) the mistreatment of English copula by neglecting its negative relationship to Uzbek copula constructions in present tenses and 2) the treatment of the concept of “verb” in Uzbek language classes, which describes only action verbs and by omission, distorts proper understanding of other types of verbs as stative and copula.

After careful considerations of possible issues and difficulties, before giving any solutions, we shall make sure the existence of Uzbek copula itself, which is largely unknown to teachers in Uzbekistan. We shall do it by the method of comparison of similar constructions of Turkish and Uzbek languages, which belong to the same family and share more similarities than differences. Using this method we discover a very important and interesting phenomenon called *zero copula*, whose importance is in its ability to explain present tense copula constructions of Uzbek language. Besides, we come across with two main copula verbs in Uzbek: *e* and *bo’il*, both of which have some similarities and differences. We shall also find out that there are a few more copula-like verbs in Uzbek, the understanding of which might help with some predicational sentences, but the limitations of the paper does not allow us to go into their discussion. Nevertheless, the main copula verbs themselves will be used to explain most of the things.

The paper consists of three chapters: 1) the description of the background situation in Uzbekistan, 2) the analysis of the treatment of grammatical knowledge at the secondary schools to reveal any possible difficulties and problems and 3) solutions for the problems and difficulties.
CONTENTS

Acknowledgements ........................................................................................................... i

Abstract ........................................................................................................................... iii

Contents ........................................................................................................................... v

List of Tables, Descriptions and Patterns ........................................................................ vi

Introduction ........................................................................................................................ 1

Chapter I  English Copula, Uzbek Copula and Their Treatment in the Textbook
  1.1  English Copula ........................................................................................................... 5
  1.2  Uzbek Copula ............................................................................................................. 8
    1.2.1  General Information about Uzbek Copula ......................................................... 9
  1.3  The Description of the Textbook ............................................................................... 10
    1.3.1  The Contents and Methods of Teaching at Schools ......................................... 10

Chapter II  Difficulties in Learning Copula and the Treatment of the Knowledge in
the Textbook
  2.1  Difficulties in Learning Copula ................................................................................ 14
    2.1.1  How Copula is Taught in Uzbekistan ................................................................. 14
    2.1.2  Discrepancy between English Specificational and
          Predicational Sentences and Their Counterparts in Uzbek .............................. 15
    2.1.3  Tense in the Textbook ......................................................................................... 20
    2.1.4  External Influencing Factors ............................................................................. 21

Chapter III  Discovering Uzbek Copula: Solutions for the Problems and Difficulties
  3.1  Discovering Copula in Uzbek ................................................................................ 23
    3.1.1  Existence of Uzbek copula as a basis of better teaching methods ............... 23
List of Table, Descriptions and Patterns

Tables

Table 1  Usages of English verb ‘to be’ ........................................... 6
Table 2  Discrepancy between English and Uzbek ..............................16
Table 3  Usages of Copula in Uzbek .............................................. 24
Table 4  Uzbek Personal Pronouns and Personal Suffixes
          of Present Tense ......................................................... 24
Table 5  Usages of English Verb ‘to be’ and Relevance of Uzbek Copula ....... 29
Table 6  Usages of English Verb ‘to be’ in Past Tenses
          and its Relevance to Uzbek Copula .......................... 30
Table 7  Specificational and Predicational Sentences Disambiguated .......... 37

Descriptions

Description 1  Present Tense zero-copula ................................. 26
Description 2  Special Predicational Sentences ............................. 36
Description 3  Complement into Subject in It Pseudo-subject Sentences ........ 37

Patterns

Pattern 1  Basic Copula Sentence Structure in Uzbek ........................ 32
**Introduction**

Uzbekistan is a country with an unfortunate history of being a part of the Soviet Union. It is hard to imagine the extents of the disadvantages we have had during the period. It’s not for nothing that we call it 70 years of stagnation, the stagnation of development in almost every field including education and foreign language teaching and learning. The communists are well known for their strong ideological agenda, their belief in Utopia and negative views about anything foreign. Similarly, the English language was also, to a certain extent, one of such elements being a foreign language, particularly the language of the capitalistic west, as it was labeled. They treated everything foreign with great suspicion or simply did not allow, due to which we remained unaware of the latest achievements in English linguistics (and many other fields) as much as the world remained unaware of us.

The Uzbek learners of the English language became the victims of two fundamental problems: 1) anti-foreign propaganda by which they were preprogrammed to dislike the language and 2) lack of appropriate linguistic research, due to which we had and still have inadequately written textbooks. It is not the case with the whole Soviet Union and the situation in Russia for example, was quite different. They had all kinds of international universities and exchange programs, scores of literature and textbooks in their mother tongue. Uzbekistan, on the contrary, was banned from a direct relationship with any foreign country. Both the linguistic study and the classroom learning of the English language were taken into a secondary (or lower) level or considered as unimportant (perhaps for Uzbeks only). It is difficult to prove now, but before, in Uzbekistan, the graduates of Russian schools used to be good at English, while Uzbek school graduates used to treat the subject as unnecessary. But such an attitude was not the fault of the learners. It was the fault of the system that caused it.
For some reason, there were few or no good textbooks with the adequate treatment of English grammar in relationship with the Uzbek language. Even today, though we cannot blame anyone for promoting a negative attitude towards English anymore, we are left with the second problem, that was mentioned.

We are an independent country and not bound to Moscow to decide what sort of textbooks to publish. We are free to develop new teaching materials using the expertise of our foreign colleges and linguistic achievements of the most prominent scholars or to conduct our own research, as there are so many untouched areas in the Uzbek-English grammar today. What seems feasible at this moment is to choose the aspects of English grammar, which cause the biggest difficulty for learners. As such, we can count the present perfect tense, articles or copula verbs. These are the most commonly used grammars, hence need much more careful study and improved approach in teaching.

I have chosen copula to research. My goal was to find some meaningful explanations for the usages of copula, which would solve the most of the difficulties in teaching and learning. Some of the fundamental reasons for the difficulties in learning copula can be described as partially missing, but largely unexplained relationship of English – Uzbek copulas. I have been asking myself for many years: can we explain the copula in English sentences of present tense when there is no visible form of one in Uzbek? Can we really understand and explain what be is? In fact, these are the very questions finding the answers to which is the goal of this paper. Through this paper, I attempt to introduce some solutions for the problems and difficulties in teaching copula. I also try to explain the outcomes of the linguistic analysis of some Uzbek sentences, which turned out to be copula sentences. Returning to the background situation, the significance of English copula does not seem to be well understood as we commonly teach simple copula sentences for the beginners nearly from the first classes. Yet the
definition: simple copula sentence itself is used largely without really understanding the
difficulty with copula sentences and thus undermines the appropriate understanding. It
would be more correct to say that copula sentences used in daily spoken language are
taught in the first place and the practice seems to be unanimous throughout the country.
Such sentences may include: *it is a pen or this is John.* Similar practice is also seen in
the textbook called *Fly High* for the fifth grade of secondary schools in Uzbekistan. At
this point, it is important to mention the differences between Uzbek and Japanese school
systems, as the fifth grade in Uzbekistan is equal to the first grade of junior high school
in Japan: 1) In Uzbekistan the school year starts in September and ends in May, and
then the children have three month summer holidays 2) Children start going to school at
the age of 7 and they stay at the same school until they are 15. But what is similar is
that both in Uzbekistan and Japan, children start learning English at the age of 12.

Talking about copula in school textbooks, it is also worthy to mention that right
from the first pages, the textbook starts teaching copula. The difficulty of the sentences
is obvious as you see the examples I will bring in Chapter I. As English copula and its
relationship to the Uzbek language is not a well studied field, if at all, my search for any
previous works to refer to was futile. Besides, during my study and teaching of English
language, I have never seen or heard of a single grammar reference book or literature
written in Uzbek regarding anything related to the subject. Neither the school program
nor the university programs pay appropriate attention to copula. We do not have a
grammar lesson intended for deeper understanding and classification of copula
sentences. Copula verb is considered as a completely foreign concept, because Uzbek
language grammar is not studied so well and the copula in Uzbek was obviously,
overlooked. Due to the fact, it is impossible to explain certain things and sometimes the
learners feel puzzled. When I decided to find some solutions for the problems and
puzzlements at my best and engaged in this research, I found that the Turkish language was one of the best studied languages among the Turkic languages. Due to the lack of appropriate literature and previous studies in Uzbek, the understanding of Turkic copula, seemed to be a good way, which would eventually lead me to the understanding of the Uzbek copula. As a matter of fact, the Turkic languages share many similarities in grammar and lexicon. Indeed, the similarity of the sister languages allowed me to shape my understanding of the English - Uzbek copula relationship in more details within a relatively short time. This was the beginning of my research, which seemed to promise some fruitful results. During the study, I found many discrepancies, with which I had to deal on my own. Comparing multiple examples of various possible constructions taken from the Uzbek language in use, and some archaic patterns allowed me to understand them as well. I have tried to derive some descriptions to assist correct translations. The attempt to relate the unrelated and apparently such different languages as Uzbek and English turned out to be easier than I expected. One of the most important things to mention is that my understanding of English copula itself improved (or changed 180 degrees would be more precise). I went further to find relationships between the English copula and Uzbek sentences. The findings were quite interesting, and they overcame my goals and expectations and went even beyond the limits of this paper; therefore I will describe only the part that is related to the basic understanding and usage of copula. I will try to show the invisible relationship of so called zero-copula of Uzbek and English be and more.
Chapter I

English Copula, Uzbek Copula and Their Treatment in the Textbook

1.1 English Copula

As a part of the research, before starting the comparative study, it is important to clearly define what the English copula is and how it is used in modern English. A simple description to start with would be: a copula verb is a verb that connects the subject to the complement. It is sometimes called a linking verb. It is also important to notice that the current study does not go beyond the discussion of to be. Nevertheless, to become is also discussed to refer to a certain semantic variation of the Uzbek copula.

In general, the scope of this comparative study did not include the discussion of other copula verbs in English.

The examples below show two copula sentences, the difference of which is the lexical category of the complement: 1) adjective and 2) noun phrase.

(1) Sam is happy.
(2) Sam is a good doctor.

But for a broader understanding of copula, it is necessary to have a look at the various possible usages of the verb to be in English. As a reference, I used several grammar reference books, but the most significant and outstanding one has turned out to be The Cambridge Grammar of the English Language (Huddleston & Pullum, 2002). The book is also called The Grammar for the 21st Century. It defines copula verb and its usages in a distinctly new way, which reflects today’s English in use. The following
The table is adapted from the book (Huddleston & Pullum, 2002, p.113) and summarizes the usages of *be*. The table will be repeatedly used throughout the paper. As we can see in table 1, *be* has several different usages. Though, only one of these usages is called *copula*, some of the other usages as well are related to copula. How about the Uzbek language? If the table below comprises all the usages of English *be*, can we relate it to a verb with similar meaning and function in the Uzbek language? If yes, how relevant are they and if no, how to deal in such a situation? The answers for the questions will come in Chapter III.

*Table 1, Usages of English verb to be* (Huddleston & Pullum, 2002, p.113)

<table>
<thead>
<tr>
<th>Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Copula</td>
</tr>
<tr>
<td>2</td>
<td>Progressive</td>
</tr>
<tr>
<td>3</td>
<td>Passive</td>
</tr>
<tr>
<td>4</td>
<td>Quasi-modal</td>
</tr>
<tr>
<td>5</td>
<td>Motional</td>
</tr>
<tr>
<td>6</td>
<td>Lexical</td>
</tr>
</tbody>
</table>

I will try to describe *table 1*, but I will introduce the items in a different order. Quasi-modal, to start with, is not relevant to Uzbek copula. In other words, as my research shows, the Uzbek copula verbs do not perform similar functions. But structurally such modal sentences are copula constructions. The content of the table is going to be under the focus in later chapters and sections. Nevertheless, let us review them briefly:
Motional – there is not much motion in *be* whatsoever. After all, it is *be* and its motional “flavor” is expressed only with *have/has been to*, which implicitly means *go, stay for a while and come back*.

Lexical – motional and lexical usages are very similar with the only difference that the lexical usage means *obtaining a state, becoming something, changing a state*, whereas motional pertains to *presence in a place for a short time and coming back*.

*be* is also used as an auxiliary verb as the English grammar describes. Though, Uzbek copula in the same occasions can be treated as copula rather than an auxiliary. For now, this short description seems enough as an introduction of passive and progressive usages as they will be discussed in more details in later chapters.

Copula – *be* in its widely known function and meaning. It is a connection between the subject and its quality or property. But there is much more than meets the eye in it. The discussion of specificational and predicational sentences will shed light on the topic.

Based on the descriptions of Declerck (1988), it can be concluded that a specificational sentence (3) is a sentence whose subject and complement can be reversed with basically no change in meaning (cf. (3) and (4)). Specificational sentences are also referred to as identificational, though not all specificational sentences are identificational. Also notice that examples (3) and (5) have very similar meanings. But this similarity can be misleading. We shall have a closer look at the issue in the following chapters.

(3) Mr. Miller is the bank manager.

(4) The bank manager is Mr. Miller.

(5) Mr. Miller is a bank manager.
(6) *A bank manager is Mr. Miller.

Predicational sentences (5), on the other hand are the ones which describe the subject or denote its properties, rather than identifying it. The form of predicational sentences is NP copula adjective or NP copula NP, but not A equals B. The reason for NP copula NP to work for both types is that some predicational sentences can function as specificational depending on the context. Example (5) is NP copula NP, but it is not a specificational sentence, as any bank manager cannot be Mr. Miller, thus (6) is incorrect. What is the significance of distinguishing these seemingly unimportant differences? That is the very question I will attempt to answer in the second chapter.

1.2 Uzbek Copula

Before we understand Uzbek copula, it is important to understand the copula in Turkic languages as a whole because of its syntactic and semantic difference from the English copula. We cannot expect the properties and functions of Turkic copula to be exactly the same as those of the English copula.

Among Turkic languages some are more closely related to each other than others. The closer related ones are Turkish, Azeri, Uzbek, Uyghur, Tatar, Kazakh, Kyrgyz and some others, but for the sake of briefness, I will refer to the Turkish language only. Concluding on the accounts of the authors of the studies, all Turkic languages share the same grammatical origin and consist of similar syntactic structure. This is observed in copula constructions as well. But interestingly, similar verbs have shifted or varying dynamic and static meanings. Certain forms of copula in one language have got specific inclinations, which are not found in another language. Karakoç (2000), comparing Turkish and Noghay languages, says the Turkish copula forms oldu and
olmuş based on the stem ol- have only a dynamic meaning. That is, in contrast to Noghay, they do not have a static meaning. Thus, whereas Turkish has only one static copula idi indicating past tense, Noghay applies two copulas, edi and bolgan in the same function. In this regard, I notice the similarity of Uzbek to Noghay. The main point here is not the dynamic or static properties of copula, but a simple fact of how similar and different can be the languages even though they are one family.

Describing Turkish copula, Lewis (2000) says, ‘The infinitive olmak has the stem ol-, whose root meaning is ‘become’. This verb is regular in its conjugation, as all Turkish verbs are, with the exception of one defective verb, whose stem is i- and which means ‘be’. The missing forms of i- are supplied by ol-: the infinitive olmak is an example, since there is no infinitive *imek. (An infinitive ermek appeared in ancient texts; its stem er- became the current i-.)’ What he says applies to Uzbek copula as well. Now that we know there is copula in Uzbek, it is time to know them a little bit better.

1.2.1 General Information about Uzbek Copula

As mentioned, the description of Turkish copula by Lewis fits Uzbek copula, thus the Uzbek language as well, appears to have two counterparts for be: e- [e] and bol [be:]. These two verbs share similar semantic and syntactic functions and replace each other depending on the tense. e- is static in meaning and bol can be both static and dynamic. Their differences can be seen when their correspondence to English be is viewed.

Though I have not found references to all, there seem to be several other markers in Uzbek, which have copular properties. Such as -dir, -ib qolmoq, -i chiqmoq, -ga tushmoq. Among these -dir seems to be the only one researched by Sansa (1986), Tosun (1988), Karakoç (2000) and Armin (1997). Karakoç views -dir to be a copula
used in the present tense with the 3rd person singular. Unfortunately, there doesn’t seem to be a consensus among the authors. Their views vary greatly and I choose to agree with Karakoç as his views seem to make more sense to me. Regarding the other copula verbs, which have limited implementation and are not as universal as e- and bo'ı are, I chose not to go into details.

1.3 The Description of the Textbook

1.3.1 The Contents and Methods of Teaching at Schools

The content of the school teaching context discussed in this section is related to the textbook for the fifth grade of secondary schools (Fly High 5, 2007). Also we shall have a closer look at how English copula is treated and taught. The textbook itself in this paper, is viewed as a reflection of the implementation of the latest achievements in linguistics, new teaching methods and also cultural background and perhaps, the beliefs of the authors. Keeping in mind the fact of its being the only one English textbook for the fifth graders in Uzbekistan, we have full rights to demand it to be the one worthy of praises. I will try to describe it the way it is, without a partiality.

First of all, let us try to analyze the structure of the lessons. I chose the 2nd Unit as an example. The lessons basically, follow a lesson a page order. A unit consists of six lessons. A lesson is supposed to be taught during a 45 minute class. The total number of new words in these six lessons is over 100. Seems fair enough, but one third of it, precisely 32 words, is included in lesson one only. The remaining, approximately 70, words are shared among the remaining five lessons of the unit. Every lesson teaches one or more new grammars, which means some lessons have two new grammars. The
subject of our interest, copula, is introduced in this unit. The first copula sentence in the textbook (Fly High 5, 2007) is shown in the following example.

(7) I'm Anvar.

It is a specificationa1 sentence and followed by another sentence of the same type.

(8) This is Dilbar.

These examples and the lesson contain three grammars: personal pronoun I, demonstrative pronoun this and am and is. The examples are followed by a series of exercises. They are given below in the same sequence they appear in the textbook (Fly High 5, 2007).

(9) Chain Drill.
   a. e.g. Hello. I'm .... This is ...

(10) Listen and Repeat.
   a. What's your name? My name's ...

(11) Chain Drill.
      What's your name?
      What's your name?

(12) Listen and Repeat
What's your name?


Dilbar: John, nice to meet you.

John: Dilbar, nice to meet you too.

Dilbar: Goodbye.

John: Goodbye.

(13) Work in pairs. Look and say.

a. Good morning, Mr. Ahmedov.

b. Good morning, Mr. Abdullayev.

The lesson and the exercises are teaching the children to greet each other during the day, from morning to night, along with using the copula in sentences of mutual acquaintance. In other words, we have a complete 45 minute class after which the children are supposed to be ready for making friends and greeting each other in English. They are given almost all the prerequisites for starting and having simple conversations in English. And they had better learn the lesson well and be ready for the next lesson, in which they are going to go even further and learn how to ask questions regarding interlocutor's condition, country, age and also how to count up to 12. All of what I described can be seen at these examples:

(14) Work in groups. Read and act out.

a. A: Hi. I'm Rustam. I'm from Uzbekistan

   B: Hi. Nice to meet you. I'm John.

   I'm from Great Britain.

b. A: Nice to meet you.
C: His names Rustam. He’s from Uzbekistan.
And his name’s John. He’s from Great Britain.

The examples above are given as they appear in the textbook. (14) b. A is also given as it appears. I do not want to speculate on the intention of the authors. The fact that the book has been republished makes it hardly possible to be a typo.

In general, the English copula appears in the following types of sentences in the textbook:

(15) Specificational.
(16) Predicational.
(17) Existential.
(18) Wh-questions.
(19) Yes/No questions.
Chapter II

Difficulties in Learning Copula and the Treatment of the Knowledge in the Textbook

2.1 Difficulties in Learning Copula

2.1.1 How Copula is Taught in Uzbekistan

Before we can dive into the discussion of various issues existing in regards with teaching copula and the textbook, we have to understand the fundamental issue existing in Uzbek grammar books. In Uzbek language textbook, there is a description, which defines what a verb is. The description reads as below.

(20) "A word that denotes an action and replies questions such as ‘what is someone doing?’ ‘What did someone do?’ is a verb”.

The description obviously oversimplifies and over-generalizes the concept of verb and it cannot be universally applied even within the Uzbek language (though it is being applied). A proper description should embrace all verbs:

(21) A verb is a word or a group of words that describes an action, experience, or state, such as 'come', 'know' and 'be'.

With this said, one can understand what the implication of an oversimplification might be and, possibly, how copula verbs got overlooked. Otherwise, learners would not have to learn about copula, when they start learning English. Copula is treated as a sort of a
verb, which is specific only to English or other foreign languages. The learning of copula is followed by various difficulties and errors among learners, which can be lessened, if the knowledge of copula is treated properly and certain similarities pointed out, that exist between the two languages.

2.1.2 **Discrepancy between English Specificational and Predicational Sentences and Their Counterparts in Uzbek**

The question I put forward in the previous chapter was ‘What is the significance of distinguishing these, seemingly unimportant differences?’ i.e. the difference between specificational and predicational sentences. As mentioned earlier, a specificational sentence identifies the subject, whereas a predicational only describes the subject. The same examples as in (22) and (23) were given to demonstrate the difference and the similarity.

(22) Mr. Miller is the bank manager.

(23) Mr. Miller is a bank manager.

There is a problem with each of the types: 1) specificational sentences can be ambiguous and 2) predicational sentences can be difficult to produce by Uzbek learners, an example of which can be (22) and (23). The first problem can be better understood by acknowledging the following fact: if the learners were given any of these sentences to translate into Uzbek, the translations would be identical. The problem is also closely related to the use of the definite and the indefinite articles. The second problem (predicational sentences) can be seen in their translations.
(24) You are late.
(25) I am hungry.

These sentences are deceitfully simple. These and many other similar sentences cannot be directly translated into Uzbek. The way Uzbek language constructs such sentences is fundamentally different to such an extent that some of the predicational copula sentences become non-copula sentences. In Uzbek, example (25)’s subject is replaced by an inanimate object and its verb is in past tense. The latter is true about example (24) too.

Table 2  Discrepancy between English and Uzbek

<table>
<thead>
<tr>
<th>English</th>
<th>Uzbek</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are late</td>
<td>You late remained 2pSng [Siz] kech qoldingiz</td>
</tr>
<tr>
<td>I am hungry</td>
<td>I Gen stomach=1pSngGen lighten past [Meni] qornim ochdi</td>
</tr>
</tbody>
</table>

In teaching such sentences, merely remembering the meaning of the sentence and memorizing the forms may not help, because the learners will be unable to use the words in different situations due to the lack of understanding of fundamentals and there are many such expressions. As you can see, the level of discrepancy is great enough to cause difficulties in learning. Pay attention to the subjects of Uzbek sentences in square brackets: […]. That means, the subjects (or a part of subject NP) of both sentences are optional, which implies that if a learner is given an Uzbek sentence of similar kind to translate into English, the result will most probably contain mistakes.
As I said earlier, the way the Uzbek language constructs certain types of predicational sentences is different from English, in which three types of issues arise: 1) inanimate object becomes the subject, 2) if the English sentence is in present tense, Uzbek sentence shifts to a past tense and 3) ambiguity between Uzbek copulas themselves. Let us review these issues one by one.

The inanimate subject issue is basically found in some of the expressions of person’s condition and pseudo-subject *it* sentences. The problem with such sentences is the subject that gets replaced by an inanimate object. A description to explain how or why it happens is needed. Here are some examples for such sentences:

(26) I am sleepy.  
*Sleep*+1pGen consent+past  
Uyqum keldi.

(27) I am hungry.  
*Stomach*+1pGen lighten+past  
Qornim ochdi.

The examples above also demonstrate the tense shift issue. The English sentences are in present tense and the Uzbek sentences are in past tense. It is possible to interpret them as present perfect, but it is pointless. Present perfect itself is a fairly confusing and difficult to teach tense and trying to relate these may only create more confusion than understanding. Moreover, present simple and present perfect tenses in English are different tenses anyway. Both tense shift and inanimate subject issues are observed in pseudo-subject sentences with *it* as well.

(28) It is 2 o’clock.  
*Hour/Clock* became  
Soat 2 bo’ldi.
Note that the Uzbek sentence has the copula bo'li, but it is in past tense and also the subject is replaced by an inanimate object. The sentences with pseudo-subject it, cause much difficulty in teaching and learning. As the name itself declares, pseudo-subject represents a dummy subject, which can be difficult to understand for new learners. Such a subject is simply a non-existent idea in the Uzbek grammar and language. Moreover, there is no rule in English that might help Uzbek learners to make sure when to use it in English and even the translations differ.

Discussing the last of the mentioned three issues: the ambiguity of some predicational sentences can be seen in the following example:

(29) The show was interesting.

In order to understand the issue with such sentences, we have to translate them into Uzbek. There are two possible translations for the same sentence:

(30) Tomosha qiziqarli edi.

(31) Tomosha qiziqarli bo'ldi.

Both edi and bo'ldi are copulas. Both of the copulas are in past tense, but semantically, they are different. We have looked at the motional and static properties that make them different from each other, but this time, the difference has a new dimension. Let us have a look at possible situations to understand the problem. Depending on the context either of the translations could be correct:

Situation A:
[A couple has finished watching a show and is exchanging their impressions]

John: The show was interesting. ...Better than I could have imagined, actually.

Julie: Yeah, it's amazing that amateurs act quite like professionals.

Situation B:

[A few days later when the couple meets their mother]

Mother: How was the event? Was it worth going?

Julie: Oh, my God! It was so much fun! The show was so interesting.
And you know, I didn't even notice I got robbed. Someone took my cell phone out of my bag.

In English, situation A would fit present perfect tense, but it is expressed in past simple. Situation B is an actual past simple, as a few days have passed since the event. And it sounds more like a story telling. The problem with the sentences is more obvious in Uzbek language, as shown in (30) and (31). In these particular cases, in Uzbek language, *bo'ldi* is used for an action that have just completed (present perfect tense) and *edi* is used for an action that happened some time ago in past (past simple tense). If a multiple choice test is given, (31) is most likely to be chosen, but a test with both of these answers would be unacceptable. The natural question is how to teach the learners to translate such sentences correctly. How to teach the Uzbek copula in regards with English tenses? How to avoid ambiguous and confusing situations?
2.1.3 **Tenses in the Textbook**

When I introduced the textbook (Fly High 5, 2007) in chapter one, I did not mention a quite interesting feature it has. A feature one may never find problematic or anything to be wrong about. It is the use of tenses in the textbook that has a direct relationship to the subject of my study in the first place. The textbook consists of only present tenses. Precisely, there are two aspects used: present simple and present progressive, but it does not matter which present tense, as there are no present tense forms of copula in the Uzbek language. Ironically, copula is the most frequently used sentence type in the textbook that teaches only present tenses.

The examples given in *table 2* show that Uzbek language has *zero copula* in present tense. It would be correct to say ‘the present day Uzbek language’, as ancient texts used present forms of *ermog*. It is very similar to *ermek* that Lewis mentioned in the passage I quoted earlier in Chapter 1. Keeping this fact in mind, I ask how rational it is to teach English copula using exactly the tense where there are no forms copula in Uzbek. What makes the authors to keep teaching the present tenses during a whole year? Perhaps, it is the same rationale I used to have before and almost every other teacher hold on to: starting teaching from present tenses is easier. It seems to be a kind of a golden rule. No matter what the justification could be, now it is rather clear that we should not teach present tenses, if we want our children to understand what the copula is and use it correctly. In Chapter III, I will try to establish my claim. The chapter, in other words, will comprise a method that should replace the traditional approach.
2.1.4 External Influencing Factors

Besides the above mentioned difficulties, there are some other factors influencing the education. Some of them are economical and cultural and they influence the education indirectly. Talking about the influential factors within the school system, we can mention the missing link between the school subjects. For example, Math, Geometry and Physics seem to be more interrelated and similar topics are taught in a certain hierarchy among the subjects. The three subjects teach correlated topics in an order. But it is not really the case about teaching the mother tongue and English. Uzbek language classes do not have a grammar lesson about the copula in Uzbek. Unfortunately, Uzbek grammar lessons are not meant to support learners in understanding certain common concepts among languages. Because the Uzbek copula is not taught, the verb $e$- is not familiar to Uzbek speakers. They do not learn it at school and they do not notice it when they speak. Because the verb has several phonological variations depending on the dialect spoken and mostly pronounced as a part of the preceding word, it appears as if it was a suffix. The examples below clearly demonstrate the issue.

(32) Kech qoldim. I was late / I am late.
(33) Kech qolgandim. I was late.
(34) Kech qolgan edim. I was late.

$qoldim$ in (32) seems hardly related to Uzbek copula as it means $I$ remained late. The root of $qoldim$ is $gol$ [qol] and it means to remain, to stay. I will try to elaborate more on the sentence in the next chapter and explain it. I continue with the discussion of the next example. (33) is a spoken form, which is used by the majority of the people today.
It can also be used in written language. (34) is a standard form, which is preferred in the official language and used almost only in literature, TV and radio. There is no strict rule prohibiting (33) from usage in official speech, though. The point is that (33) has no visible form of copula e-. Given the fact that this is the most preferred form in daily conversations, one may never notice the verb. But this is not the only factor. The other influencing factor is the similarity between the endings of golgandim and goldim. In fact they are only similar semantically and indicate past tense, but syntactically they are different. In case with goldim, -dim is the suffix of past tense added directly to a lexical verb, whereas in golgandim’s -dim is the reduced form of edim added to a participle – gan verb, which is also an adjective. That explains why copula verb is required in case with both (33) and (34). Of course in (33), the copula is virtually there and can be seen once the sentence is pronounced in standard language. Example (32) is the same as (24) and was explained using table 2.
Chapter III

Discovering Uzbek Copula: Solutions for the Problems and Difficulties

3.1 Discovering Copula in Uzbek

3.1.1 Existence of Uzbek Copula as a Basis of Better Teaching Methods

In the previous chapter, we saw that there are many problems and difficulties in learning copula. All of those problems are thought to be the results of missing copula forms in Uzbek and the lack of direct relationship between copula constructions of Uzbek and English. Therefore, if the relationship between English copula sentences and Uzbek sentences of similar types can be positively identified, then the problems should be solved. This chapter, as a whole, will address the issues introduced in the previous chapter and will offer solutions. In fact, when we look at the usages of Uzbek copula, we shall discover that there are even more difficulties than we have previously seen and I will try to solve them on the fly. We start with more detailed description of Uzbek copula, which is the essence of all solutions.

We have seen the similarity between Turkish and Uzbek copula in the first chapter. In this chapter, however, we shall have a closer look at the similarities and some minor differences as well. I have already alluded to the fact that previous researches of Lewis, Sezer and Karakoç have already explained the Turkish copula in terms that are very similar to each other, thus I will use their summaries to compare to and support my findings.
It may not be necessary, but let us recall that both in Turkish and Uzbek, there are two forms of copula and also a zero copula. Turkish *ol* is the equivalent of Uzbek *bo‘l*, whose dictionary definition is *become*. There is also *y-* which is the equivalent of Uzbek *e-* which has no dictionary definition. Various functions of the English *be* are accomplished in Turkish and Uzbek in (at least) six different ways:

**Table 3 Usages of Copula in Uzbek**

<table>
<thead>
<tr>
<th>Usages</th>
<th>Uzbek</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present tense zero copula</td>
<td>Baxtlisiz</td>
<td>You are happy</td>
</tr>
<tr>
<td>NP NP or NP Adj</td>
<td>Abbos sayohatchi</td>
<td>Abbas is a traveler/ Traveler Abbas</td>
</tr>
<tr>
<td>Disambiguation of the previous one using –dir</td>
<td>Abbos sayohatchidir</td>
<td>Abbas is a traveler</td>
</tr>
<tr>
<td>Lexical</td>
<td>Baxtli bo‘l</td>
<td>Be happy</td>
</tr>
<tr>
<td>There is/are</td>
<td>Kolda bir orol bor</td>
<td>There is an island in the lake</td>
</tr>
<tr>
<td>Contrasting conjunction (beyond the limits of this paper. The relationship to copula is not explained)</td>
<td>…, sen esa kelmading</td>
<td>…, but you haven’t come</td>
</tr>
<tr>
<td>Inferential. Hearsay</td>
<td>Baxtl emishsiz or Baxtlim[i/u]shsiz</td>
<td>Apparently, you are happy</td>
</tr>
</tbody>
</table>

The table above is a composed reproduction from Lewis (2000). I used the table to represent Uzbek copula and I used Uzbek versions of the Turkish translations, so it shows the similarity of Uzbek and English copulas. From this moment, I will refer to the table as a representation of the usages of the Uzbek copula. Before we continue
with similarities, I have to separate the usages that are not included in the paper: 6) *esa and 7) inferential.* In total, out of seven cases given in the table, I will discuss only five.

1) present tense *zero copula* can be explained as a copula sentence in present tense, which has a subject and a complement without the copula in any known forms. However, such sentences have specific endings added to complements. These endings are personal suffixes that have the function and meaning of the subject. That implies that we can omit the subject in such sentences, practically creating single word copula sentences.

(35) You are happy  

In the example (35) we can see the similarity in this regard. The sentence *Baxtlisiz* is used without a subject. One more important point to notice is that Uzbek personal suffixes reflect the personal pronouns with over 50% similarity. Table 4 demonstrates personal pronoun – personal suffix relationships.

<table>
<thead>
<tr>
<th>Table 4</th>
<th>Uzbek Personal Pronouns and Personal Suffixes of Present Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronouns in singular</td>
</tr>
<tr>
<td></td>
<td>Men (I)</td>
</tr>
<tr>
<td>2</td>
<td>Sen/siz (you)</td>
</tr>
<tr>
<td>3</td>
<td>U (he/she/it)</td>
</tr>
</tbody>
</table>
The vowel shift in the first and second persons of the singular is not important and can be ignored. The third persons of both the singular and the plural do not have any suffixes, except for the plural ones taking the suffix of plurality -lar.

The distinct feature of the personal suffixes is that they are used only in present tense with verbs and other parts of speech. Therefore, this feature can be used to explain the zero copula. The following examples show all possible usages of personal suffixes, after analyzing which we may derive a description to explain the zero copula. There are two types of verbs the personal suffixes can be added to: 1) action verbs and 2) stative verbs. The personal suffixes can also be added to nouns and adjectives.

(36) Men kinoga boraman. I (go/will go) to the cinema. action verbs
(37) Men buni bilaman. I know this. stative verbs
(38) Men oquituvchiman. I am a teacher. copula
(39) Men yaxshiman. I am good. (feel better) copula

We can observe three distinctly different cases where personal suffixes are used. We could bring numbers of examples, and all would follow the same pattern. Therefore, we can confidently derive a description:

Description 1. Present Tense zero copula

If a personal suffix is added to a noun or an adjective, this sentence is a copula sentence with the zero copula.

These kind of simple are what we need to make learning and teaching easier.
Usages 2 and 3 of table 3 are in fact the same. Lewis viewed this as an ambiguity. Indeed, it is possible to take Abbos sayohatchi as a NP, but in reality, it is impossible to confuse a NP with a sentence. Moreover, a NP would likely have an opposite order:

Abbos Sayohatchi. → Sayohatchi Abbos.

A NP would surely be followed by some other parts of speech to make it a full sentence. But if the sentence consisted of only the NP, then one would assume it is a complete sentence, in other words, as we know now a copula sentence. His notice of disambiguation is valid only if there is no context provided. In reality there is no ambiguity in the usage of NPs of the similar construction. Moreover, I have to mention that -dir is a suffix which is used only in literature and standard language. It is not used in spoken Uzbek language, but there is a possibility that in Turkish it could be used universally, because the Uzbek and Turkish languages developed independently for hundreds of years.

Usage 4 is an imperative sentence and can be directly related to English copula. Such sentences are not considered as difficult or problematic, thus need no further explanations. Usage 5, though, needs some clarification. Existential sentences in Uzbek do have a specific syntax, which may help in learning by pointing out that specificity. Simply, using the specificity of Uzbek existential sentences to explain the specificity of English ones can be practical and effective. Here is the piece of the table:

| 5 | There is/are | Kolda bir orol bor | There is an island in the lake |
*Bor* literally means *existent*. It is an adjective and not a verb. Besides, *bor* is also used to represent *have* in such sentences as *I have a book* – *Meni kitobim bor*. A correct explanation would be: *bor* can be used in two cases: 1) if we want to say that someone possesses something and 2) if we want to say that something exists somewhere. These two statements explain things. They are simple and correct enough to teach proper knowledge.

We are through with all possible usages of copula in Uzbek, in present tense. Now we can take a closer look at the forms of copula itself.

### 3.1.2 Uzbek Copula *e-*

An important and distinctive feature for *e-* is that its aspectual usage is limited only to past tense as an equivalent for *was/were*. There are no present and future forms of *e*, but another distinctive feature of copula sentences is the usage of *bo’l* as a future tense form of *e*. With other verbs the future is always contextually understood and distinguished, as they appear in present tense forms. A similar property of present tenses is observed in many other languages including Japanese as well, where verbs do not have future tense forms.

Now we have three situations: 1) *e-* in the past tense form - *edi* 2) present tense *zero copula* and 3) future tense expressed in *bo’l*.

(40) Sam was happy. Sam baxtli *edi*.

(41) Sam is happy. Sam baxtli. (*zero copula*)

(42) Sam will be happy. Sam baxtli *bo’ladi*.
However, the present tense form of Uzbek copula verb can also be explained and even shown using the negative form *emas*. Comparing negative and affirmative sentences in teaching copula can be very effective.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>English negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>(43) Bu ruchka.</td>
<td>-</td>
<td>bu ruchka <em>emas</em>.</td>
</tr>
<tr>
<td>(44) Bu ruchkami?</td>
<td>-</td>
<td>bu ruchka <em>emasmi</em>?</td>
</tr>
</tbody>
</table>

- *emas* is a negating suffix which can also be added to any other verb. Depending on the subject, *emas* takes an appropriate personal suffix:

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>English negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>(45) Men doktorman.</td>
<td>-</td>
<td>Men doctor <em>emasman</em>.-</td>
</tr>
<tr>
<td>(46) Sen doktorsan.</td>
<td>-</td>
<td>Sen doctor <em>emassan</em>.-</td>
</tr>
</tbody>
</table>

This has been just another way to teach the Uzbek copula.

### 3.2 Comparing Uzbek and English Copula

#### 3.2.1 Usages of *be* in English and its Counterparts in Uzbek

*Table 5* is an extended version of *table 1* and shows six usages of the verb *be* in English with translations and relevance marks.

<table>
<thead>
<tr>
<th>Table 5</th>
<th>Usages of English Verb <em>to be</em> and Relevance of Uzbek Copula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usage</td>
<td>Example</td>
</tr>
</tbody>
</table>


The quest that started as an attempt to relate the English copula to the Uzbek copula, turned out to be more fruitful than expected. Two out of six usages of English *be* are found as directly relevant to Uzbek copula. It may not seem too impressive, but if you note the fact that all six usages of English copula match Uzbek copula, if they are converted to past tenses, then it sounds more impressive. It means that all the usages of copula could be explained in a more comprehensive way, but as it appears in table 5, the first three usages are partially irrelevant for the known reason of missing present tense forms. The fourth is also irrelevant and the noted reason was the difference between the expressions.

Table 6 is the past tense version of table 5. It unveils the complete relevance of the copulas of the two languages. Motional and lexical usages left unchanged and unexplained, as I elaborated on them earlier.
The usage of Uzbek copula *edi* in the past tense does not need too much explanation at this moment, as it should be clear by now that this is one of the two main copula verbs in Uzbek. Notice that *-di* is the past tense suffix and *edi* is used only in past tenses. Progressive usage, though, deserves some comments.

If any tense in Uzbek had to be categorized and formulated like English tenses are, it would be past progressive, which has a unique pattern that is so similar to the one in English and stands out among the other tenses in Uzbek grammar. It has 1) a main verb with its appropriate suffix and 2) a copula. Note that the table shows only the suffixes and the copula instead of full translations. We also agreed earlier that it is better to treat all such sentences in Uzbek as copula sentences, rather than progressive or passive. Thus *sleeping* in the example above would be translated as *uxlayotgan* [ukhlayotgan], which is a participle. Thus the sentence looks as

<table>
<thead>
<tr>
<th>Function</th>
<th>Example</th>
<th>Uzbek</th>
<th>Relevance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Copula</td>
<td>She was a lawyer</td>
<td><em>edi</em></td>
<td>+</td>
</tr>
<tr>
<td>2 Progressive</td>
<td>She was sleeping peacefully</td>
<td>-yotgan <em>edi</em></td>
<td>+</td>
</tr>
<tr>
<td>3 Passive</td>
<td>They were seen by the security guard</td>
<td><em>-ildi, -indi</em></td>
<td>*-ilgan/-ingan <em>edi</em></td>
</tr>
<tr>
<td>4 Quasi-modal</td>
<td>You were not to tell anyone</td>
<td>*kerak <em>edi</em></td>
<td>+</td>
</tr>
<tr>
<td>5 Motional</td>
<td>She has been to Paris twice already</td>
<td><em>-da bo‘l</em>gan</td>
<td>+</td>
</tr>
<tr>
<td>6 Lexical</td>
<td>Why don’t you be more tolerant?</td>
<td><em>bo‘l</em>may-*</td>
<td>+</td>
</tr>
</tbody>
</table>
Pattern 1 A Basic Copula Sentence Structure in Uzbek

NP + NP/adjective/participle + copula

The pattern symbolizes a typical copula construction in the Uzbek language. It has three essential components, out of which the second can be a NP, an adjective or a participle. The type with an NP could be a specificationa1 and the other two would be predicational sentences. Any sentence with edi fits the pattern. We shall observe if it is true while looking through the following items of the table.

Passive voice in Uzbek is made by adding a specific suffix to a verb. The suffix can be either –ildi or –indi, depending on the ending of the verb (if the ending is -l, -indi is added, e.g.: qilindi (was done), otherwise –ildi is added e.g.: yopildi (was closed). There are two different methods of making passive voice in Uzbek:

The difference between these two is a matter of style. For the purpose of teaching copula, the second type is more preferable, where we have a passive form of participle and copula. Nevertheless, English passive voice is more complex than active voice, thus more difficult to teach. That is why passive voice should be taught at a later time, when the learners are confident with the active voice, perhaps in the sixth grade. Moreover, the noted difficulty of ambiguity between present perfect and past simple tense exists even in passive voice, as shown in examples (47) and (48). We shall discuss how to deal with such ambiguities soon.

(47) They were exiled. - Ular badarga qilingan edilar.
(48) They have been exiled. - Ular badarga qilingan edilar.
Modal constructions in Uzbek are different from those of English in a way that there are no modal verbs in Uzbek; instead there are modal words, in form of adjectives and adverbs. In past tense modal sentences, we again have pattern 1 in action, because such sentences are predicational sentences. The following example (49) is the translation of the sentence from table 6. The sentence consists of three parts: subject, complement and copula. It has a compound subject that ends right before kerak. kerak is a modal word and it is an adverb. It means ‘necessary’, ‘needed’ and the last word is as usual, a verb – copula.

(49) Sen hech kimga aytmasliging kerak edi.

We have seen that all sentences with edi fulfill the requirements of copula construction. We have also established that in English past tenses, wherever there is a form of be, no matter whether it is a progressive, passive or copula sentence, its Uzbek counterpart is edi (or boˈldi). This is a very important fact, which undoubtedly assists in teaching and learning.

Among the usages of copula in past tenses, we can think of unreal condition as well. In order to display the extent to which the English and Uzbek copulas are relevant, I would like to bring an example.

(50) If I were you, I would go. – Agar sening orningda boˈlganimda, borgan

would be

boˈlar edim.
The example above is an unreal condition of future. The first, conditional part is completely relevant to Uzbek and it can be seen in word to word translation given in ruby text. The interesting part though, is the second part which uses two copulas. The usage of two copulas at the same time: bo 'lar edi after a participle gives the meaning of future in the past – an unreal condition. –ar is a suffix and can be attached to any verb. There are basically three usages of the suffix: 1) a narration where one or several past habitual actions are mentioned, each verb takes the suffix – erta turar, gullarga suv quyar keyin esa nonushta qilar edi, 2) future in the past – bo 'lar edi. The word action in the descriptions above refers to all kinds of verbs, including copula and stative verbs. The third usage of -ar is similar to English –er, as in shooter / launcher - otar.

He used to wake up early, water the flowers and then have his breakfast.

(51) U har kuni erta turar, gullarga suv quyar keyin esa nonushta qilar edi.

If you told me earlier, I would know if you had told me earlier, I would have known

(52) Oldinroq aytganingda, bilgan bo'lar edim.

3.3 Solutions for Other Related Issues in Learning Copula

3.3.1 Specificational and Predicational Sentences

As described in the second chapter, ambiguity is the issue lying in the heart of specificational and predicational sentences. The examples below are given to remind the difference between specificational and predicational sentences, but the translation in Uzbek (55) does not distinguish between the two. It is simply because there is no article
in the Uzbek language. I mentioned that context may help to distinguish, but my point is to find a way of understanding such sentences correctly, even out of context.

(53) Specificational

\[ a. \text{Mr. Miller is the bank manager.} \]

\[ b. \text{The bank manager is Mr. Miller.} \]

(54) Predicational

\[ a. \text{Mr. Miller is a bank manager.} \]

\[ b. \text{*A bank manager is Mr. Miller.} \]

(55) Janob Miller bank boshqaruvchisi.

The solution is that the learners must be taught the implementations of indefinite/definite articles prior to or simultaneously with specificational and predicational sentences, which may help understanding both of them more intuitively. The translation given in example (55) is applicable to both (53) and (54). It is also the most probable translation to be produced by learners, but in reality it is correct only for (54). After we have realized the possible ambiguity, the correct translations of the English sentences above can be given:

Table 7  Specificational and Predicational Sentences Disambiguated

<table>
<thead>
<tr>
<th>English</th>
<th>Uzbek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Miller is the bank manager</td>
<td>Janob Miller shu bankning boshqaruvchisi or</td>
</tr>
</tbody>
</table>
It is interesting that the technique applied to distinguish between specificational and predicational sentences in English can be applied in Uzbek as well. The method of reversibility should be used as a litmus test in identifying a specificational sentence in both languages. The most important task is accomplished: there is no more confusion between specificational and predicational sentences and the learners should be able to better understand both articles and the types of copula sentences.

3.3.2 Inanimate Object and Tense Shift Issues

These two issues are related to predicational sentences of certain types and it sentences. Unfortunately, there is no criteria to separate English predicational sentences into two types to distinguish the ones which cause the noted issues to arise. But it is possible to say that

*Description 2. Special Predicational Sentences*

*The predicational sentences, whose complement is an adjective, have the possibility of requirement for special translations. Such sentences cause inanimate object becoming the subject and/or a present-to-past tense shift.*

Examples (56) and (57) fall under the description above. (58) and (59) are simple copula sentences, where it is viewed as a pseudo-subject with no particular object of reference.
His stomach lightened.

(56) He is hungry.       Uning qorni ochdi.

His anger is coming out.

(57) He is angry.        Uning jahli chiqyapti.

Time/hour 2 was/became.

(58) It is 2 o’clock.    Soat 2 (bo’ldi).

Late was/became.

(59) It is late.         Kech (bo’ldi).

The issue of inanimate subject can be only explained by the way the Uzbek language builds certain types of expressions. The most practical solution is as simple as understanding the problems and making the learners aware of them. We have already derived a description for the first type – description 2. It sentences though, need a different description:

*Description 3. Complement into Subject in It Pseudo-subject Sentences*

*English copula sentences which use pseudo-subject ‘it’, when translated into Uzbek, may take their complement as the subject.*

A good example for this is (58), where 2 o’clock has to be transformed into time/hour 2.

3.3.3 **Ambiguity**
Such an issue existed between specificational and predicational sentences and we have dealt with it during the discussion of such sentences, but this one is different. The ambiguity in this case is the choice between two different Uzbek copulas, where either can be correct depending on the situation. Example (60) is a sentence that has two possible translations, both of which employ copula and each is different. The translations are given as $a$ and $b$.

(60) The show was interesting

\begin{itemize}
  \item[a.] Tomosha qiziqarli \textit{edi}.
  \item[b.] Tomosha qiziqarli \textit{bo'ldi}.
\end{itemize}

The solution to the problem is rather simple and it is derived from the holistic understanding of Uzbek copula i.e. understanding the difference between \textit{bo'ldi} and \textit{edi}: \textit{bo'ldi} has more lexical meaning of \textit{change state from one to another, happen, change quality and become} and is used in the past, present and future tenses, and \textit{edi} has no meaning and used only in past tense. Because of this restricted aspectual usage of \textit{edi}, now we can confidently tell which tense would be correct, in which situation. Situation one (see Chapter II) should be translated using \textit{bo'ldi} and situation two using \textit{edi}.

3.4 \textbf{Areas for Improvement in Education}

It has been noted and demonstrated several times that Uzbek copula does not have present tense forms. Though I have found the connection between zero copula and personal suffixes, I would not prefer present tenses to be taught before past tenses. In spite of the fact that zero copula is now explainable, I would not risk it, as someone may
fail to explain or understand because of the scarceness of relationship between copula sentences of the English and Uzbek languages. There is no potential loss or disadvantage from teaching past simple tense before present tense. On the contrary, we can make excellent textbooks with stories and fairy tales purely based on past tenses. The learners will grasp the English copula and other grammars more naturally, if what they are learning have their counterparts in Uzbek. Especially, in the matter of copula, if we teach the past tenses, we do not have to go out of our way to make it fit Uzbek. The Uzbek copula in past tenses fits the English copula like a glove. Therefore, I strongly urge teaching past tense forms before present tenses. The approach will open the doors for more interesting and challenging lessons as there is a great deal of literature available in English (in authentic language), which would satisfy the interests of most readers and encourage them in learning. Audio books, screenplays and acting them out will engage learners even more, if properly introduced and utilized. As a result, we shall have students engaged in activities that improve listening, reading and speaking abilities.

There is another important influential factor in education, which requires broader attention and reconsideration of the sequence of certain grammatical subjects in Uzbek language classes and introduction of the Uzbek copula. Uzbek language classes should treat the Uzbek copula individually and pinpoint the relationship with the English language. A simple introduction of the subject may greatly enhance the attention to the subject in English classes, functioning as advertisement.

Uzbek language grammar lessons treat copula sentences as noun predicational and adjective predicational sentences. Missing present tense forms of e- is simply overlooked and remains unexplained. Now it is the duty of English grammar lessons to clearly identify the discrepancy and make the learners aware of this, in order not to
create unanswered misunderstandings. In other word, English lessons need to explain Uzbek language grammar for better understanding of English grammar.

In the first chapter I alluded to the size of the textbook and the density of the lessons and grammar. I questioned the feasibility of the textbook based on the mentioned qualities. A simple question to ask is if we have a lot of good knowledge, excellent sets of exercises, perfectly suitable for the age of the learners, but too much to accomplish, would it be rational and effective? Is not too much input stressful and demotivating? Is a textbook with nearly 200 pages for possible to be completed within a year by 12 year old children? The children might love a textbook about the Red riding hood or several other fairy tales with plenty of pictures. Moreover, the unfinished lessons and left over textbook may cause a negative psychological impact on children. It may nurture irresponsibility and negligence. At such a vulnerable age, we are showing them an example of an improper attitude towards important tasks. Children subconsciously realize the problem. I have heard many parents and teachers complaining about the decrease in children’s motivation after the age of 12. The parents blame the teachers; the teachers blame the textbooks and the children. It could be because of the above mentioned reasons. Maybe the children are overwhelmed, tired, bored or simply, they have learnt to be irresponsible.
Conclusion

In this paper, I have introduced difficulties and solutions in teaching and learning the copula in Uzbekistan. Due to the fact that the Uzbek language is foreign to my readers and it could be difficult to understand, I have tried to style it as a journey with the author alongside the study path, from the state of realizing the issues to the state of finding their solutions. I have tried to pass on the feel of how I was coming to certain conclusions. We have discussed the English copula and its counterparts in the Uzbek language. We have viewed the difficulties in learning copula from several perspectives. We took the textbook for the fifth graders as the reflector for the source of knowledge the authors tried to feed the learners from. I have tried to describe the background situation that both directly and indirectly influences the education in Uzbekistan. We have also learnt that the period of stagnation during the soviet period, has caused the country to be left behind in many areas of education and science.

In Chapter I, I tried to introduce the general understanding of copula sentences, the English copula, the Uzbek copula and the textbook. These were plainly described. We learned that there are two different categories of copula sentences. The importance of distinction was seen as a possible solution for reducing some ambiguous statements that learners might produce. We looked at six different usages of English be itself. We learned about two main copulas in Uzbek. I also pointed out the existence of some other words that in certain expressions act as copula verbs by obtaining copular functions. Lastly, a unit and one of its lessons were chosen to represent the textbook and its treatment of the English copula and knowledge in general.

In Chapter II, the same topics introduced in chapter one were looked at critically and we found there are many obstacles that pose difficulties. Besides, I pointed out the fundamental problems, such as oversimplification of the concept of a verb that neglects
copula and stative verbs. I emphasized the importance of the distinction between specificational and predicational copula sentences. I went on demonstrating the further difficulties with predicational sentences. I tried to explain how the Uzbek predicational sentences with their unique way of expression are different from the ones in English. There were such issues as inanimate object replacing the subject, tense shift and ambiguity. We also considered a case of ambiguity of an aspectual level, where an English sentence was exemplified. This example served a purpose to open a door for better understanding of the Uzbek copula in the later chapter. I also showed how the textbook had failed to accomplish its mission of teaching copula by using only present tenses. The missing present forms of the Uzbek copula was taken as one of the leading causes of the difficulties. And the textbook that teaches only present tenses has been considered as the negligence and mistreatment of copula by the authors.

Additionally, a missing link between the Uzbek language classes and the English classes was viewed as an external factor that influences the understanding of copula as well, the improvement of which may enhance the understanding of the concept.

In Chapter III, we concentrated on finding the solutions for the problems and difficulties described in the previous chapter. I introduced table 3 in which all usages of the Uzbek copula were considered. It helped us to realize the similarities and the differences between the Uzbek copulas. At the same time, it showed the differences between the English and the Uzbek copulas. I chose to eliminate two usages out of total seven. I continued with the remaining five and demonstrated how I was able to compensate the zero copula in present tense. It was done using the personal suffixes added to nouns or adjectives. Indeed, nouns and adjectives with the personal suffixes are always relevant to the present tense copula sentences in English. As a conclusion I derived a description that explained the zero copula.
Discussing the existential sentences of Uzbek and English, I pointed to the uniqueness in their construction, which seems to be sufficient to explain it, as it is being done. Then I focused on the Uzbek copulas. Using the negative form was suggested as a practical method to show to learners that the copula exists even in present tenses.

A table reproduced from Huddleston & Pullum’s usages of be was used to compare the English and the Uzbek copulas. Two of the usages were directly related to the Uzbek copula in present tense and all of them were related in a past tense. For that purpose, the table was slightly modified by changing some of the sentences. I gave a simple pattern of an Uzbek copula sentence and tested if it worked for all types of sentences. The pattern worked for all kinds of copula sentences in past tense including both active and passive voices. The next step was to disambiguate the specificational and predicational sentences. Perhaps it is the only aspect of copula sentences that requires another important grammar to be taught simultaneously to explain the matter successfully. In other words, this type of sentences must be treated separately and taught in relation with the definite and indefinite articles. The remaining issues were addressed individually and given appropriate solutions. Such issues included the inanimate subject, tense shift and ambiguity issues. Certain descriptions were derived to answer the first two issues and the issue of ambiguity was solved by providing proper translations, which became possible after careful analysis of the Uzbek copulas. It implies the interrelatedness of the addressed issues in this paper, without holistic understanding of which, it is hardly possible to answer any of the difficulties and issues productively.

Unfortunately, the limitations of the paper did not allow me to introduce other Uzbek copula-like verbs, which provide complete solutions for many predicational sentences that seem to require unique translations. I could not discuss many other
usages of the Uzbek copula, which turned out to be unique to Turkic languages and the Uzbek language in particular, such as inferential forms and contrasting conjunction, which were so exciting to discover. I also was unable to address some of the other reasons why the Uzbek children face difficulties in learning the copula and the English language as a whole. Nevertheless, the core of the issue was addressed and two main copula verbs of the Uzbek language were discovered. Their relevance to the English copula was demonstrated.

In near future, I would like to translate this research into Uzbek and adapt it into a brochure to introduce to the English teachers in Uzbekistan, so that they can benefit from my work and perhaps, some of them may come up with suggestions for further improvement of our teaching methods. At this moment, I see it as a measure that has to be taken immediately. As for long term goals, I am going to write a textbook based on my conclusions anchored in the understanding of the existing issues. Though, there is much more to be done before that, an appropriate textbook with the proper knowledge in the proper amount must be presented for our children. In addition, the teaching methods concerning the articles must be reconsidered, as there are many more discrepancies between the languages. Such discrepancies can potentially be explained properly. The relationship between the specificational sentences and the articles is another good topic for a research. It is the work for a team of consolidated young people, who are willing and ready for changes, rather than holding on to the old brew methods and beliefs. Those young teachers are whom I foresee as my future colleagues, coworkers and co-researchers.
Bibliography


**Textbook Used for Analysis**

## Appendix 1

Additional Table to Demonstrate Present – Past Copula Correlation

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>winter</strong> was</td>
<td>Qish.</td>
<td>It is winter.</td>
</tr>
<tr>
<td>Qish edi.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>hour</strong> was</td>
<td>Soat 11:00.</td>
<td>It is 11 o’clock.</td>
</tr>
<tr>
<td>Soat 11:00 edi</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>late</strong> become perf 3ps was</td>
<td>Kech bo’lgi di/edi</td>
<td>It is night already</td>
</tr>
<tr>
<td>Kech bo’ldi.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>you</strong> home dat return perf 2ps preferable</td>
<td>Sen uyga qaytganing ma’qul</td>
<td>You should go home.</td>
</tr>
<tr>
<td>Sen uyga qaytganing ma’qul</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>my</strong> house 1ps was</td>
<td>Bu mening uyim</td>
<td>This is my house</td>
</tr>
<tr>
<td>Bu mening uyim</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2

Vertical Table of Uzbek Copula

<table>
<thead>
<tr>
<th>Usage</th>
<th>E</th>
<th>bo’l</th>
<th>Contrasting the differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past simple</td>
<td>N, Adj, -gan edi~</td>
<td>bo’lgan~, bo’ldi~</td>
<td><em>edi</em> is used in typical SVO – It was my car</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>bo’ldi</em> is used in there is / there are constructions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>It is important to notice that if <em>it was my car</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>car</em> is translated using <em>bo’ldi</em>, the meaning changes to mean: <em>it is now my car</em> or <em>it became my car</em>.</td>
</tr>
<tr>
<td>Past continuous</td>
<td>-yotgan edi~</td>
<td>bo’layotgan edi</td>
<td><em>edi</em> - I was reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>bo’l</em> - There was an interesting program going on TV</td>
</tr>
<tr>
<td>Present – zero e-</td>
<td>ekanligi~</td>
<td>bo’ldi~ (なつた)</td>
<td>- Everybody knows it is true.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Ekanligi</em> is used in compound sentences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The implied meaning of <em>ekan</em>, which is <em>conviction</em>, limits its usage into within this meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- There (was/has been) an interesting program on TV (bo’ldi)</td>
</tr>
<tr>
<td>Future tense</td>
<td></td>
<td>bo’la~</td>
<td>This will be /become my car</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>There will be an interesting program on</td>
</tr>
<tr>
<td>Future</td>
<td>bo’lar edi~</td>
<td>It would be great, if you could help him about the issue</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Future continuous in the past</td>
<td>-yotgan bo’lar edi~</td>
<td>If I were on time, we would be sitting on the bus</td>
<td></td>
</tr>
<tr>
<td>Imperative</td>
<td>bo’l</td>
<td>Be quick! – Tez bo’l! or Bo’l tez! Is also possible, though sounds informal.</td>
<td></td>
</tr>
<tr>
<td>To be + Adj</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am happy</td>
<td>Bahtliman</td>
<td>copula</td>
<td></td>
</tr>
<tr>
<td>I am glad</td>
<td>Xursandman</td>
<td>copula</td>
<td></td>
</tr>
<tr>
<td>*I am jealous</td>
<td>-</td>
<td>Uzbek expression differs</td>
<td></td>
</tr>
<tr>
<td>*tired</td>
<td>-</td>
<td>Uzbek expression differs</td>
<td></td>
</tr>
<tr>
<td>married</td>
<td>Uylanganman</td>
<td>copula</td>
<td></td>
</tr>
<tr>
<td>anxious</td>
<td>Hayajondaman</td>
<td>copula</td>
<td></td>
</tr>
<tr>
<td>in love</td>
<td>Sevib qoldim</td>
<td>copula</td>
<td></td>
</tr>
<tr>
<td>terrified</td>
<td>Dahshatdaman</td>
<td>copula</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3

Uzbek Inferential Present (am/is/are)-mish. (emish)

Inferential Copula Sentence. Present Tense (Apparently he is…)

<table>
<thead>
<tr>
<th></th>
<th>emishman</th>
<th>We</th>
<th>emishmiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>emishsan</td>
<td>You</td>
<td>emishsiz</td>
</tr>
<tr>
<td>He, she, it</td>
<td>emish</td>
<td>They</td>
<td>emishlar</td>
</tr>
</tbody>
</table>

Inferential Copula Sentence. Past Tense (Apparently he was…)

<table>
<thead>
<tr>
<th></th>
<th>bo’lgan emishman</th>
<th>We</th>
<th>bo’lgan emishmiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>bo’lgan emishsan</td>
<td>You</td>
<td>bo’lgan emishsiz</td>
</tr>
<tr>
<td>He, she, it</td>
<td>bo’lgan emish</td>
<td>They</td>
<td>bo’lgan emishlar</td>
</tr>
</tbody>
</table>

Inferential Past Form (Apparently he did…)

<table>
<thead>
<tr>
<th></th>
<th>qilgan emishman</th>
<th>We</th>
<th>qilgan emishmiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>qilgan emishsan</td>
<td>You</td>
<td>qilgan emishsiz</td>
</tr>
<tr>
<td>He, she, it</td>
<td>qilgan emish</td>
<td>They</td>
<td>qilgan emishlar</td>
</tr>
</tbody>
</table>

Appendix 4

Contrastive Conjunction - *esa*

<table>
<thead>
<tr>
<th></th>
<th>esam</th>
<th>We</th>
<th>esak</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>esang</td>
<td>You</td>
<td>esangiz</td>
</tr>
<tr>
<td>He, she, it</td>
<td>esa</td>
<td>They</td>
<td>esa[lar]</td>
</tr>
</tbody>
</table>
Appendix 5

Word Order of Uzbek Sentences

<table>
<thead>
<tr>
<th>English</th>
<th>Uzbek</th>
</tr>
</thead>
<tbody>
<tr>
<td>SVO</td>
<td>SOVpsx</td>
</tr>
<tr>
<td></td>
<td>OVpsx</td>
</tr>
<tr>
<td></td>
<td>The following two orders are possible as a reply to questions like: <em>who did this?</em></td>
</tr>
<tr>
<td></td>
<td>SVpsxO</td>
</tr>
<tr>
<td></td>
<td>OSVpsx</td>
</tr>
</tbody>
</table>