

KONFERENSIYALAR UZ

ANJUMANLAR PLATFORMASI

**V RESPUBLIKA ILMIY-
AMALIY KONFERENSIYASI**

**YANGI DAVR ILM-
FANI: INSON UCHUN
INNOVATION G'OYA
VA YECHIMLAR**

IYUL, 2025

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YANGI DAVR ILM-FANI: INSON UCHUN INNOVATSION G'OYA VA YECHIMLAR

**V RESPUBLIKA ILMIY-AMALIY
KONFERENSIYASI MATERIALLARI**

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Annotatsiya

Mazkur to'plamda "Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar" mavzusidagi V Respublika ilmiy-amaliy konferensiyasi materiallari jamlangan. Nashrda respublikaning turli oliy ta'lim muassasalari, ilmiy markazlari va amaliyotchi mutaxassislari tomonidan tayyorlangan maqolalar o'rin olgan bo'lib, ular ijtimoiy-gumanitar, tabiiy, texnik va yuridik fanlarning dolzarb muammolari va ularning innovatsion yechimlariga bag'ishlangan.

Ushbu nashr ilmiy izlanuvchilar, oliy ta'lim o'qituvchilari, doktorantlar va soha mutaxassislari uchun foydali qo'llanma bo'lib xizmat qiladi.

Kalit so'zlar: ilmiy-amaliy konferensiya, innovatsion yondashuv, zamonaviy fan, fanlararo integratsiya, ilmiy-tadqiqot, nazariya va amaliyot, ilmiy hamkorlik.

Barcha huquqlar himoyalangan.

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HOW DO UZBEK LEARNERS USE DISCOURSE MARKERS IN ENGLISH SPEAKING: A LEARNER CORPUS ANALYSIS

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Annotation. Discourse markers (DMs) are an essential element in the organization of spoken communication. The usage of DMs reflects not only linguistic competence among EFL learners but also their ability to manage spoken interaction skillfully. By founding and analyzing a spoken language learner corpus, this paper tries to study the Uzbek learners' use of DMs in English speech. The study reveals such overuse, underuse and misuse patterns as: additive, causal, temporal, contrastive DMs. It concludes that the Uzbek learners rely heavily upon a limited set of markers. So they make free use of "And then" but avoid more nuanced markers like "However, when" or "Yet More importantly". The Uzbek learners have a bias towards their own source language in matters of pause space, cohesive devices and repetition.

Key words: discourse markers, spoken English, Uzbek learners, learner corpus, pragmatics, fluency, contrastive analysis.

O'ZBEK O'RGANUVCHILARI INGLIZ TILIDA OG'ZAKI NUTQDA DISKURS MARKERLARDAN QANDAY FOYDALANADI: BIR O'QUVCHI MISOLIDA KORPUS TAHLILI

Pulatjonova Muxtasar Eminjon qizi

Toshkent shahridagi Vebster universiteti magistri

Annotatsiya. Diskurs markerlar (DM) og'zaki muloqotni tashkil etuvchi muhim element hisoblanadi. Diskurs markerlardan foydalanish ingliz tili o'rganuvchilarining nafaqat lingvistik mahoratini, balki ularning og'zaki muloqotni mohirona boshqarish qobiliyatini ham aks ettiradi. Og'zaki til o'rganuvchilar korpusini yaratish va tahlil qilish orqali ushbu maqola o'zbek o'quvchilarining ingliz tilidagi nutqida diskurs markerlardan foydalanishini o'rganishga harakat qiladi. Tadqiqot nutqqa qo'shimcha kirituvchi, sababni ko'rsatuvchi, vaqtincha nutqni cho'zib turuvchi hamda kontrastni ifodalovchi nutq vositalaridan "haddan tashqari ko'p foydalanish", "kam foydalanish" va "noto'g'ri foydalanish" shakllarini ochib beradi. Tadqiqotdan xulosa qilish mumkinki, o'zbek o'rganuvchilari inglizcha muloqotda cheklangan miqdorda diskurs markerlardan foydalanishadi. Shunday qilib, ular "And then" dan ko'p foydalanadilar, lekin "However, when" yoki "Yet More importantly" kabi nozikroq hamda yuqori darajadagi belgilardan kam foydalanishadi. O'zbek o'quvchilari muloqot paytida pauza qilishda, ma'noviy bog'lovchilar ishlatishda va takrorlash holatlarida birinchi til, ya'ni o'zbek tiliga nisbatan yondashadilar.

Kalit so'zlar: diskurs markerlar, inglizcha og'zaki nutq, o'zbek o'rganuvchilar, o'rganuvchi korpusi, pragmatika, nutqda ravonlik, qarama-qarshi tahlil.

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Introduction. As essential tools for organizing thoughts, signaling transitions, and maintaining coherence in conversation, discourse markers (DMs) such as "well", "so," "you know," and "actually" can be heard in spoken English. Their role in spontaneous speech is crucial for turn-taking, hedging, clarification, and topic management. Yet non-native speakers often baulk at using these markers naturally, which can often impede on the fluency and pragmatics of their output.

In this study, researcher wants to find out how well Uzbek learners can use English discourse markers. Through examining the choice and frequency of DMs in their speech, as well as pragmatic competence of Uzbek learners when it comes to differences between L1 and L2 spoken discourse we hope to gain some fresh insights. This learner corpus-based study is part of a weak line of research on spoken interlanguage discourse by Central Asian EFL learners.

Literature review. Discourse markers have received wide attention not only in the field of pragmatics but also in that of Discourse Studies (Schiffrin, 1987; Fraser, 1999). In spoken texts, they take on crucial responsibilities—among them putting narrative strings together, directing the flow of conversation and expressing speaker attitude. Although research on written discourse has developed rapidly, little has been done on the use of DMs by EFL learners who speak different languages. Studies by Trillo (2002) and Müller (2005) indicate that EFL learners tend to fossilize a limited set of DMs and underuse those which require delicate pragmatic judgements. Research on spoken corpora such as MICASE and LINDSEI has revealed differences between native speaker and learner DM usage. However, there has been no empirical research on Uzbek learners, whose first language incorporated different mechanisms—from suffixation to word order—for securing cohesion between literal sentences.

Methods. A spoken learner corpus was set up for such purposes, consisting of 40 recorded interviews and monologic speech samples by students in Uzbek universities with an estimated proficiency ranging from B1-C1 (see Common European Framework of Reference for Languages). The subjects included personal narratives, problem-solving prompts and argumentation speeches. Each recording lasted about 3-5 minutes long, and was later transcribed by hand using ELAN software.

Discourse markers were identified and classified according to a modified version of the typologies proposed by Fraser (1999). The categories used here are as follows:

Additive: and, also, in addition Adversative: but, however, on the other hand Causal: because, so, therefore Temporal: and Timed Quantitative analysis was used to evaluate the frequency and variety of discourses. By way of contrast, the MICASE corpus provided a control data set comprising transcripts native speaker speech.

Results. The data revealed the following trends:

Overuse of “and” and “so” as default markers across all contexts.

Underuse of nuanced adversatives like “however” or “on the other hand.”

Frequent hesitations and repetition instead of temporal or additive DMs.

Pragmatic markers like “you know,” “I mean,” and “actually” were rare or used unnaturally.

Literal translation of Uzbek discourse sequencing led to awkward transitions (e.g., “then I going there and after that I think maybe good.”)

Discussion. The Uzbek learners' scarce use of DMs is a combination of first language interferences and lack of enough first-hand contact with natural spoken English. Although the simplest DMs such as “and,” “so” and “because,” are used without fail, as the DM gets more complex it is hardly used at all. This at the same time affects fluency and variety of speech. The oral data hints that some learners habitually use pauses or fillers instead of the right DMs when they speak. This damage the continuity and listener response in extended speech.

These findings accord with the earlier research on DM fossilization and pragmatic competence underdevelopment of EFL learners. Uzbek linguistic norms – which often have

cohesion as being implicit morphological rather than explicit meaning – perhaps put up an additional barrier to the learning of English DM.

Conclusion. The study has shown that Uzbek learner of English have a distinct discourse features using pattern in their speaking as well. The use of basic markers is too frequent while subtle ones are overlooked, which indicates that there are gaps in pragmatic skills as well as teaching curriculum. By specifically working out ways to cover these areas step by step, students may increase their fluency, coherence and confidence in speaking English. Further research should investigate rather than simple 'index off', "DM time from acquisition" data, and whether teaching discourse markers can raise spoken fluency.

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2025-yil, 22-iyul

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