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САДЫКОВ САНЖАР ТУЛКИНҰЛЫ
PECULIARITIES OF CONJUNCTIONS IN ENGLISH, KAZAKH, UZBEK
AND CHINESE

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INTRODUCTION

Topicality of the research work. The words of every language fall into classes which are called parts of speech. Each part of speech has its own characteristic. The parts of speech differ from each other in meaning, in form and in function. Different parts of speech have different lexical meaning.

The conjunction is a part of speech which denotes connection between objects and phenomenally connects parts of the sentence, clauses, and sentences.

According to their role in the sentence, conjunctions fall into two groups:

Coordinating conjunctions - And, but, or, either, besides, moreover, likewise, both... and yet.

Subordinating conjunctions - that, if whether, as, though, since, when, until, as long as, before, after, because, unless, so. The difference of this work is to open the way besides studying theoretical conjunctions also individually to search and learn practical parts.

The different conjunctions obviously express different real relations between two extra linguistic phenomena: his coming and its being late. The causal connection between them exists outside the language, and so does the concessive relation expressed in the latter of the two sentences. There is no difference whatever in the grammatical structure of the two sentences: the difference lies only in the meanings of the two conjunctions. The same observation can be made on comparing the two sentences, *We will come to see you before he comes back*, and *We will come to see you after he comes back*, and also in a number of other cases. All this goes to prove that every conjunction has its own meaning, expressing some connection or other existing between phenomena in extra linguistic reality.

This scientific work's theoretical approach relies on the latest achievements of Kazakh, Russian and foreign grammarians as Alexander L.G., Иофик Л.Л., Чахоян Л.П., Ильиш Б.А., Блох М.Я., Корбина Н.А., Корнеева Е.А., Каушанская В.Л., Ковнер Р.Л., Кожевникова О.Н., Прокофьева Е.В., Feigenbaun, Irwin, Галииская М.М., Jespersen О., Балакаев М., Ыскаков А., Кордабаев Т., Хасенов А., Robertson, В. Johnson and С. Wright's works, Charles Temple, Meredith.

The object of the research work is classification of conjunctions in English, Kazakh, Uzbek and Chinese.

The subject of the research work is investigation of some features of conjunctions in English, Kazakh, Uzbek and Chinese.

The aim of the research work is to study classification of conjunctions in English, Kazakh, Uzbek and Chinese and their structure and their similarity.

It is performed through comprehension, interpretation and analysis of different literary works, magazine articles and internet articles. The whole work is illustrated with examples. The solution of the aim claims dealing with certain **objectives**:

to define the structural peculiarities of English, Kazakh, Uzbek and Chinese conjunctions

to make analysis of classification of conjunctions in English, Kazakh, Uzbek and Chinese and compare them.

The scientific novelty of the research work:

Structural peculiarities of conjunctions in English and Kazakh are determined through analysis.

In the widest aspect the problems of usage and forms of conjunctions are considered.

Analysis of classification of conjunctions in English and Kazakh are made.

In order to solve these tasks the following **research methods** are used: the methods of analysis, observation, comparison and description.

The practical value of the research work is that, materials of the work will help teachers in teaching practical and theoretical grammar. Also students can benefit the materials in learning practical and theoretical grammar.

The theoretical value of the research work is in providing little additional material to the information of classification of conjunctions and to identify similarities and differences of classification of conjunctions of four different languages.

The structure and research work volume are subordinated to the internal logic of statement and theme disclosing. The work consists of introduction, two chapters, conclusion and references.

1 THEORETICAL BASIS OF USING CONJUNCTIONS

1.1 Essence, structure and characteristics of conjunctions

The whole lexicon of the English language, like the one of all Indo-European languages, is divided into certain lexico-grammatical classes traditionally called 'parts of speech'. The existence of such classes is not doubted by any linguists though they might have different points of view as to their interpretation. Classification of the parts of speech is still a matter of dispute; linguists' opinions differ concerning the number and the names of the parts of speech.

The main principles of word division into certain groups, that had long existed, were formulated by L.V.Shcherba quite explicitly. They are lexical meaning, morphological form and syntactic functioning. Still, some classifications are based on some of the three features, for any of them may coincide neglecting the strict logical rules.

In linguistics there have been a number of attempts to build up such a classification of the parts of speech (lexico-grammatical classes) that would meet the main requirement of a logical classification, i.e. would be based on a single principle. Those attempts have failed.

H.Sweet, the author of the first scientific grammar of the English language, divides the parts of speech into two main groups – the declinables and the indeclinables. That means that he considers morphological properties to be the main principle of classification. Inside the group of the declinables he kept to the traditional division into nouns, adjectives and verbs. Adverbs, prepositions, conjunctions and interjections are united into the group of the indeclinables. However, alongside of this classification, Sweet proposes grouping based on the syntactic functioning of certain classes of words. This leads to including nouns, pronouns, infinitives, gerunds and some other parts of speech into the same class, which is incorrect.

The Danish linguist O.Jespersen suggested the so-called theory of three ranks (primary, secondary and tertiary words), e.g. 'furiously barking dog' where 'dog' is a primary word, 'barking' – secondary, and 'furiously' – tertiary [1,p.132].

Another attempt to find a single principle of classification was made by Ch.Fries in his book 'The Structure of English'. He rejects the traditional classification and tries to draw up a class system based on the word's position in the sentence; his four classes correspond to what is traditionally called nouns (class 1), verbs (class 2), adjectives (class 3) and adverbs (class 4). Besides the four classes he set off 15 groups. And yet, his attempt turned out to be a failure, too, for the classes and groups overlap one another.

Words on the semantic (meaningful) level of classification are divided into notional and functional.

To the notional parts of speech of the English language belong the noun, the adjective, the numeral, the pronoun, the verb and the adverb.

Contrasted against the notional parts of speech are words of incomplete nominative meaning and non-self-dependent, mediatory functions in the sentence. These are functional parts of speech. To the basic functional series of words in English belong the article, the preposition, the conjunction, the particle, the modal word, the interjection.

From the point of view of their functional characteristics lexical units may belong to different lexico-grammatical classes. This kind of syntactic transition is called conversion and represents a widespread phenomenon as one of the most productive and economical means of syntactic transpositions. E.g. She used to comb her hair lovingly. – Here is your comb. They lived up north a few years ago. – You must be ready to take all these ups and downs easy.

Comparing the class division of the lexicon at the angle of functional designation of words, we first of all note a sharp contrast in language of two polar types of lexemes, the notional type and the functional one. Being evaluated from the informative-functional point of view, the polar distribution of words into completely meaningful and incompletely meaningful domains appears quite clear and fundamental; the overt character of the notional lexical system and the covert one of the functional lexical system (with the field of transition from the former to the latter being available) acquire the status of the most important general feature of the form.

The notional domain of lexicon is divided into four generalizing classes, not a single more or less. The four notional parts of speech defined as the words with a self-dependent denotational-naming function, are the noun (substantially represented denotations), the verb (processually represented denotations), the adjective (feature-represented denotations of the substantial appurtenance) and the adverb (feature-represented denotations of the non-substantial appurtenance).

However, the typical functional positions of these classes may be occupied by representatives of the functional classes by virtue of substitution, that is why some scholars speak of additional notional subclasses.

The intricate correlations of units within each part of speech are reflected in the theory of the morphological fields which states the following: every part of speech comprises units fully possessing all features of the given part of speech; these are its nucleus. Yet, there are units which do not possess all features of the given part of speech though they belong to it. Therefore, the field includes both central and peripheral elements; it is not homogeneous in composition (cf.: ‘gives’ – the lexical meaning of a process, the functional position of a predicate, the word-changing paradigm; and ‘must’ – a feeble lexical meaning, the functional position of a predicative, absence of word-changing paradigm) [2].

According to most common grammars (Nesfield’s grammar) there are eight parts of speech: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. Observe that the part of speech to which a word belongs depends on the purpose that the word is used for in that particular context, and that the same word may be of a different part of speech in a different context: The man has came (noun) Man the lifeboat (verb).

H. Sweet, O. Jespersen’s Classification

The semantic criterion presupposes the evaluation of the generalized leaning, which is characteristic of all the subsets of words constituting a given parts of speech. This meaning is understood as the 'categorical meaning of the part of speech'. So, all the words of language can be grouped into classes on the basis of some common features existing between definite sets of them. The attribution of words to different classes was first carried out in ancient Greece and Rome. And the term 'parts of speech' is used to refer to classes of similar words, was introduced in ancient teaching of language. Though today, it would seem more appropriate to speak about word classes. The authors of classical scientific grammar, H. Sweet and O.J. Jespersen, introduced some innovations and improved the conventional classification of the parts of speech. In modern linguistics, parts of speech are discriminated on the basis of the three criteria, introduced by the above mentioned scholars: "semantic", "formal" and "functional".

H. Sweet, the author of the first scientific grammar of English, puts forward three main features characterizing parts of speech: meaning form and function. He divides parts of speech into two main groups: declinable (capable of inflexion) and indeclinable. (Incapable of inflexion).

Declinable parts of speech are noun, adjective and verb.

- a) Noun-words, noun, noun-pronoun, noun-numeral, infinitive, gerund.
- b) Adjective-words, adjective, adjective-pronoun, adjective-numeral, participles.
- c) Verb, finite verb, non-finite verb (infinitive, gerund, participles)

1) All nouns, whose meaning admits of it, can have the plural number, generally formed by adding (-s).

2) Pronouns are a special class of nouns and adjectives, and they are accordingly distinguished as noun-pronouns *I, they*, and adjective-pronouns, such as *my, that*.

3) Numerals are another special class of nouns and adjectives: three in "three of us" are a noun-numeral, in "three men" and adjective-numeral.

4) Adjectives have no number but have degrees of comparison.

5) Verbs have inflexions of their own, different from those of the other parts of speech. Each part of speech has special form-words associated with it. ("a tree", 'the tree", but "to grow"). Each part of speech has a more or less definite position in the sentence with regard to other parts of speech. Verbals are a class of words intermediate between verbs on the one hand and nouns and adjectives on the other; they do not express. Predication but keeps all the other meanings and grammatical functions of the verbs from which they are formed.

Indeclinable words or particles comprise adverbs prepositions, conjunctions and interjections, differing in their functions (e.g. adverbs serve as modifiers; conjunctions are used to show the connection between sentences, etc.).

- a. Adverb
- b. Preposition
- c. Conjunction
- d. Interjection

H. Sweet seems to have seen well enough the lack of coordination between morphological and syntactic characteristics of parts of speech. But his classification is not devoid of drawbacks.

O. Jespersen tried to keep in view form, function and meaning of the words, while grouping them into parts of speech, but he realized that it's difficult to stick to these three principles, as we take into consideration only morphology as a basic principle (that's if the word is declinable or not). Then such words as -must, the, then, for enough- must belong to one class [3].

This is the drawback of Sweet's classification. O. Jespersen suggested a double system besides the morphological description of the class of words, this class must be analyzed according to their functioning in syntactical combinations (sentences and phrases). The name of his theory is "the theory of three ranks". Thus in the phrases: a furiously barking dog and terribly cold weather -The words "dog and weather" are primary, the words "barking and cold"-secondary, the words "furiously and terribly"-tertiary. This theory helps us to see the hierarchy of syntactical relations, hidden behind the linear speech chain. O. Jespersen said that his theory doesn't relate to the words division into parts of speech that is the primary words aren't necessarily a noun or a secondary word an adjective, and tertiary an adverb. He found out that a group of words may also function as a primary unit: *Sunday afternoon was fine and I spent Sunday afternoon at home.*

Though O. Jespersen underlines that the notions "a rank" and "a part of speech" are not the same, but there is some correlation, O. Jespersen distinguished 5 parts of speech:

1. Substantives
2. Adjectives (in some respects substantives and adjectives may be classed as "Nouns")
3. Pronouns (including numerals and pronominal adverbs),
4. Verbs (with doubts as to the inclusion of "verbals") and
5. Particles (comprising what are generally called-adverbs, prepositions, conjunctions and interjections. A new approach; under the influence of Trager and Smith's "Outline" might be seen J. Sledd's grammar Parts of speech may be expressed by a single word, a word-group and a clause. Sledd treats them under the heading of the parts of speech. He distinguished inflectional and positional classes. Inflectional classes include the words, which have inflection; the positional classes include the words excluded -from the previous class (*beautiful*) as it doesn't have the inflection- (*beautifuler*).

Main positional classes are designed by the terms nominal, adjectives, verbals and adverbials and plus eight smaller classes: auxiliary verbs, determiners, preposition, conjunctions, and some pronouns.

Coordinating conjunctions connect words, phrases, clauses or sentences which are independent of each other. The meaning of conjunctions is closely connected with the relations they express. Thus, the class of coordinating conjunctions, according to their meaning correspond to different type of compound sentences [4].

Here are four different kinds of coordinating conjunctions.

1) Copulative conjunctions: and, nor. As well as, both, and, only ... but (also), neither ... nor. Copula live conjunctions chiefly denote that one statement or fact is simply added to another (nor and neither express their relation in the negative sense).

He went on as a statue would: that is. He neither spoke nor moved.

2) Disjunctive conjunctions: or. Either... Or else, else. Disjunctive conjunctions offer some choice one statement and another.

Either his furlough was up. or dreaded to meet any witnesses of his Waterloo flight.

3) Adversative conjunctions: but. While, whereas. Adversative conjunctions show that the one statement or fact is contrasted with or set against another.

His nerves had become blunted, numb, while his mind was filled with weird vision and delicious dreams.

4) Causative-consecutive conjunctions: Causative-consecutive conjunctions denote consequence, result, or reason. By these conjunctions one statement or fact is inferred or proved from another.

He had gone sonic miles away, and was not expected home until late at night; so the landlady dispatched the same messenger in all haste for Mr. Pecksniff.

Subordinating conjunctions may introduce subject clauses, object clauses, predicative clauses, adverbial clauses, and attributive clauses.

Many of the subordinating conjunctions introduce different kinds of clauses. For instance that may introduce subject clauses, object clauses, predicative clauses, and adverbial clauses of purpose and of result.

He looked to the south and knew that somewhere beyond those blue hills lay the Great Bear

Subordinating conjunctions may also be used in simple sentences. They join adverbial modifiers hers to the predicate of the sentences. Conjunctions of comparison, such as "as if", as though are frequently used in simple sentence.

He scowled at first: then, as if recollecting something, he said...

The subordinating conjunctions through and if are also used in simple sentences. Though alone, he was not lost.

Each conjunctions has one unchangeable form, they have no morphological grammatical categories.

In comparing prepositions with coordinating and subordinating conjunctions we cannot fail to notice that while prepositions have nothing in common with coordinating conjunctions, some prepositions are very close in meaning to subordinating conjunctions, and in some cases a prepositions and a subordinating conjunction sound exactly the same. As examples of similarity in meaning we may give, for instance, such phrases and clauses: in example during his illness and while he was ill [5].

Conjunctions especially correlative conjunctions are sometimes misplaced. Care must be taken each member of the pair as closely as possible to the words or other elements that they connect, in Either I must write to him or telephone to him the correlative terms are write and telephone, and their correlative connectives must respectively precede them, as I must either write to him or telephone to him. Note

similar misplacement in Both a man wealthy and respected is required in this work for A man both man wealthy and respected is required in this work, and Not only is he ill but also penniless for He is not only ill but also penniless.

1.2 Structural peculiarities of conjunctions and their classification

Conjunctions have a very general meaning. They indicate the existence of connection between elements within an utterance or utterances within a text. A conjunction is a word or phrase that shows the relationship between two words. The relationship give information about time, reason, agreement, disagreement, or order of events.

Different conjunctions are words used as joiners. Kinds of conjunctions join different kinds of grammatical structures. The following are the kinds of conjunctions.

In accordance with their meaning they are generally subdivided into two main groups: *coordinating conjunctions* and *subordinating conjunctions*.

Coordinating conjunctions are used when we want to join two sentences that work at the same level of importance in our speech, both actions are equally important, e.g.: I had arrived home late *and* mother quarreled me.

Coordinating conjunctions are further classified into (**Reznik**):

copulative (and, as well as, nor, neither... nor)

disjunctive (or, either... or)

adversative (but)

causative-consecutive (so, for)

Coordinating conjunctions always come between the words or the clauses that they join [6].

Subordinating conjunctions are used to join two sentences when one of them is depending on the first one, e.g.: Jane gave me her book *after* she had read. Subordinating conjunctions: that, if, as, though; as if, as though; while, when, where, after, so. Subordinating conjunctions usually come at the beginning of the subordinate clause. Complementizers can be considered to be special subordinating conjunctions that introduce complement clauses (e.g. I wonder whether he'll be late. I hope that he'll be on time). Some coordinating conjunctions (until,while) , when used to introduce a phrase instead of a full clause, become prepositions with identical meanings. In comparing prepositions with co-ordinating and subordinating conjunctions we can not fail to notice that while prepositions have nothing in common with co-ordinating conjunctions, some prepositions are very close in meaning to subordinating conjunctions, and in some cases a preposition and a subordinating conjunction sound exactly the same. As examples of similarity in meaning we may give, for instance, such phrases and clauses: *during his illness* = *while he was ill*, examples of complete identity in meaning and sound are the words *before, after, since*.

All this presents us with intricate problems. On the one hand, it seems doubtful whether we are right in uniting subordinating conjunctions (that is, words like *when, as, after, before, since*) together with co-ordinating conjunctions (that is, words like *and, but, or*) into one part of speech and separating them from

prepositions (that is, words like *of, from, after, before, since*), with which they obviously have much more in common. On the other hand, it remains doubtful how we should treat the relations between the preposition *after* and the conjunction *after* (and similarly, *before* and *since*). None of the treatments so far proposed seems satisfactory.

Some conjunctions are used as part of a correlated pair, the elements of which are set at a distance from each other. They are called **correlative** conjunctions.

Both... and *Both Peter and Mary went there.*

Neither... nor *Neither Peter nor Mary went there.*

Either... or *Either Peter or Mary went there.*

R.W. Burchfield divided conjunctions into three groups. There are coordinating, subordinating, correlative conjunctions.

Coordinating conjunctions. Three conjunctions are used to connect related sentences, words, or phrases are *and, but* and *or*. They are called coordinating conjunctions.

Correlative conjunctions. A few conjunctions are used in pairs: *not only...but also, either...or, neither...nor, both...and, whether...or*. These conjunctions are called correlative conjunctions.

Subordinating conjunctions. Words used to introduce adverb clauses are called subordinating conjunctions. These words not only introduce the subordinating clause but link it to the main clause. Their chief function is to make clear exactly what is the relation between the two clauses. The most common subordinating conjunctions are these: *after, as though, even though, whenever, although, because, since, unless, where, so that, as before, until, while, as if, if though, when* [7].

Coordinating conjunctions join equals to one another: words to words, phrases to phrases, clauses to clauses. Examples:

word to word: *Most children like cookies and milk.*

Phrase to phrase: *The gold is hidden at the beach or by the lakeside.*

Clause to clause: *what you say and what you do are two different things.*

Coordinating conjunctions usually form looser connections than other conjunctions. E.g.:

Marge was late for work, and she received a cut in pay. (very loose)

Marge was late for work, so she received a cut in pay. (loose)

Because Marge late for work, she received a cut in pay. (The subordinate conjunction *because* creates a tighter link between the two ideas.)

Coordinating conjunctions go in between items joined, not at the beginning or end. E.g.:

Correct: *I like coffee, but I don't like tea.*

Incorrect: *But I don't like tea, I like coffee.*

Punctuation with coordinating conjunctions. When a coordinating conjunction joins two words, phrases, or subordinate clauses, no comma should be placed before the conjunction. Examples:

Words: *cookies and milk*

Phrases: *at the beach or by the lakeside*

Subordinated clauses: *what you say and what you do*

A coordinating conjunction joining three or more words, phrases, or subordinate clauses creates a series and requires commas between the elements. Examples:

Words: *peanuts, cookies and milk*

Phrases: *in the mountains, at the beach or by the lakeside*

Subordinated clauses: *what you think, what you say and what you do*

A coordinating conjunction joining two independent clauses creates a compound sentence and requires a comma before the coordinating conjunction.

A subordinating conjunction may appear at a sentence beginning or between two clauses in a sentence. A subordinating conjunction usually provides a tighter connection between clauses than a coordinating conjunctions does.

Loose: It's raining, so we have an umbrella.

Tight: Because it's raining, we have an umbrella.

It is easiest to remember the coordinating conjunctions by the acronym **fanboys**. Here are the meanings of coordinating conjunctions in English:

For: presents a reason.

And: presents non-contrasting items or ideas.

Nor: presents non-contrasting negative idea.

But: presents a contrast or exception.

Or: presents an alternative item or idea.

Yet: presents a contrast or exception.

So: presents a consequence.

According to B.A. Ilyish:

In studying the syntactical functions of conjunctions, we have, just as with prepositions, to distinguish between two levels — that of phrases and that of sentences.

On the phrase level it must be said that conjunctions connect words and phrases. It is the so-called co-ordinating conjunctions that are found here, and only very rarely subordinating ones.

On the sentence level it must be said that conjunctions connect clauses (of different kinds). Here we find both so-called co-ordinating and so-called subordinating conjunctions [8].

The division of conjunctions into co-ordinating and subordinating is one that can hardly be dealt with outside syntax: co-ordinating conjunctions imply co-ordination of clauses, and subordinating conjunctions imply subordination of clauses. So we shall have to look again into this question when we come to syntax. Here it will be sufficient to say that there is nothing in the conjunction itself to show whether it is co-ordinating or subordinating, and even in the structure of the clauses there is no unmistakable sign of this (as is the case, for instance, with word order in Modern German).

Conjunctions can sometimes lose their connecting function, as is the case with the conjunction *if* in sentences expressing wish, like the following: *If only she might play the question loud enough to reach the ears of this Paul Steitler.*

(BUECHNER) Probably we shall have to say that *if* here is no longer a conjunction but a particle. We will consider such cases in Syntax as well.

According to Иванова И.П., Бурлакова В.В., Почепцов К.Г.: Союз — служебная часть речи, служащая для связи независимых равноправных единиц внутри простого предложения, а также для связи предложений между собою. В последнем случае, эта связь может быть связью равноправных единиц или ведущей и подчинённой единицы [9].

In accordance with their inner structure conjunctions may be subdivided into simple (consisting of one stem) and compound (consisting of more than one stem).

Simple: and, but, or, when, where, etc.

Compound: however, as well as, in case, etc.

According to Kaushanskaya

The conjunction is a part of speech which denotes connections between objects and phenomena. It connects parts of the sentence, clauses, and sentences.

Sadie brought them in and went back to the door. (Mansfield)

... the blinds were down in the dining-room and the lights turned on — and all the lights were red-roses. (Mansfield)

The other day I was saying to Fabermacher that Haviland isn't really cruel, he's just thoughtless. And Fabermacher said that was the cruellest thing about the human race. And he's right.

(Wilson)

According to their **morphological structure** conjunctions are divided into the following groups:

(1) **simple** conjunctions (*and, or, but, till, after, that, so, where, when, etc.*).

Some of the simple conjunctions are homonymous with prepositions, adverbs, and pronouns.

(2) **derivative** conjunctions (*until, unless, etc.*).

(3) **compound** conjunctions (*however, whereas, wherever, etc.*).

These conjunctions are few.

(4) **composite** conjunctions (*as well as, as long as, in case, for fear (that), on the ground that, for the reason that, etc.*). [10]

Some conjunctions are used in pairs (correlatively): *both ... and, either ... or, not only but (also), neither nor, whether ... or.*

If anyone had asked him if he wanted to own her soul, the question would have seemed to him both ridiculous and sentimental. (Galsworthy)

... nor would John Reed have found it out himself; he was not quick either of vision or conception. (Ch. Bronte)

Her son had not only come home, but he had come home a good person. (Abrahams)

Well, they were honest eyes, he concluded, and in them was neither smallness nor meanness. (London)

He was aware of vague memories of rain and wind and snow, but whether he had been beaten by the storm for two days or two weeks he did not know. (London)

As to their **function** conjunctions fall under two classes:

- (1) **coordinating** conjunctions;
- (2) **subordinating** conjunctions.

Coordinating conjunctions join coordinate clauses in a compound sentence (a), or homogeneous parts in a simple sentence (b), or homogeneous subordinate clauses in a complex sentence (c), or independent sentences (d).

(a) *He had said he would stay quiet in the hall, **but** he simply couldn't any more; **and** crossing the gravel of the drive he lay down on the grass beyond.* (Galsworthy)

(b) *He opened his eyes **and** stared quietly at the pure sky.* (Wilson)

(c) *Hers was that common insularity of mind that makes human creatures believe that their color, creed, **and** politics are best and right and that other human creatures scattered over the world are less fortunately placed than they.* (London)

(d) *Fabermacher wasted no time on a comedy of errors, **and** Haviland apologized for his mistake. **But** he was not as impressed as Erik had wanted him to be.* (Wilson)

Subordinating conjunctions generally join a subordinate or dependent clause to a principal clause (a), or adverbial modifiers to the predicate in a simple sentence (b), or sometimes they join homogeneous parts (c).

(a) ***When** he was eight, he got work in another mill.* (London)

(b) *He shook his head a bit **as if** in wonder that he had permitted himself to be caught in such crosscurrents.* (Wilson)

(c) *My look or something else **must** have struck her as offensive, or she spoke with extreme, **though** suppressed irritation.* (Ch. Bronte)

Coordinating conjunctions.

The meaning of conjunctions is closely connected with the relations they express. Thus the classes of coordinating conjunction, according to their meaning correspond to different types of compound sentences.

There are four different kinds of coordinating conjunctions.

1. Copulative conjunctions: *and, nor, as well as, both ... and, not only ... but (also), neither... nor.* Copulative conjunctions chiefly denote that one statement or fact is simply added to another (*nor* and *neither* express that relation in the negative sense).

*There was a scent of honey from the lime trees in flower, **and** in the sky the blue was beautiful, with a few white clouds.* (Galsworthy)

*His whole face was colourless rock; his eye was **both** spark **and** flint.* (Ch. Bronte)

*I do not know what they knew of the things happening beyond the hill, **nor** do I know if the silent houses I passed on my way were sleeping securely...* (Wells)

*...but it made him indeed suspect that she could give **as well as** receive; **and** she gave him nothing.* (Galsworthy)

*...the newspapers discussed the play for a whole fortnight **not only** in the ordinary theatrical notices and criticisms, **but** in leading articles and letters.* (Shaw)

*He went on as a statue would: that is, he **neither** spoke **nor** moved. (Ch. Bronte)*

2. Disjunctive conjunctions: *or, either... or, or else, else.*

Disjunctive conjunctions offer some choice between one statement and another.

*The majority of the inhabitants had escaped, I suppose, by way of the Old Worning road... **or** they had hidden. (Wells)*

*.. .either his furlough was up, **or** he dreaded to meet any witnesses of his Waterloo flight. (Thackeray)*

*He was compelled to think this thought, **or else** there would not be any use to strive, and he would have lain down and died. (London)*

*“You go and fetch her down, Tom,” said Mr. Tulliver, rather sharply, his perspicacity or his fatherly fondness for Maggie making him suspect that the lad had been hard upon “the little un”, **else** she would never have left his side... (Eliot)*

3. Adversative conjunctions: *but, while, whereas.*

Adversative conjunctions show that one statement or fact is contrasted with or set against another.

*Fabermacher nodded in agreement, **but** his eyes glittered with silent triumph and contempt for the victory. (Wilson)*

*His nerves had become blunted, numb, **while** his mind was filled with weird visions and delicious dreams. (London)*

4. Causative-consecutive conjunctions: *so, for.*

Causative-consecutive conjunctions denote consequence, result, or reason. By these conjunctions one statement or fact is inferred or proved from another.

*He had gone some miles away, **and** was not expected home until late at night; **so** the landlady dispatched the same messenger in all haste for Mr. Pecksniff. (Dickens)*

*His eyes must have had in them something of George Forsyte’s sardonic look; **for** her gloved hand crisped the folds of her frock, her eyebrows rose, her face went stony. (Galsworthy)*

The conjunction *for* is a border-line case between a coordinating and a subordinating conjunction. When expressing cause it approaches in its meaning the subordinating conjunctions *as, because*:

*There was moreover time to spare, **for** Fleur was to meet him at the Gallery at four o’clock, **and** it was yet half past two. (Galsworthy)*

Coordinating conjunctions can be used both in compound and in simple sentences; the coordinating copulative conjunctions *both... and, as well as* are used only in simple sentences.

*Then he shrugged in impatience **and** said frankly, “I don’t know what came over me.” “You know **as well as** I do **and** that’s why we’re going away,” Savina insisted steadily. (Wilson)*

The use of the copulative conjunction *and* in simple sentences as well as in compound sentences is widely spread.

*But as he did so, unexpectedly he paused, **and** raised his head. (Cronin)*

The coordinating conjunctions *neither... nor, or, either... or* are more widely used in simple sentences than in complex sentences.

*There was nothing remarkable about the size of the eyes. They were **neither** large **nor** small...* (London)

*...in order to make a man **or** a boy covet a thing, it is only necessary to make the thing difficult to attain.* (Twain)

*...there was a slight smile on his lips that could have been **either** amusement **or** shy self-deprecation.* (Wilson)

Some of the coordinating conjunctions are polysemantic. Thus the coordinating conjunction *and* may indicate different relations:

*...there stood a white house within a walled garden, **and** in the panfry of this we found a store of food.* (Wells) (COPULATIVE)

*You are nineteen, Jon, **and** I am seventy-two. How are we to understand each other in a matter like this, eh?* (Galsworthy) (ADVERSATIVE)

*When he read those books something happened to him, **and** he went out of doors again in passionate quest of a river.* (Galsworthy) (CONSECUTIVE)

The conjunction *or* may have a disjunctive and an adversative meaning.

*Happily it (a hackney-coach) brought them to the place where Jonas dwelt **or** the young ladies might have rather missed the point **and** cream of the jest.* (Dickens) (ADVERSATIVE)

*After that one would see, **or** more probably one would not.* (Galsworthy) (DISJUNCTIVE)

The causative-consecutive conjunction *for* may have a causative or a consecutive meaning:

*He would have to be more careful than man had ever been, **for** the least thing would give it away **and** make her as wretched as himself almost.* (Galsworthy) (CAUSATIVE)

*From the warmth of her embrace he probably divined that he had let the cat out of the bag, **for** he rode off at once on irony.* (Galsworthy) (CONSECUTIVE)

Subordinating conjunctions.

Subordinating conjunctions may introduce subject clauses, object clauses, predicative clauses, adverbial clauses, and attributive clauses.

Many of the subordinating conjunctions introduce different kinds of clauses. For instance *that* may introduce subject clauses, predicative clauses, object clauses, adverbial clauses of purpose and of result.

***That** Ruth had little faith in his power as a writer did not alter her **nor** diminish her in Martin's eyes.* (London) (SUBJECT CLAUSE)

*What I mean is **that** you're the first man I ever met who's willing to admit out loud to a woman **that** he thinks she's better than he is.* (Wilson) (PREDICATIVE CLAUSE)

*He looked to the south **and** knew **that** somewhere beyond those blue hills lay the Great Bear Lake.* (London) (OBJECT CLAUSE)

*He walked into the Green Park **that** he might cross to Victoria Station **and** take the Underground into the City.* (Galsworthy)

(ADVERBIAL CLAUSE OF PURPOSE)

*He bailed wildly at first, splashing himself and flinging the water so short a distance **that** it ran back into the pool. (London)*

(ADVERBIAL CLAUSE OF RESULT)

The conjunction *if* introduces object clauses and adverbial clauses of condition:

*He was anxious to see **if** she had relapsed since the previous evening. (Dickens) (OBJECT CLAUSE)*

***If** the man ran, he would run after him; but the man did not run. (London)*

(ADVERBIAL CLAUSE OF CONDITION)

The conjunction *as* introduces adverbial clauses of time, of cause, and of comparison:

*These were the thoughts of the man **as** he strove onward. (London)*

(ADVERBIAL CLAUSE OF TIME)

***As** Jacob has made me captain, I must call the roll. (Dodge) (ADVERBIAL CLAUSE OF CAUSE)*

*That day had decreased the distance, between him and the ship by three miles; the next day by two — for he was crawling now **as** Bill had crawled. (London)*

(ADVERBIAL CLAUSE OF COMPARISON)

The conjunction *while* may express both coordination and subordination.

It may be a coordinating adversative conjunction or a subordinating conjunction of time.

*Older men probably resented him **while** others of his own generation could feel so inadequate when comparing their talent to his. . . (Wilson) (COORDINATING CONJUNCTION)*

***While** skating along at full speed, they heard the cars from Amsterdam coming close behind them. (Dodge) (SUBORDINATING CONJUNCTION)*

Subordinating conjunctions may also be used in simple sentences. They join adverbial modifiers to the predicate of the sentence.

Conjunctions of comparison, such as *as if*, *as though* are frequently used in simple sentences.

*He scowled at first; then, **as if** recollecting something, he said... (Ch. Bronte)*

*He seemed faint and dizzy and put out his free hand while he reeled, **as though** seeking support against the air. (London)*

The subordinating conjunctions *though* and *if* are also used in simple sentences:

***Though** alone, he was not lost. (London)*

*Next, he sheered to the left, to escape the foot of the bed; but this sheer, **if** too generous, brought him against the corner of the table. (London)*

Subordinating conjunctions of time are rarely used in simple sentences. In that case they are mostly used with participles:

*That she was one of those women — not too common in the Anglo-Saxon race — born to be loved and to love, who **when** not loving are not living, had certainly never even occurred to him. (Galsworthy)*

Only rarely does a subordinating conjunction join homogeneous

members:

*He was cheerful **though** tired.*

According to Pelanduk Publication

A Conjunction is a word used to join words or groups of words together or one Sentence to another; as:

*Three **and** two make five.*

*I am young **but** I am wise.*

*I am not wise **because** I am young.*

*Not all people are fools **though** you may think so.*

The common Conjunctions are: *and, but, either, or, neither, nor, whether, if, that, because, since, so, yet, unless, therefore, for, until, before, although, as, after.*

The Conjunction is not the only Part of Speech that joins groups of words or Clauses together. The Relative Pronouns “*who*”, “*which*”, “*that*”, etc., and the Relative Adverbs “*when*”, “*where*”, “*why*”, etc., also perform the same function, but they do the work of Pronouns and Adverbs as well.

Conjunctions are sub-divided into two main classes:

Coordinating, which join sentences of coordinate (that is, of **equal**) rank, or words that stand in the same relation to some other word in the sentence.

(*Note: Conjunctions for the most part join sentences, not words.*)

Subordinating, which joins a subordinate or independent sentence to a principal sentence (that is, to a sentence of higher rank)[11].

Coordinating conjunctions

Sentences, are of coordinate or equal rank, when one is not dependent on the other, nor enters at all into the construction.

Sentences of equal rank can be related to one another in four different senses, and this gives rise to four different kinds of coordinating conjunctions:

Cumulative: By these one thought is simply added to another, e.g.

and, both ... and, not only, but also, as well as:

He was *both* degraded *and* expelled.

He *as well as* you is guilty.

Alternative: By these a choice, is offered between one thought and another, e.g. *either ... or, else, or, otherwise:*

Leave the room *or* take the consequences.

lie was *neither* an idler *nor* a gambler.

Adversative: By these conjunctions one thought is contrasted with or set against another, e.g.

but, still, yet, nevertheless, however:

He is very rich, *still* or yet or *but* he is not contented.

Illative: By these Conjunctions one thought is inferred or proved from another, e.g.

for, therefore, then, so then:

He was found guilty, and *therefore* he was hanged.

It is time to go; let us start *then*,
or, It is time to go; *then* let us start.

Subordinating conjunctions

One Sentence is said to be subordinate to another, when it depends upon the other, that is, forms part of its construction, doing the work of a Noun, Adjective, or Adverb.

That sentence on which the subordinate sentence depends is called the **Principal** sentence.

Principal Clause (Sentence)	Conjunctions	Subordinate or Dependant Clause (Sentence)
1. I will read that book	if	you advise me. (Adverb – Clause)
2. We still hope	that	you may get well. (Noun – Clause)

The chief modes of dependence are **nine** in number:

Apposition; He made a promise *that* he would soon return.

Causation; I will do this *because* or *as* or *since* you desire it.

Effect; He talked so much *that* he made himself hoarse.

Purpose; Men work *that* they may earn a living.

Condition; I will do this, *if* I am allowed (= *unless* I am prevented).

Concession or **Contrast**; He was a contented man, *although* he was poor.

Comparison; He is quite *as* clever *as* I am. (Equal degrees.)

He is more intelligent *than* I am. (Unequal degrees.)

Time. He returned home *after* he had finished work.

Place: He sleeps *where* he likes.

Some useful notes:

(a) *As well as*: This conjunctive phrase is coordinating in one sense and subordinating in another, e.g.

Coordinating: In adding one coordinate sentence to another, it gives emphasis to the first, e.g.

He as well as you is guilty =

Not only you, but he also is guilty.

Subordinating:

Main clause Subordinate clause

He does not write as well as you do

= His writing is not as good as yours.

(b) *Though, but*: Both of these conjunctions (the first subordinating, the second coordinating) denote **concession** or **contrast**.

He is honest, though poor.

He is poor, but honest.

These two sentences mean precisely the same thing, because in (i) “*He is honest*” is the main clause, and in (ii) the coordinate clause, “*but he is honest*”, is more emphatic than the clause preceding it. Thus the main clause and the emphatic clause are the same.

If, however, we rewrite the two sentences thus:

He is honest, though poor;

He is honest, but poor,

The two sentences are not equivalent. The first emphasises the fact that he is honest in spite of his poverty. The second emphasises the fact that he is poor in spite of his honesty.

Conjunctive and interrogative adverbs

A conjunctive adverb is a double part of speech, i.e. a conjunction and an adverb combined in one:

when, why, where, whence, how, whether

The same is true of interrogative adverbs, when they are used as conjunctions:

Let me ask you how you did this.

There is no difference in form between a conjunction and an interrogative adverb. The former qualifies some noun expressed or understood in the main clause. The latter is preceded by some Verb that signifies asking or inquiring.

Agreement of the verb

When we use the above conjunctions, it is important to remember that the verb **must** agree with the subject.

If both subjects are singular, the verb which follows “*either or*”, “*neither nor*”, must be in the singular, e.g.

Either his father or his mother *is* ill. (mother = singular subject, *is* = singular verb)

Neither the boy nor the girl *speaks* English, (girl = singular subject, *speaks* = singular verb)

If both subjects are plural, then the conjunctions “*either or*”, “*neither ... nor*” must be followed by a plural verb, e.g.

Either my friends or your friends *have* done it. (friends = plural subject, *have* = plural verb)

Neither his brothers nor his sisters *are* good, (sisters - plural subject, *are* = plural verb)

If one subject is singular and the other plural, the verb is in the plural, e.g.

Either he or they *have* it. (they = plural, *have* = plural)

Neither she nor we *are* angry, (we = plural, *are* = plural)

If one subject is plural and the other singular, the verb is in the singular, e.g.

Either they or he *has* it. (he = Singular, *has* = Singular)

Neither we nor she *is* angry, (she = Singular, *is* = Singular)

Use in communication

Conjunctions are never used alone in the sentence, nor do they have an independent function there. They are always used as mere connectives between different parts within a simple sentence or clause or clauses within a compound or complex sentence.

The grammatical characteristics of English conjunctions will enable the speaker (writer) to use them in the utterance and the text for the following communicative aims:

to enumerate a number of objects, phenomena or utterances (and, as well as, both...and, not only...but also) *Peter as well as Mary went there.*

to indicate choice between objects, phenomena or statements (or, either...or) *Either Peter or Mary went there.*

to contrast one to another (but, while, whereas) *Peter went there but Mary did not.*

to indicate that the following statement results from the previous statement (so, that, so that) *Peter went there so Mary shouldn't.*

to indicate that the following statement express the cause of the previous statement (for, because, as) *Peter went there for Mary didn't.*

to indicate that the statement expresses the condition for something (if, in case) *Peter will go there if Mary doesn't.*

to compare two statements (as if, as though) *Peter went there alone as if Mary didn't want.*

to indicate the time of another event (when, while, as soon as) *Peter went there when Mary returned.*

to indicate the place of another event (where) *Peter went there where Mary asked him to go.*

to name the subject, object or another event or the quality of something (that, if, whether) *Mary didn't know that Peter went there*[12].

Conjunctions and prepositions

A further remark is necessary here. We know that prepositions express relations between phenomena, and conjunctions express connections between them. It must be acknowledged that the two notions, relations and connections, are somewhat hard to distinguish. This is confirmed by the well-known fact that phrases of one and the other kind may be more or less synonymous: e. g., *an old man and his son* and *an old man with his son*. It is also confirmed by the fact that in some cases a preposition and a conjunction may be identical in sound and have the same meaning (e. g. *before* introducing a noun and *before* introducing a subordinate clause; the same about *after*). Since it is hard to distinguish between prepositions and conjunctions as far as meaning goes, and morphologically they are both invariable, the only palpable difference between them appears to be their syntactical function. It may be reasonably doubted whether this is a sufficient basis for considering them to be separate parts of speech. It might be argued that prepositions and conjunctions make up a single part of speech, with subdivisions based on the difference of syntactical functions. Such a view would go some way toward solving the awkward problem of homonymy with reference to such words as *before*, *after*, *since*, and the like. However, since this is an issue for further consideration, it will be tried, to stick to the traditional view of prepositions and conjunctions as separate parts of speech[13].

In comparing prepositions with co-ordinating and subordinating conjunctions we cannot fail to notice that while prepositions have nothing in common with co-ordinating conjunctions, some prepositions are very close in meaning to

subordinating conjunctions, and in some cases a preposition and a subordinating conjunction sound exactly the same. As examples of similarity in meaning we may give, for instance, such phrases and clauses: during his illness = while he was ill', examples of complete identity in meaning and sound are the words before, after, since.

All this presents us with intricate problems. On the one hand, it seems doubtful whether we are right in uniting subordinating conjunctions (*that is, words like when, as, after, before, since*) together with co-ordinating conjunctions (*that is, words like and, but, or*) into one part of speech and separating them from prepositions (*that is, words like of, from, after, before, since*), with which they obviously have much more in common. On the other hand, it remains doubtful how we should treat the relations between the preposition after and the conjunction after (*and similarly, before and since*). None of the treatments so far proposed seems satisfactory.

One way is to say, there is the word *after*, which may function both as a preposition and as a conjunction. But then the question arises, what part of speech is *after*? If it can only function as a preposition and as a conjunction, this would mean that it is neither the one nor the other.

Another way is to say that after the preposition and after the conjunction are homonyms. This will not do either, since homonymy, by definition, supposes complete difference of meaning, as between saw 'instrument for sawing' and saw 'old saying', whereas the meaning of after the preposition and after the conjunction is absolutely the same.

These considerations apply as well to the words before and since, and here the question is further complicated by the fact that they can also be adverbs. 1

The difficulty with the word after would be overcome if we were to unite prepositions and conjunctions into one part of speech (as hinted above, p. 33), which would then have to be given a new name. The difference between what we now call the preposition after and the conjunction would then be reduced to different syntactical uses of one word. But the difficulty with the adverbs and preposition-conjunctions before and since would not be solved by this: it would not do to say that an adverb and a word uniting the qualities of preposition and conjunction are the same word.

A fully convincing solution of this problem has yet to be found.

As to the relation between prepositions, co-ordinating conjunctions, and subordinating conjunctions, it must be said that on the ground of the peculiarities which have been pointed out a completely different treatment of the three types of words is possible. An idea to this effect was put forward by the French scholar L. Tesnière in a book on general principles of syntax. Tesnière classes what are usually called co-ordinating conjunctions as a type for itself: he calls them "jonctifs" (that is, junctives), whereas prepositions and what we call subordinating conjunctions come together under the name of "translatifs" (translatives) and are distinguished from each other as subclasses of this large class: prepositions are called "translatifs, premier degré" (translatives, first degree) and subordinating conjunctions, "translatifs, second degré" (second degree).² This is quite natural in a book on syntax, in which things

are looked at from a syntactical angle and words classified according to their functions in the sentence.

It should also be noted that the difference between prepositions and conjunctions is much less pronounced in Modern English than in Russian, where prepositions are closely connected with cases, while conjunctions have nothing whatever to do with them. In English, with its almost complete absence of cases, this difference between prepositions and conjunctions is very much obliterated. While in Russian the substitution of a conjunction for a preposition makes it necessary to change the case of the following noun, in English no such change is necessary or, indeed, possible. So the distinction between preposition and conjunction is based here only on semantic criteria and, also, on the use of these words in other contexts, where they are not interchangeable.

In discussing prepositions, we noted that there are in English, as well as in Russian and in other languages, certain phrases which cannot be termed prepositions, since they are not words, but which are similar to prepositions in meaning and in syntactical function. The same is true of conjunctions. A certain number of phrases (consisting of two or three words) are similar in meaning and in function to conjunctions. Among them we can quote such phrases as in order that, as soon as, as long as, notwithstanding that, etc. Just as prepositional phrases, these will be analysed in a special chapter in Syntax.

Morphological Characteristics

Each conjunction has but one unchangeable form — consequently, they have no morphological grammatical categories.

In accordance with their inner structure conjunctions may be subdivided into simple (consisting of one stem) and compound (consisting of more than one stem).

Simple: and, but, or, when, where, etc.

Compound: however, as well as, in case, etc.

Some conjunctions are used as part of a correlated pair, the elements of which are set at a distance from each other.

both...and Both Peter and Mary went there, neither...nor Neither Peter nor Mary went there, either...or Either[14].

Syntactical Characteristics

Conjunctions are never used alone in the sentence, nor do they have an independent function there. They are always used as mere connectives between different parts within a simple sentence or clause or clauses within a compound or complex sentence.

Peter **and** Mary went there. subject

Peter finished his work **and** went there. predicate

I saw Peter **and** Mary. object

These are Peter's **and** Mary's books. attribute

Peter met Mary **while** staying at his friend's place.

Peter met Mary **when** he was staying at his friend's place.

Peter met Mary **after** classes and clauses

adverbial

modifiers

they went home together[15].

Conjunctions and Punctuations

The rules for punctuating in proximity to simple coordinating conjunctions (*and*, *but*, and *or*) are straightforward, but writers can become confused about when and where to put a comma or other punctuation. Sentences that illustrate the basics, and a discussion of each, follow.

When a conjunction links an independent clause (one that could stand on its own as a sentence) with a dependent clause (one that would form an incomplete sentence), omit internal punctuation: “She went to the pool and took a swim,” or “She went to the pool but did not swim.” (“She went to the pool” is an independent clause; “took a swim” and “did not swim” are dependent.)

When a conjunction links two independent clauses, precede it with a comma: “She went to the pool, and then she took a swim,” or “She went to the pool, but she did not swim.” (“Then she took a swim” and “she did not swim” are independent clauses.)

The comma may be omitted for a very short compound sentence such as “She swam and then she ate”; longer sentences, such as the examples given earlier in this paragraph, are often written without internal punctuation, but doing so is not recommended, and for consistency, even brief sentences with two independent clauses should include a comma.

A comma should not follow a conjunction unless it is the first of two commas framing a parenthetical phrase, as in “She went to the pool and, soothed by the cool water, took a swim” and “She went to the pool but, chilled by the cold water, did not swim.” (Said another way, don’t precede a verb with a comma unless the comma closes a parenthetical.) These commas bracket “soothed by the cool water” and “chilled by the cold water,” respectively, which, when omitted, leave the sentences “She went to the pool and took a swim” and “She went to the pool but did not swim,” which do not require internal punctuation.

A pair of em dashes or parentheses can take the place of the two commas: When the parenthesis is abrupt or provocative, use em dashes, as in “She went to the pool and—undeterred by the piranhas—took a swim.” When the interruption is subtle or offered as an aside, use parentheses, as in “She went to the pool and (though she felt tired) took a swim.”

Although older literature, especially that written in British English, can be found that employs both a semicolon and a conjunction to provide a stronger contrast between two independent clauses (“She went to the pool; but she did not swim”), this is now considered incorrect, because the semicolon and the conjunction are redundant to each other. If you use a semicolon, the sentence should be rendered as follows: “She went to the pool; she did not swim.” Use of a comma in place of a semicolon in such a sentence is incorrect; this error is called a comma splice[16].

Sentences in which *or* connects clauses should follow the same guidelines: “She went to the pool or the beach,” “She went to the pool, or she went to the beach,” “She went to the pool or, depending on the weather, the beach.”

How to punctuate coordinating conjunctions

When a coordinating conjunction joins two independent clauses, a comma is used before the coordinating conjunction (unless the two independent clauses are very short).

Conjunctions that are not followed by non-essential elements should never be followed by commas.

Perhaps no budget is without some fat, but university officials argue that their unique function requires special standards of evaluation.

When either independent clause in a compound sentence contains a comma to set off introductory or non-essential elements, a reader may be confused by a comma before a coordinating conjunction. In this case, a semicolon may replace the comma.

The figures at elite universities, particularly, are enough to cause sticker shock; yet the current increases at many schools are the lowest in a decade.

When NOT to punctuate coordinating conjunctions

If a sentence begins with a coordinating conjunction, it is **not** followed by a comma.

Yet the typical tenured professor's salary of \$43,500 still represents 10% less buying power than the equivalent salary in 1970.

Commas are **not** used between two verbs, two subjects, two complements, or two objects joined by a coordinating conjunction.

That confuses most analogies between universities and profit-making enterprises.

[compound object of preposition]

Endowments and gifts make up the rest. [compound subject]

Georgetown, for example, has eliminated one-third of its graduate programs in the past five years and recently decided to close its dental school. [compound verb]

Conjunctions and sentence connectors

*My mother taught me to drive **because** I could not afford to pay for driving lessons.*

A conjunction (e.g. because) links clauses within a single sentence.

*My mother used to come and collect me from college in the car and I would drive home. **What's more**, she'd let me drive when we went shopping.*

A sentence connector (e.g. what's more) links one sentence with another.

To link two clauses, we use only one conjunction, not two:

***Although** it's expensive having driving lessons, I'd really recommend it.*

*(**not** Although it's expensive having driving lessons, but I'd really recommend it)*

We usually put a comma between clauses linked by a conjunction:

***As long as** I didn't do anything stupid, she stayed pretty calm.*

When *because* or *while* (referring to time) begin the second clause in a sentence, we don't need a comma[18].

Sentence connectors usually come at the beginning of a sentence and less often at the end or in another position. The only ones that can't come at the beginning are *too* and *as well*:

You can spend a lot more time practicing, as well

We usually put a comma after a sentence connector at the beginning or end of a sentence:

My mum thought I was ready to take my driving test. However, I failed first time.

There are lots of advantages in having your parents teach you, There is the cost, for instance.

When a sentence connector comes elsewhere in a sentence, punctuation is more variable.

Sentence connectors can be used to link clauses in a sentence if the clauses are joined with *and*, *but*, *or*, *so*, or a semi-colon (;), colon (:), or dash (-):

My instructor was very experienced and, as a result, he had lots of useful tips to pass on.

Having a professional teach you to drive is best; however, it can be very expensive.

Conjunctions *before*, *until*

Sometimes we can use either *before* or *until* with little difference in meaning:

She wouldn't let me drive on busy roads before/ until I could control the car well.

We use *until*, not *before*, to highlight that an action continues to a particular time and then stops:

I just carried on having lessons until my instructor said I was ready to take the driving test.

hardly*, *no sooner*, *scarcely

After *hardly* and *scarcely* the second clause usually begins with *when* or *before*; after *no sooner* it begins with *than* or *when*:

We'd hardly driven out of our road before we were shouting at each other.

I'd no sooner passed my test than / when my friends started asking me for lifts.

We often use a past perfect in the clause with *hardly*, *no sooner* or *scarcely* and a past simple in the other.

***first(ly)*, *at first*; *last(ly)*, *at last* (sentence connectors)**

We use *first* or *firstly* to label the first point in a list and *last* or *lastly* to label the final point. We use *at first* to indicate that there is a contrast between two past situations, and *at last* to show that something happened later than hoped or expected. Often *at last* suggests annoyance or some inconvenience that results from the delay:

Firstly, cars like the one I learnt in have dual controls.

At first, I couldn't get the hang of this at all.

I passed my driving test at last, after taking it five times.

We don't use *at last* to label the last point in a list:

First, I had to practice starting on a hill ...

Finally / Lastly, the instructor made me reverse around a corner, (not at last, the instructor made me reverse around a corner.)

however

However is often a sentence connector, but can also be used:

as an adverb when it is followed by an adjective, adverb or *much* / *many*:

*My instructor never got annoyed, **however** badly I was driving.* (despite how badly) as a conjunction when it means ‘in whatever way’:

***However** I had the mirror positioned, I just couldn't judge where the back of the car was.*

even so (sentence connector), *even though* (conjunction)

Even so has a meaning similar to *however*. We use it to introduce a fact that is surprising given what has just been said:

*He was great and I didn't want to be taught by anyone else. **Even so**, I always found the replacements very patient and helpful*

We use *even though* to say that a fact doesn't make the rest of the sentence untrue:

***Even though** she doesn't have a professional qualification, she's got lots of experience to pass on.*

***on the other hand, on the contrary* (sentence connectors)**

We use *on the other hand* when we compare or contrast two statements. We sometimes introduce the first statement with *on the one hand*:

It may be that the quality of the tuition is better with a professional driving instructor.

***On the other hand**, it's cheaper if your parents teach you, or*

***On the one hand**, it may be that the quality of the tuition is better with a professional driving instructor. **On the other (hand)**, it's cheaper if your parents teach you.*

On the contrary is used similarly, but emphasizes that we reject the first statement and accept the second:

*Some people say that it's more expensive to be taught by a driving instructor than a friend or relative, **On the contrary**, it works out cheaper.*

Prepositions commonly confused with conjunctions and connectors

These are prepositions, and can't be used as conjunctions or sentence connectors:

***As well as** being calm and patient, he was always very encouraging, (**not** *As well as he was calm and patient...*)*

***Apart from** the cost of insurance, I think it's much better to be taught by your parents, (**not** *Apart from the insurance cost were high ...*)*

*I think there's a lot of other good things about having your parents teach you, **besides** saving money. (**not** ... *besides you can save money*)*

*I'd recommend professional driving lessons **despite/in spite** of the expense. (**not** ... *despite/in spite of they are expensive...*)*

*The lesson was cancelled **due to** the heavy rain. (**not** ... *due to it was raining heavily*)*

*We used to stop driving at some point during the lesson, and he would, ask me how I felt I'd improved (**not**... *at some point during we were having the lesson*)*

Importance of conjunctions in Business English Communication

Effective Business English communication requires speaking and writing English language fluently and confidently.

It is possible when the mastery of English Grammar and structures is attained. It involves building strong vocabulary skills as well. In order to demonstrate your mastery of basics in grammar and mechanics with sentence fluency in both verbal

and written communication, you need to have a good grasp of different parts of English sentences. Conjunction is one of the eight parts of English sentences.

A conjunction is a word that is used to connect *words, phrases, sentences and clauses*. Conjunctions are to be classified into different groups according to their role in the sentences, Correlative, Coordinating and Subordinating. All these types of conjunctions are much helpful to allow us to communicate effectively and efficiently. They are as follows:

Correlative Conjunctions: *Either-or, neither-nor, whether-or, not only – but also, as-as, if-then.*

Coordinating Conjunctions: *and, so, or, nor, for, but, yet*

Subordinating Conjunctions: *because, since, while, before, after, unless, whereas, once, that, wherever, whenever, although*

Conjunction is one of the most powerful part of a sentence that helps us maintain a strong flow of communication. A good knowledge and understanding of various conjunctions enable us to maintain both ways of communication, verbal and written conveniently. In addition, the ability of using conjunctions appropriately will aid us greatly in speaking in a confident manner[19].

It must be noted that a great distinction between a person who communicates English language fluently and a person who gets stuck up while communicating, is due to lack of knowledge and understanding of conjunctions. Some students have problems in creating more than two or three sentences. According to them, they can create single sentence comfortably, whereas framing more sentences seems to be difficult. This is also, mostly, due to inadequate vocabulary of conjunctions.

Since business English communication involves both speaking and writing effectively, it is important to know and understand well several conjunctions, so that effective and good flow of communication may be maintained in an effective and efficient manner in the work place.

II SOME PROBLEMS OF USING CONJUNCTIONS IN ENGLISH, KAZAKH, UZBEK AND CHINESE

2.1 Using, forming the conjunctions and their comprehension

The conjunction is a part of speech which denotes connections between objects and phenomena. It connects parts of the sentence, clauses, and sentences.

Sadie brought them in and went back to the door.

The blinds were down in the dining-room and the lights turned on - and all the lights were red-roses.

According to their morphological structure conjunctions are divided into the following groups:

Simple conjunctions (and, or, but, till, after, that, so, where, when, etc.)
Some of the simple conjunctions are homonymous with prepositions, adverbs, and pronouns.

Derivative conjunctions (until, unless, etc.)

Compound conjunctions (however, whereas, wherever, etc.) These conjunctions are few.

Composite conjunctions (as well as, as long as, in case, for fear (that), on the ground that, for the reason that, etc.)

Some conjunctions are used in pairs (correlatively): both... and, either ... or, not only ... but (also), neither ... not, whether ... or.

If anyone had asked him if he wanted to own her soul, the question would have seemed to him both ridiculous and sentimental.

... Nor would John Reed have found it out himself; he was not quick either of vision or conception[20].

As to their function conjunctions fall under three classes:

Coordinating conjunctions;

Subordinating conjunctions.

Correlative conjunctions

Coordinating Conjunctions

You use a co-ordinating conjunction ("and," "but," "or," "nor," "for," "so," or "yet") to join individual words, phrases, and independent clauses. Note that you can also use the conjunctions "but" and "for" as prepositions.

In the following sentences, each of the words is a co-ordinating conjunction:

Lilacs and violets are usually purple.

In this example, the co-ordinating conjunction "and" links two nouns.

This movie is particularly interesting to feminist film theorists, for the screenplay was written by Mae West.

In this example, the co-ordinating conjunction "for" is used to link two independent clauses.

Daniel's uncle claimed that he spent most of his youth dancing on rooftops and swallowing goldfish.

Here the co-ordinating conjunction "and" links two participle phrases ("dancing on rooftops" and "swallowing goldfish") which act as adverbs describing the verb "spends." [21].

AND

- a. To suggest that one idea is chronologically sequential to another: "Alice sent in her applications and waited by the phone for a response."
- b. To suggest that one idea is the result of another: "Willie heard the weather report and promptly boarded up his house."
- c. To suggest that one idea is in contrast to another (frequently replaced by but this usage) "Juanita is brilliant and Shalimar has a pleasant personality."
- d. To suggest an element of surprise (sometimes replaced by yet in this usage): "Hartford is a rich city and suffers from many symptoms of urban blight."
- e. To suggest that one clause is dependent upon another, conditionally, usually the first clause is an imperative): "Use your credit cards require my and you'll soon find yourself deep in debt."

BUT

- a. To suggest a contrast that is unexpected in light of the first clause: "Joey lost a fortune in the stock market, but he still seems able to live quite comfortably."
- b. To suggest in an affirmative sense what the first part of the sentence implied in a negative way (sometimes replaced by on the contrary): "The club never invested foolishly, but used the services of a sage investment counselor."
- c. To connect two ideas with the meaning of "with the exception of (and then the second word takes over as subject): "Everybody but Golden breath is trying out for the team."

OR

- a. To suggest that only one possibility can be realized, excluding one or the other: "You can study hard for this exam or you can fail."
- b. To suggest the inclusive combination of alternatives "We can broil chicken on the J. Rill tonight, or we can just eat leftovers."
- c. To suggest a refinement of the first clause: "Smith College is the premier all women's college in the country, or so it seems to most Smith College alumnae."
- d. To suggest a restatement or "correction" of the first part of the sentence: "There are no rattlesnakes in this canyon, or so our guide tells us."
- e. To suggest a negative condition: "The New Hampshire state motto is the rather grim "Live free or die."
- f. To suggest a negative alternative without the use of an imperative (see use of and above): "They must approve his political style or they wouldn't keep electing him mayor."

The Others...

The conjunction NOR is not extinct, but it is not used nearly as often as the other conjunctions, so it might feel a bit odd when nor does come up in conversation or writing. Its most common use is as the little brother in the correlative pair, neither [22].

He is neither sane nor brilliant.

That is neither what I said nor what I meant.

It can be used with other negative expressions:

That is not what I meant to say, nor should you interpret my statement as an admission of guilt.

It is possible neither to use nor without a preceding negative element, but it is unusual and, to an extent, rather stuffy:

George's handshake is not as good as any written contract, nor has he ever proven untrustworthy. I

The word YET functions sometimes as an adverb and has several meanings:

In addition ("yet another cause of trouble" or "a simple yet noble woman"), even ("yet more expensive"), still ("he is yet a novice"), eventually ("they may yet win"), and so soon as now ("he's not here yet"). It also functions as a coordinating conjunction meaning something like "nevertheless" or "but." The word yet seems to carry an element of distinctiveness that but can seldom register.

John plays basketball well, yet his favorite sport is badminton.

The visitors complained loudly about the heat, yet they continued to play golf every day.

Yet is sometimes combined with other conjunctions, but or and.

The word FOR is most often used as a preposition, of course, but it does serve, on rare occasions, as a coordinating conjunction. Some people regard the conjunction for as rather highfalutin and literary, and it does tend to add a bit of weightiness to the text. Beginning a sentence with the conjunction "for" is probably not a good idea, except when you're singing for he's a jolly good fellow. "For" has serious sequential implications and in its use the order of thoughts is more important than it is, say, with because or since. Its function is to introduce the reason for the preceding clause:

John thought he had a good chance to get the job, for his father was on the company's board of trustees.

Most of the visitors were happy just sitting around in the shade, for it had been a long, dusty journey on the train.

Be careful other conjunction so. Sometimes it can connect two independent clauses along with a comma, but sometimes it can't. For instance, in this sentence, "Soto is not the only Olympic athlete in his family, so are his brother, sister, and his Uncle Chet." where the word so means "as well" or "in addition," most careful writers would use a semicolon between the two independent clauses.

Sometimes, at the beginning of a sentence, so will act as a kind of summing up device or transition, and when it does, it is often set off from the rest of the sentence with a comma: So, the sheriff peremptorily removed the child from the custody of his parents.

The short, simple conjunctions are called "coordinating conjunctions":

And, but, or, nor, for, yet, so [23].

The 7 coordinating conjunctions are short, simple words. They have only two or three letters. There's an easy way to remember them - their initials spell:

F	A	N	B	O	Y	S
for	and	nor	but	or	yet	so

Subordinating Conjunctions

A subordinating conjunction introduces a dependent clause and indicates the nature of the relationship among the independent clause(s) and the dependent clause(s).

The most common subordinating conjunctions are "after," "although," "as," "because," "before," "how," "if," "once," "since," "than," "that," "though," "till," "until," "when," "where," "whether," and "while."

Each of the words in the following sentences is a subordinating conjunction:

After she had learned to drive, Alice felt more independent.

The subordinating conjunction "after" introduces the dependent clause "After she had learned to drive."

If the paperwork arrives on time, your cheque will be mailed on Tuesday.

A Subordinating Conjunction (sometimes called a dependent word or subordinates) comes at the beginning of a Subordinate (Dependent) clause and establishes the relationship between the rests of the sentence. It also turns the clause into something that depends on the rest of the sentence for its meaning.

He took to the stage as though he had been preparing for this moment all his life.

Because he joined acting, he refused to give up his diary of being in the movies.

Unless we act now, all is lost [23].

Midwifery advocates argue that home births are safer because the mother and baby are exposed to fewer people and fewer germs.

In this sentence, the dependent clause "because the mother and baby are exposed to fewer people and fewer germs" is introduced by the subordinating conjunction "because."

Notice that some of the subordinating conjunctions — after, before, since -are also prepositions, but as subordinators they are being used to introduce a clause and to subordinate the following clause to the independent element in the sentence.

The majority of conjunctions are "subordinating conjunctions". Common subordinating conjunctions are:

After, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while

Table 1 - A subordinating conjunction joins a subordinate (dependent) clause to a main (independent) clause.

main or independent clause	Subordinate or dependent clause	
Ram went swimming	Although	it was raining.
	subordinating conjunction	

A subordinating conjunction always comes at the beginning of a subordinate clause. It "introduces" a subordinate clause. However, a subordinate clause can sometimes come after and sometimes before a main clause. Thus, two structures are possible:

Ram went swimming although it was raining.

Although it was raining, Ram went swimming.

Correlative conjunctions

Correlative conjunctions always appear in pairs -- you use them to link equivalent sentence elements. The most common correlative conjunctions are "both...and," "either...or," "neither...nor," "not only...but also," "so...as," and "whether...or." (Technically correlative conjunctions consist simply of a co-ordinating conjunction linked to an adjective or adverb.)

Some conjunctions combine with other words to form what are called correlative conjunctions. They always travel in pairs, joining various sentence elements that should be treated as grammatically equal.

She led the team not only in statistics but also by virtue of her enthusiasm.

Polonius said, "Neither a borrower nor a lender be." Whether you win this race or lose it doesn't matter as long as you do your best.

The words in the following sentences are correlative conjunctions:

Both my grandfather and my father worked in the steel plant.

In this sentence, the correlative conjunction "both...and" is used to link the two noun phrases that act as the compound subject of the sentence: "my grandfather" and "my father".

Bring either a Jello salad or a potato scallop.

Here the correlative conjunction "either...or" links two noun phrases: "a Jello salad" and "a potato scallop."

Corinne is trying to decide whether to go to medical school or to go to law school.

Similarly, the correlative conjunction "whether ... or" links the two infinitive phrases "to go to medical school" and "to go to law school."

The explosion destroyed not only the school but also the neighbouring pub.

In this example the correlative conjunction "not only ... but also" links the two noun phrases ("the school" and "neighbouring pub") which act as direct objects.

Conjunctions are form-words; they have no independent meaning of their own, but serve to connect words, groups of words, and sentences or clauses. This connection is brought about either by way of co-ordination or by way of subordination. Accordingly, conjunctions are classed as coordinative and subordinative [24].

2.2 Classification and the usage of conjunctions in English, Kazakh, Uzbek and Chinese

A coordinative (or coordinating) conjunction connects words, groups of words and clauses that are independent of each other:

A subordinative (or subordinating) conjunction connects a subordinate clause with the clause on which it depends. It may also introduce adverbial phrases.

Co-coordinative conjunctions may be subdivided into copulative, disjunctive, adversative, causal and regulative.

a) A copulative conjunction is one that denotes addition; sometimes it is used to express an opposition or an explanation: and, nor, neither ... nor, as well as, both... and, not only... but also

I both wished and feared to see Mr. Rochester on the day which followed this sleepless night.

yet was it lit...

Neither George nor I dared to turn round.

b) A disjunctive conjunction is one that denotes separation: or, either... or:

I had no difficulty in recognizing either Minnie or Minnie's children.

An adversative conjunction denotes that two ideas contradict each other: but, still, yet.

A causal conjunction denotes reason: for

The windows were open, for it was hot. It grew dark, but a moon was somewhere rising, for little shadows stole out along the ground.

e) Resultative: so, hence:

The grass was drenching wet, so he descended to the road. "You have settled it all for yourself, it seems; so I wash my hands of it."

The divisions of subordinative conjunctions are:

a) Those introducing subject, predicative and object clauses: that, if, whether, lest:

She thought that the open air might do her good... She feared lest they should take her at her word.

b) Those introducing adverbial clauses or phrases:

Of place: where, wherever:

When they had gone, she moved across to where the wood fire burned.

Of time: since, until, till, as long as, before, after, while whilst, directly, soon as:

I wrote her a letter almost as soon as I was housed at Dover. So we went on till we came to another hotel.

Of concession: though, although:

A thin delight lingered though the sun had set sometime... Though not amusing, he was so good-humored and so easily pleased...

Of reason or cause: as, because, since, seeing:

We were up early the next morning, as we wanted to be in Oxford by the afternoon. It was a relief to get into the fresh air, and since the night was fine we walked.

Of condition: if unless, provided, supposing:

"If I were you," she said, "I should not worry".

Of purpose: lest, that, in order that, so that:

I went to Canterbury, that I might take leave of Agnes and Mr. Wickfield... She dared not approach the window, lest he should see her from the street.

Of result: so that, that:

She stirred the fire, so that a ripple of light broke from the disturbed coal... And I sat there so many hours, that the shade became sunlight, and the sunlight became shade again...

Of comparison: as, as... as, not so... as, than, as if, as though [25].

Table 2 – Types of Conjunctions and Examples

Types of Conjunctions	Definition	Conjunctions
COORDINATING CONJUNCTIONS	Joins words, phrases and independent clauses Example: The park is green, but it is greener in the winter.	for, and, nor, but, or, yet, so
SUBORDINATING CONJUNCTIONS	Introduces a dependent clause and ties it to an independent clause Example: If you leave, I will be lonely.	after, although, as, as if, as long as, as much as, as soon as, as though because, before, even, even if, even though if, if only, if when, if then, inasmuch, in order that just as, lest, now, now since, now that, now when once, provided, provided that, rather than, since, so that, supposing than, that, though, til, unless, until while, who, whoever, why when, whenever, where, whereas, where if,
CORRELATIVE CONJUNCTIONS	A pair of conjunctions that must be used together Example: I either want ice cream or yogurt.	not only / but also either / or neither / nor whether / or as / as such / that scarcely / when as many / as no sooner / than rather / than

Classification of conjunctions in English and Kazakh

(According to Z.Badanbekkhyzy)

(Шылау)

English and Kazakh conjunctions are words used to **join** words or groups of words together or one sentence to another. They may be small words, but conjunctions are highly functional and very important for constructing sentences. The function of English and Kazakh conjunctions is not the same. Therefore, there are different divisions of them [26].

Kazakh conjunctions are divided into three groups according to their function in sentences. They are:

Жалғаулықтар

Септеуліктер

Демеуліктер

But English conjunctions are divided into two groups:

Coordinating conjunctions (Салалас мәнді шылаулар),

Subordinating conjunctions (Сабақтас мәнді шылаулар)

According to their structure, English conjunctions are divided into four groups

simple (дара)

derivative (туынды)

complex (күрделі)

compound (құрамдас)

Table 3 – Types of the conjunctions according to their structure

Types of conjunctions	Conjunctions	Examples
Simple (Тек дара түбірден тұрады)	and, as, after, both, but, for, it, hence, since, so, still, than, that, then, till, though, when, while, where, what, yet	<i>Diar ate a sandwich and drank a glass of milk.</i> <i>I'll call you after I have spoken to them.</i> <i>He was watching her as her friend got ready.</i> <i>Both my sisters live in Almaty.</i> <i>I went to University by taxi, so that I would be able not to be late.</i> <i>My daughter has been living in Astana since 2003.</i> <i>Her clothes, though old and worn, looked clean and of good quality.</i> <i>While I was waiting at then bus stop, three buses went by in the opposite direction.</i>

Derivative (туынды түбірге жұрнақтар мен префикстер жалғанады)	although, until, unless, seeing, supporting, whether, unlike, without, within	<i>Although small, the kitchen is well designed. I sleep with the window open unless it is really cold.</i> <i>Until she spoke I had not realized she was not English.</i> <i>Whether or not we're successful, we can be sure that we did our best.</i>
Compound (күрделі – екі түбірден құралады)	moreover, otherwise, meanwhile, whereas, wherever, however, therefore, nevertheless	<i>Some of the studies show positive results, whereas others do not.</i> <i>Wherever she goes, there are crowds of people waiting to see her.</i> <i>Exercise, meanwhile, can reduce its effects</i>
Complex (composite) (құрамдас – бірнеше сөзден құралады)	as, far as, as long as, as soon as, as well as, because of, in case, in order, no matter where (how, when, who, what, why),for fear that, on behalf of, from now on, from time to time, on condition, on the ground that	<i>I haven't known him as long as you.</i> <i>We'd like it as soon as possible.</i> <i>He walked slowly because of his sick leg.</i> <i>I can't sigh as well as my mother.</i> <i>As far as I can see, you've done nothing.</i> <i>You'd better take the keys in case I am out.</i>
Complex conjunctions with pair (double) words	both...and, either...or, neither...nor, whether...or, only ... but (also)	<i>Both her daughter and her son will be here next week.</i> <i>Well, I think she's either Russian or Polish.</i> <i>I neither knew nor cared what had happened to him.</i> <i>He did not only read the book, but also remembered what he had read.</i> <i>He seemed undecided whether to go or stay.</i>

Table 4 – Kazakh conjunctions

Types of conjunctions	Conjunctions	Examples
Ыңғайластық жалғаулықтар Copulative	және, мен/бен/пен, да/де, та/те, әрі, тағы - and	<i>Оқытушылар мен студенттер қызықты кеш ұйымдастырды. Елдос пен Қанат Медеуде кездесті. Марат әрі оқиды, әрі жұмыс істейді. Сен және Күміс кезекшілікті атқаруға міндеттісіңдер.</i>
Салдарлық	Сондықтан, сол үшін, сол себепті, соның үшін – that's why, therefore, so	<i>Ол ұзақ ауырдыб сол себептен қысқы емтиханды тапсыра алмады. Ұлжан еңбексүйгіш, сондықтан қиындықты тез жеңеді. Сен өтірікшісің, соның үшін ұнатпаймын.</i>
Қарсылықты Adversative	Бірақ, онда да, ал, сонда да, дегенмен, әйтпегенде - but, however, nevertheless	<i>Әлиманың кешке келмеуі де мүмкін, дегенмен шақырыңыз. Мен жиһаз сатып алар едім, бірақ оған ақшам жоқ. Әзиза көп ескерту алды, сонда да сабақтан кешігуін қоймады.</i>
Себептік Causative-consecutive	Себебі, өйткені – because	<i>Ажар жаңа жылдық кешке келмеді, өйткені ол ауырып қалды. Жантас жаңа ұялы телефон сатып ала алмады, себебі оның ақшасы жетпеді.</i>
Шарттық	Егер, онда, егер... онда, егер де – if, whether, if... then	<i>Егер ауа райы жақсы болса, серуенге шығамыз. Егер үлгермейтін болсаң, онда бұл жұмысқа кіріспе. Егерде еш мүмкіндігің болмаса, жассырмай айтарсың.</i>
Талғаулықты Disjunctive	Не, я, немесе, әлде, біресе, болмаса, әйтпесе – or, either... or, now... now... then	<i>Сен мамандықты дұрыс таңда, әйтпесе кейін өкінесің. Я мен, я ол, таңдауыңды айт. Сәбира, тамақ дайында немесе үйді тазала. Динара біресе сыртқа шығып, біресе ішке кіріп қатты мазаланды.</i>

As it is written above, Kazakh conjunctions are divided into three types, so English conjunctions are divided into two types according to their function in the sentence. Kazakh conjunctions[27]:

Ыңғайластық жалғаулықтар: *мен (бен, пен), және, да, де, та, те, әрі.*

These conjunctions are translated as **and** in English.

For instance:

Оқытушылар мен студенттер қызықты кеш ұйымдастырды. - The teachers and students organized an interesting party.

Әсел мен Ләйла Медеу мұз айдынында кездесті. — Asel and Laila met at the Medeu skating ring.

Мәрзия әрі оқиды, әрі жұмыс істейді. — Marziya studies and works.

Талғаулықты жалғаулықтар: *әлде, біресе, не, немесе, болмаса, я, яки, кейде, мейлі.* Талғаулықты жалғаулықтар are close to **then** in meaning.

For instance:

Сен мамандықты дұрыс таңда, әйтпесе өкінерсің. — You should choose the profession correctly then you will be sorry.

Қарсылықты жалғаулықтар: *бірақ, алайда, дегенмен, әйтпесе, сонда да, әйткенмен.* In English: **but, however, nevertheless.**

For instance:

Мен жиһаз сатып алғым келеді, бірақ ақшам жоқ. — I want to buy furniture but I am short of money.

Себептік жалғаулықтар: *себебі, өйткені, неге десең.* Себептік жалғаулықтар are translated as **because.**

For instance:

Сәуле туған күн кешіне келе алмады, себебі ол ауырып қалды. - Saule couldn't come to the birthday party because she felt ill.

Салдарлық жалғаулықтар: *сондықтан, сол үшін, сол себепті.* In English **that is why, therefore, so.**

For instance:

Сен өтірікшісің, сондықтан мен сені ұнатпаймын. - You are a liar that is why I hate you.

Шарттық жалғаулықтар: *егер, онда.* In English: **if, whether.**

For instance:

Егер ауа райы жақсы болса, серуенге шығамыз. - If the weather is fine we'll go out.[33]

Септеуліктер are divided into four groups:

Атау септігін меңгеретін септеуліктер: *үшін, сайын, сияқты, секілді, тәрізді, туралы, арқылы, бойы, бойымен, бойынша, жайлы, жайында, шамалы, шақты, қаралы.*

Барыс септігін меңгеретін септеуліктер: *шейін, дейін, таман, жуық, тарта, қарай, таяу, салым.*

Шығыс септігін меңгеретін септеуліктер: *гәрі, кейін, соң, бері, әрі, бұрын, бетер.*

Көмектес септігін меңгеретін септеуліктер: *қатар, бірге, қабат.*

Демеуліктер are divided into seven groups:

Кушейткіш демеуліктер: *-ақ, -ай, -ау, да/де, та/те.*

Сұраулық демеуліктері: *ма/ ме, па /пе,ба /бе, ше.*

Нақтылау демеуліктері: *ды /ді, ты /ті, тын /тін, қой /ғой.*

Шектеу демеуліктері: ғана/ қана, тек.

Болжалдық демеуліктері: мыс/ міс.

Қомсыну демеулігі: екеш.

Салыстыру демеуліктері: түгел, тұрсын, тұрмақ[28].

Let's turn to English conjunctions. As it is mentioned above, there are two types of conjunctions in English:

a) Co-ordinating (салалас мәнді жалғаулықтар (шылаулар),

ә) Subordinating (сабақтас мәнді жалғаулықтар (шылаулар))[29].

Coordinating conjunctions (Салалас мәнді шылаулар).

Ағылшын тіліндегі салалас мәнді шылаулар сөйлемнің бірыңғай мүшелері мен сөйлемдерді жалғастырады. Оларға төмендегі жалғаулықтар жатады:

a) and шылауы қазақ тіліндегі *және, пен, мен, да, де, әрі* **ЫҢҒАЙЛАСТЫҚ** жалғаулықтарына сәйкес келеді:

The room is clean **and** light. — Бөлме таза **әрі** жарық.

I went home **and** Aigul continued her work in the library. — Мен үйге кеттім **де**, Айгүл жұмысын кітапханада жалғастырды.

ә) but қазақ тіліндегі *бірақ, да, де, дегенмен, әйтпесе, алайда* **ҚАРСЫЛЫҚТЫ** жалғаулықтарына сәйкес келеді:

I should like to come to see you **but** I have no time. - Саған келейін деп едім, **бірақ** уақытым болмады.

б) as well as қазақ тілінде *сол сияқты, сондай-ақ* мағынасын береді: *There are letters as well as telexes on the desk. — Үстелдің үстінде хаттар, сол сияқты телекстер де жатыр.*

в) both ... and қазақ тіліне *тек қана...* **сондай-ақ** болып аударылады: *Janat is both a good economist and a clever man. — Жанат тек қана жақсы экономист емес, сондай-ақ ақылды (дана) адам.*

г) either ... or қазақ тілінде талғаулықты жалғаулықтарға (не ... не, әйтпесе, да, де) сәйкес келеді:

I shall go there either by bus or by tram. - Мен ол жерге не автобуспен, не трамваймен барамын.

You either come in or go out. - Кіріңіз не шығыңыз.

д) neither ... nor қазақ тілінде талғаулықты жалғаулығына сәйкес келеді (не ...не):

He could find her neither in the library nor in the hospital. — Ол оны не кітапханадан, не жатаханадан таба алмады. She has neither brothers nor sisters. - Оның не аға-інілері, не әпке-сіңділері жоқ[30].

Subordinating conjunctions (Сабақтас мәнді шылаулар).

Сабақтас мәнді жалғаулықтар (шылаулар) бағыныңқы сөйлемді басыңқы сөйлеммен жалғастырады. Оларға төмендегі жалғаулықтар жатады:

after қазақ тіліндегі **ШЫҒЫС СЕПТІГІН** меңгеретін (*кейін, соң*) септеу-ліктеріне сәйкес келеді:

Almas went home after he had finished his classes. — Алмас сабақтан соң үйіне кетті.

ә) **as** қазақ тіліндегі **себептік жалғаулықтарға** (*себебі, өйткені, -тан, -тен*) сәйкес келеді:

As the weather was fine the children went for a walk. — Ауа райы жақсы болғандықтан, балалар серуенге шықты.

As Saule was in a hurry, she had to take a taxi. — Сәуле асыққандықтан, таксиге отыруға мәжбүр болды.

б) **as** қазақ тілінде *солай* мағынасын береді:

Botagoz did exactly as Arman told her. — Арман не десе, Ботагөз соны істеді.

в) **as ... as** қазақ тілінде **атау септігін** меңгеретін **сияқты** септеулігіне сәйкес келеді:

His room is as large as mine. — Оның бөлмесі менің бөлмем сияқты үлкен.

г) **as if** қазақ тіліндегі **атау септігін** меңгеретін септеуліктерге (сияқты еді, сияқты болып, дай, дей) мағыналас:

Sabyr boasted as if he could buy the whole world. — Сабыр бүкіл жер жүзін сатып апатындай мақтанды.

ғ) **for** қазақ тілінде себептік жалғаулықтарға (*-тан, -тен, солай болған- дықтан, себебі, өйткені*) сәйкес келеді:

The windows were open for it was hot. — Ыстық болғандықтан, терезелер ашық болды.

д) **if** қазақ тіліндегі шарттық жалғаулыққа (*егер*) сәйкес келеді:

I should go, if you do not mind. — Егер сіз қарсы болмасаңыз, мен кетейін.

е) **provided (that), providing** қазақ тіліндегі шарттық жалғаулыққа (*шартпен, егерде*) мағыналас:

We shall write this article provided you support us. — Егерде сіз көмек- тессеңіз, біз мына мақаланы жазар едік.

ж) **that** қазақ тіліндегі **шығыс септігінің** (*-нан, -нен, -ша, -ше, -тан, -тен, -дан, -ден*) жалғауына сәйкес келеді:

This pencil is longer than that one. — Мына қарындаш ана қарындаштан ұзынырақ.

з) **notwithstanding** қазақ тіліне *қарамасман* болып аударылады:

Notwithstanding (that) I enjoyed myself, I am glad to be back. — Ол жақта уақыттың көңілді болғанына қарамасман, қайтып келгеніме қуаныштымын.

и) **lest** қазақ тіліндегі **талғаулықты, қарсылықты** жалғаулықтарға (солай болмаса, әйтпесе) мағыналас:

Ring up lest I forget about the performance. — Маған телефон соқ, әйтпесе қойылым туралы ұмытып кетермін.

к) **though** қазақ тіліндегі **қарсылықты** жалғаулықтарға (дегенмен, әйтсе де, қалай да) мағыналас:

Though it was too late, he went on watching TV. — Тым кеш болғанымен, ол теледидар қарауды тоқтатпады.

л) **till** қазақ тіліндегі **шарттық және қарсылықты** жалғаулықтарға сәйкес келеді:

Unless you start studying at once you won't get knowledge. — Егер сіз қазірден оқымасаңыз, білім ала алмайсыз.

н) **until** қазақ тіліндегі **барыс септігін меңгеретін** септеуліктерге (-ша, -ше, дейін, шейін) мағыналас:

They waited him until it got dark. – Олар оны қараңғы түскенше (қараңғы түскенге дейін) күтті.

о) **when** қазақ тіліндегі **шығыс септігінің** (-дан, -ден) жалғауына сәйкес:

Be careful when crossing the street! – Көшеден өтерде абай болыңыз!

ө) **whether** қазақ тіліндегі **сұраулық демеуліктерге** (-ба, -бе, -па, -пе, -ма, -ме) мағыналас:

I asked my daughter **whether** she had been at the concert. – Мен қызымнан «Концертте болдың ба?» - деп сұрадым[31].

Conjunctions (жалғаулық шылаулар)

The eight types of Kazakh conjunctions are:

1. **connecting** (ыңғайластық),
2. **disjunctive** (талғаулықты),
3. **contrastive** (қарсылықты),
4. **motivating** (себепті),
5. **consequential** (салдарлық),
6. **conditional** (шарттық),
7. **specifying** (айқындағыш),
8. **adjoining** (ұстастырғыш).

These eight are broadly divided into coordinating conjunctions (салаластырғыш) and subordinating conjunctions (сабақтастырғыш)[32].

Coordinating Conjunction (салаластырғыш)

connecting (ыңғайластық): мен(ен)/бен/пен (with/even though/although), да/де/та/те (and), және (and/also), әрі.

Examples:

Қар ерте кеткенмен, күн жылынбалы. (Even though the snow melted early, the sun didn't shine.)

Жаңбыр жауды да жер көктемді. (It rained and the earth turned green.)

Ат та бар, үй да бар (She has both a horse and a home.)

Сәуле бүгін қалаға баратын ниеті жоқ еді және даяр көлік те бола қоймайды. (Saule did not think about going to town today, and so she had no supplies.)

disjunctive (талғаулықты): әлде, бірсе, я, бірде, болмаса, пе, немесе, яки, мейлі.

Subordinating Conjunction (сабақтастырғыш)

contrastive (қарсылықты): бірақ, алайда, әйтседе, әйткенмен, әйтпесе, әйткенде, дегемен, онда да, сондада, сөйтсе да.

motivating (себепті): себебі, өйткені веге десең, не үшін десең.

consequential (салдарлық): сондықтан, сол себепті, сол үшін, соның үшін.

conditional (шарттық): егер, егер де, алда-жалда.

specifying (айқындағыш): яғни, демек.

adjoining (ұстастырғыш): ал ендеше, ендеше, олай болса, онда[33].

The Conjunctions “мен”, “бен”, “пен”, correspond to the English “and”. The choice of the correct variant of this conjunction depends on the last sound of the preceding word:

Table 5 – dependants on the last sound of the preceding word of conjunctions in Kazakh

The last sound of the preceding word	Conjunction	Example	
		Kazakh	English
vowels or sonant р, й, л, у, м, н, ң	мен	Орманда қасқыр мен аю бар.	There are wolves and bears in the forest.
voiced з, ж	бен	Көлде қаз бен үйрек бар.	There are geese and ducks on the lake.
voiceless or voiced в, г, д	пен	Бөлмеде мысық пен ит бар.	There is a cat and a dog in the room.

Table 6 – Comparison and Translation

	Kazakh	English	Examples	Examples
Copulative	мен/пен/бен да/де, та/те және	and both... and	Мен және сен. Ана мен әке. Сәбіз де, қияр да.	I and you. The mother and father. Both the carrot and cucumber.
Adversative	бірақ онда да ал сонда да	but however	Көйлек жақсы, бірақ ұзын.	The dress is good, but long.
Disjunctive	не, я, әлде біресе немесе әйтпесе болмаса	or, either... or now... then,	Жылы ма, әлде суық па? Не мен, не сен.	Warm or hot. Either me or you.
Causative	себебі өйткені	because	Бармаймын, себебі мен ауырып тұрмын.	I'll not go, because I'm sick.
Consequential	сондықтан, сол үшін, сол себептен	that's why therefore so	Ол ауырып жатыр, сондықтан келе алмайды.	He is sick, therefore he can't come.

Conditional	егер, онда, егер... онда	If whether if... then... in case	Егер ол бармаса, мен барамын.	If he doesn't go, I'll go.
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Postpositions

Postpositions taken separately don't have any individual lexical meaning but when used with the nouns they have different shades of meaning. Conjunctions like those of English serve to join words in the sentence and parts of the sentences[34].

Table 7 – Postpositions

Септеүліктер	Postpositions in English	Examples
үшін туралы арқылы бойынша	because of; for; for the benefit of; about through, by means of, according to	сен үшін - for you үй туралы - about the house әкем арқылы - through my father айтуы бойынша - according to his words
дейін/шейін	to, till, before	беске дейін - till five үйге дейін – to the house
соң, кейін	after	сабақтан кейін,(соң)- after the lesson
бұрын әрі	before further	менен бұрын - before me әрі отыр - sit further

Conjunctions in Uzbek language (Боғловчилар)

Uzbek linguists U. Tursunov, J. Muhtorov and Sh. Rahmatullaev classified uzbek conjunctions into two groups:

Тенг боғловчилар (Coordinating conjunctions)

Эрагаштирувчи боғловчилар (Subordinating conjunctions)[35].

Тенг боғловчилар (Coordinating conjunctions) connect words, phrases, clauses or sentences which are independent of each other. The meaning of conjunctions is closely connected with the relations they express.

Subdivisions of тенг боғловчилар in Uzbek language:

Бириктирув боғловчилари (ва, ҳамда, билан)

Example:

Амир Валидхон билан яккама-якка олишиб, уни енгди ва оёқ-қўлларига кишан урди.

Зидлов боғловчилари (аммо, лекин, бироқ, балки, ҳолбуки)

Айирув боғловчилари (ё(ёки, ёинки, ёхуд); гоҳ..., гоҳ, бир..., бир..., баъзан..., хоҳ..., хоҳ...)[36].

Эргаштирувчи боғловчилар (Subordinating Conjunctions) serve to join a clause to a main sentence.

According to N. Rajabov, Sh. Shoabdurahmonov, эргаштирувчи боғловчилар are subdivided into three groups according to their function:

- Аниқлов боғловчилар: *яъни, -ки, -ким;*
- Сабаб боғловчилари: *чунки, шунинг учун;*
- Шарт боғловчилар: *агар, агарда, башарти, агарчи;*
- Чоғиштирув боғловчилар: *гўё, гўёки.*

But, according to U. Tursunov, J. Muhtorov and Sh. Rahmatullaev's classification, эргаштирувчи боғловчилар (Subordinating Conjunctions) are of six kinds:

They are of six kinds:

Кўшимча эргаштирувчи боғловчилар (Incidental (Circumstantial) Conjunctions)

-ки 'that, so that'

-ким 'that, so that'

Example:

Мана неча кундирки, якка кишилик камерадаман.

'Look how many days **so that** I have been in a single cell.'

Шуни ҳам қўймоқ керакки, оладиган хотинингиз сизга мувофиқ булиши баробарида, эр дам хотинга муваффақтаб булсин.

'We must add this, too, that along with the [requirement] that the woman that you are considering to take [for a wife] should be suitable to you, the husband also must be suitable to [his prospective] wife'[37].

Сабаб эргаштирувчи боғловчилар (Causal Conjunctions)

'because, as'

чунки

'for this reason'

шунинг учун шу

'on account of this'

шу сабабли

'on account of this'

шу сабабдан

'on account of this'

важдан туфайли

'because of, on account of'

негаким зероки

'for, since; because'

чунки

'because' шунинг учун шу сабабли шу сабабдан

шу ваддан туфайли

негаким зероки

Синглим кела олмайди негаким вақти йўқ.

'My sister cannot come **because** she has no time.'

Кеча мен сизникига бора олмадим. Чунки менинг ишим бор эди.

'Yesterday I could not go to your place **because** I was busy.'

Мақсад эргаштирувчи боғловчилар (final conjunctions)

то ‘until, in order that’
токи ‘so that, in order that’

Note: These conjunctions are rather rare. The verb in the clause introduced by *токи* is either in the imperative or in the voluntative mood.

Example:

Тоғам биринчи қаторда ўтирди, токи сахнадаги артистларни яхшироқ кўрсин.

‘My uncle sat in the first row **so that** he could see better the artists on the stage.

Эртага барвақт йўлга тушимогим керак, токи бир кун ичида Нукусга борсам.

‘I must start out early tomorrow **so that** I can make it to Nukus in one day.’

Note: The conjunction *то* is often used to intensify the grammatical , meaning of the gerunds in -гунча.

Example:

То хамма йиғилгунча мен шу ерда буламан.

‘**Until** all gather together I will stay here.’

Шарт эргаштирувчи боғловчилар (Conditional Conjunctions)

агар ‘if’
агарда ‘if’
башарти ‘if, on condition that’
борди-ю ‘and if’
мабодо ‘in the event of’
модомики ‘as, because, since’

Модомики кимдир хамсоя булиши шарт экан, сен бўлганинг менга маъқул.

‘**Since** it is mandatory that someone be my neighbor, it is all right with me if you are the one.’

Concessive Conjunctions (тусиқсиз эргаштирувчи боғловчилар)

гарчи ‘even if’
гарчанд ‘although’
башарти хам ‘even if’
борди-ю ‘even if’

Examples:

Борди-ю, улар гунохкор хам бўлсалар, ахир, менга нима алоқаси бор?

‘**Even** if they are guilty, after all, what does it have to do with me?’

Гарчанд мен унга совга берсам-да, у менга қарамади.

‘**Although** I gave her a gift, she didn’t even look at me.’

Мен бу отни тоғамга сотмайман, башарти-ю талаб қилса хам.

‘I will not sell this horse to my uncle **even if** he demands so.’

Қиёсий эргаштирувчи боғловчилар (Comparative Conjunctions)

гуё	‘as if, as though’
гўёки	‘as if, as though’
худди	‘exactly like’

Example:

Бу хонага шундай жимлик чўкканки, гўё унда хаёт бутунлай йўқ.

‘In the room such silence set in that it seemed **as if** no life whatsoever existed there.’

The conjunctions *гуё* and *гўёки* ‘as if, as though’ may occur with the comparative case ending on verbal nouns in -ган. E.g.,

Гўёки бу одамни кўрмагандек булиб ўтиб кетди.

‘He passed by as if he didn’t know the man.’

Эшик очилиб чиқишим билан назоратчи бошдан оёқ гўё мен ниманидир яшириб кўйгандек хамма жойимни тинтиб чиқди.

‘When the door opened and I stepped out, the guard searched me from head to toe going through every place of mine, **as if** I had hidden something.’

Note: The conjunctions *чунки*, *негаки*, *гўё*, *гўёки*, *токи*, and *шунинг учун* may follow a period, i.e., they can formally begin a new sentence. E.g.,

Самарқанд Навоийнинг хаёти ва ижодида катта роль уйнади. Чунки у пайтда Самарқандда адабиёт ва санъат анча ривожланган ади.

‘Samarqand played an important role in Nava’i’s life and work because, in those days, literature and art were highly developed (there) in Samarqand[38].’

But according to Н. Ражабов, Ш. Шоабдурахмонов, Эргаштирувчи боғловчилар are subdivided into four groups according to their function:

- Аниқлов боғловчилар: *яъни*, *-ки*, *-ким*;
- Сабаб боғловчилари: *чунки*, *шунинг учун*;
- Шарт боғловчилар: *агар*, *агарда*, *башарти*, *агарчи*;
- Чоғиштирув боғловчилар: *гўё*, *гўёки*.

Incremental Confrontation

In incremental confrontations the coordinating correlatives ‘not only...but also’ / ‘not only...but even’ are expressed by the following structures:

Тугул in the base and *дам* and the negative verb in the incremental phrase.

Example:

Бу китобни сен тугул, отанга дам бермайман.

I am not going to give this book to you or even to your father.

У мендан моли **тугул**, жонини хам аямайди.

‘He did not spare his wealth or **even** his life for my sake.’

The adverb *фақат* and the predicative word *эмас* in the base, the conjunction *балки* and the positive verb in the incremental phrase.

Example:

Бу асар фақат хаёт дақиқатини акс эттириши жихатидан ёмас, балки услубига кўра ҳам янгилик эди.

‘This work was an innovation not only from the point of view of the reflection of the realities of life **but also** in regard to style[39].’

Conjunctions in Chinese (中文连词)

Conjunctions in Chinese may be divided into two major types: those coupling words or phrases, and those linking clauses. Conjunctives, on the other hand, are a set of monosyllabic referential adverbs, which generally are found at the beginning or towards the beginning of the second (or main) clause of a sentence.

They refer back to the preceding (or subordinate) clause, which may itself include a conjunction or, in a limited number of cases, another conjunctive.

Clauses in a sentence can also be brought together without any form of connective marker (conjunction or conjunctive). This happens when correlative or parallel constructions are employed, or where two clauses are set in apposition, where the meaning of the second clause is in some way consequential on that of the first.

In the following sections, we will discuss conjunctions which join words and phrases, conjunctions and conjunctives that link clauses, correlatives that introduce parallel structures, and clauses set in apposition to each other[40].

The four conjunctions

There are four conjunctions that join nouns or nominal expressions. These conjunctions, which all mean 'and', may often be used interchangeably, the difference between them being one of style:

和 **he** [neutral]

跟 **gen** [northern colloquial]

同 **tong** [southern colloquial]

与 **yu** [formal]

For example:

爸爸和妈妈 都出去了。 **baba he mama dou chuqu le**

Mother and father have both gone out.

城市跟农村 我全都治疗过。 **chengshi gen nongcun wo dou zhi liao guo**

I have lived in towns and villages.

你同我都是南方人。 **ni tong wo dou shi nanfang ren**

You and I are both Southerners.

白天与黑夜 他都在工作。 **baitian yu heiye ta dou zai gongzuo**

He works day and night[41].

If there are more than two nominal items, the conjunction comes between the last two, the rest being separated by *dun*-commas / /, which are enumerative

commas. These *dun*-commas are unique to Chinese and are written in the reverse direction of a standard comma / , /:

哥哥`姐姐`妹妹`和弟弟 **gege | jiejie | meimei he didi**

Elder brother, elder sister, younger sister and younger brother.

物理`化学`数学`和哲学 **wuli | huaxue | shuxue he zhexue**

Physics, chemistry, maths and philosophy.

而 **er** 'also'

This is often used to join two adjectives or adjectival expressions, which are either both affirmative or an affirmative followed by a negative. In the former case, the two adjectives must be of similar length, either both monosyllabic or both disyllabic. In the latter case, the affirmative adjective is always monosyllabic and the negative disyllabic with 不 **bu** 'not' as the first syllable, in a rhythmic, antithetical sequence:

这个人 坚定而勇敢。 **zhei ge ren jianding er yonggan**

This man is steadfast and brave.

他是个 认真而严谨的科学家。 **ta shi ge renzhen er yanjin de kexuejia**

He is a serious and rigorous scientist.

这篇文章 长而空。 **zhei pian wenzhang chang er kong**

This essay is long and vacuous/devoid of content.

长而不空 **chang er bu kong**

long but not vacuous

艳而不俗 **yan er bu su**

gaudy but not vulgar

这个西瓜大而不甜 **zhei ge xigua da er bu tian**

This watermelon is large but not sweet.

并 **bing** 'also'

This can link two predicate verbs which are transitive and share the same object:

会上讨论并通过了这项提案。 **hui shang taolun bing tongguole zhei xiang ti'an**

The meeting discussed and passed this motion.

大家都同意并支持我的提议。 **dajia dou tongyi bing yonghu wode tiyi**

Everyone agreed with and supported my proposal.

The lexical conjunctions cited above are the standard connectives for the three word categories of nouns, adjectives and verbs. However, as we shall see from the clausal conjunctions below, they have disyllabic variants: e.g. 以及 **yiji** 'also' for 和 **he**, etc., 而且 **erqie** 'but also' for 而 **er**, and 并且 **bingqie** 'and also' for 并 **bing**[42].

Clausal conjunctions in Chinese form a large closed set. They display the following distinctive features:

(a) some have monosyllabic and disyllabic variants depending on rhythmic requirements:

但是 **danshi** 'but' > 但 **dan** 'but'
虽然 **suiran** 'though' > 虽 **sui** 'though'
如果 **ruguo** 'if' > 如 **ru** 'if'

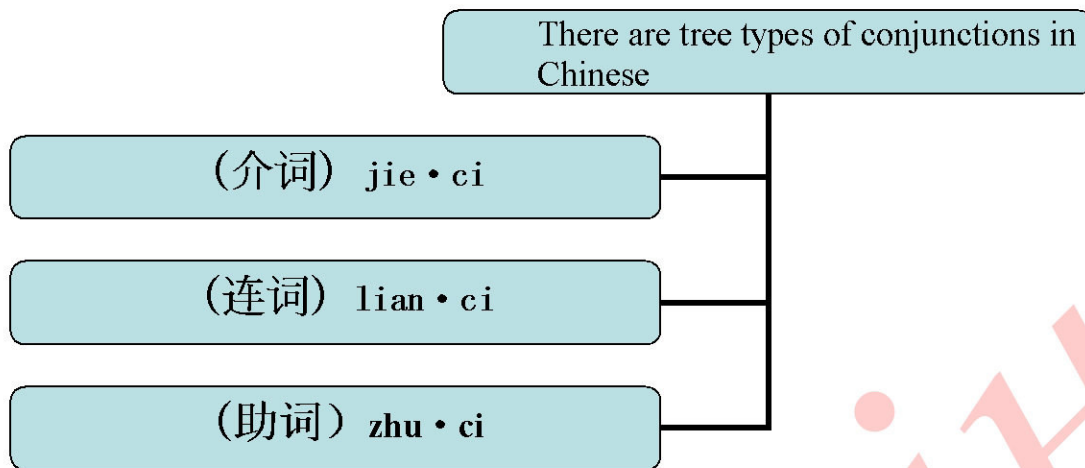
(b) some occur in pairs, others individually or in pairs, and others with conjunctives:

不但 budan 'not only' . . . 而且 erqie 'but also'	(a pair)
不过 buguo 'but'	(individual)
因为 yinwei 'because')... 所以 suoyi 'therefore'	(individual/a pair)
只有 zhiyou 'only' . . . 才 cai 'then'	(with conjunctive)

(c) they may be positioned either before the subject/topic or before the predicate/comment depending on the scope of meaning they govern in the sentence:

他不但会说英文，而且会说中文。 **ta budan hui shuo yingwen | erqie hui shuo zhongwen**
He cannot only speak English, but he can speak Chinese too.

不但大人会说中文，而且连小孩也会说。 **budan daren hui shuo zhongwen | erqie lian xiaohai ye hui shuo zhongwen**
Not only can the adults speak Chinese, but even the student can too[43].



: Figure 1 - Types of conjunctions in Chinese

1. 介词jie ci Септеулік шылаулар (subordinative conjunctions)

Қытай тілінде септеуліктер зат есімнің немесе зат есім сипатындағы сөздердің алдына тіркесіп, өздері тіркескен сөздерге мезгілдік, мекендік, себептік, мақсаттық мағыналар үстейді. Мысалы:

Септеулік шылаулардың түрлері

1. **Мезгіл** *септеуліктер:*
从, 自从, 打, 到, 在, 当, 当着, 于, 趁, 随着, 赶, 临
2. **Мекен, бағыт** *септеуліктер:*
从, 自, 打, 往, 朝, 向, 到, 在, 于, 由, 沿着, 顺着
3. **Амал** *септеуліктер:*
按照, 安, 依照, 本着, 经过, 竟, 意, 通过, 根据, 用, 将, 就, 凭, 靠, 据
4. **Мақсат, себеп-салдар септеуліктері:** 为, 为了, 为着, 给, 因, 由于
5. **Байланыстыру** *септеуліктері:*
曾, 对于, 关于, 把, 替, 同, 与, 跟, 和, 给, 叫, 让, 被, 将, 管, 论
6. **Салыстыру септеулігі:** 比
7. **Жою мәнді септеуліктер:** 除, 除了, 除非[44].

Септеуліктердің негізгі белгілері

1. Септеулік шылаулар сөйлем мүшесі бола алмайды.
2. Септеуліктер қайталанбайды.
3. Септеулік шылаулар 着, 了, 过 мезгіл демеуліктерімен немесе 起来, 下去 бағыт-бағдар мағынасындағы етістіктермен тіркесе алмайды.

连词 lianci Жалғаулықтар (coordinating conjunctions)

连词 lianci (Жалғаулықтар)– сөз бен сөзді, сөз тіркесі мен сөз тіркесін, сөйлем мен сөйлемді байланыстыратын шылаулар. Мысалы:

老师和学生

讨论并研究

他们不但说了而且做了

Жалғаулық шылаулардың түрлері

1. Ыңғайластық қатынасты білдіретін жалғаулықтар:

和, 跟, 同, 与, 及, 或

және, мен (бен, пен, менен, бенен, пенен), не

2. Қарсылықты, себеп-салдарлық, шарттық қатынасты білдіретін жалғаулықтар:

不但, 不管, 即使, 既然, 假如, 尽管, 尚且, 虽然, 无论, 要是, 因为, 由于, 宁可, 与其, 只要, 只有, 不过, 然而, 否则, 何况, 可是, 但是, 况且, 从而, 所以, 因此, 因而, 然后

болса да, болғанда да, соң, кейін, егер, мейлі, өйткені, себебі, себепті, тек, бірақ, алайда, айтпесе, сондықтан

3. Талғаулықты қатынасты білдіретін жалғаулықтар: 并, 并且, 而, 而且, 或者, 还是

әрі, сонымен бірге, да (де, та, те), немесе, әлде[45].

Қытай тілінде жалғаулықтар байланысу қатынасына қарай 8 түрге бөлінеді.

1. Салалас қатынас. Салалас қатынасты білдіретін жалғаулықтар:

和, 跟, 同, 与, 并, 及, 以及, 而。和, 跟, 同, 与 жалғаулықтары көбінесе зат есімді немесе зат есім сипатындағы сөз тіркестерін байланыстырады; 并, 及, 以及, 而 сын есімді, етістікті немесе етістік сипатындағы сөз тіркестерін байланыстырады. Мысалы:

领导和群众

工作与学习

你跟他

无产阶级同资产阶级

光荣而艰巨

北京, 上海及天津

2. Талғаулықты қатынас. Талғаулықты қатынасты білдіретін жалғаулықтар:

或, 或者, 还是, 要么..... 要么, 不是.....就是 т.б. 或 сөзді немесе сөз тіркестерін байланыстырады, 或者, 还是 сөзді, сөз тіркестерін, сөйлемдерді, 要么..... 要么, 不是.....就是 сөйлемдерді байланыстырады. Мысалы:

工人或农民

打或者不打

干部还是群众

要么胜要么败

不是东风压倒西风, 就是西风压倒东风。

3. Қабысу қатынасты. Қабысу қатынасын білдіретін жалғаулықтар: 然后, 于是. Тек жай сөйлемдерді байланыстырады. Мысалы:

1. 你们先走, 然后我就去。
2. 他一提醒, 于是我想起来了。

4. Ілгерінді қатынас. Ілгерінді қатынасты білдіретін жалғаулықтар: 并, 并且, 而且, 不但……而且, 尚且……何况, 不仅……而且 т.б. 并, 并且, 而且 сөзді, сөз тіркесін, сөйлемді байланыстырады, басқалары тек жай сөйлемдерді байланыстырады. Мысалы:

快而且好 宽并且明亮

1. 工人们找出了机器的毛病, 并研究了解决的办法。
2. 学习一定要组织起来, 并且要坚持下去。
3. 不但他参加了, 而且我也参加了。
4. 他不仅嘴上这么说, 而且行动上也这么做。
5. 一项改革尚且 要经过不少挫折, 何况是一场革命。

5. Себеп-салдарлы қатынас. Себеп-салдарлық қатынасты білдіретін жалғаулықтар: 因为, 所以, 因此, 既然……(就) т.б. Тек жай сөйлемдерді байланыстырады. Мысалы:

1. 因为我们是为人民服务的, 所以, 我们如果有缺点, 就不怕别人批评指出。
2. 昨天我病了, 因此 没来上课。

6. Қарсылықты қатынас. Қарсылық қатынасты білдіретін жалғаулықтар: 但, 但是, 可是, 然而, 不过, (虽然) ……但是, (尽管) ……可是 т.б. Тек жай сөйлемдерді байланыстырады. Мысалы:

1. 作业完成了, 但做得不好。
2. 我们虽然已经培养了不少人才, 但是 还不能满足实际需要。
3. 他这次考试不及格, 然而他并不灰心。

4. 他做了检查，不过不深刻。

7. Болжалдық қатынас. Болжалдық қатынасты білдіретін жалғаулықтар: 如果, 假如, 要是, 即使, 哪怕, 就是, 就算 т.б. Тек жай сөйлемдерді байланыстырады. Мысалы:

1. 如果明天下雨, 我就不去你家了。
2. 假如没有你们的帮助, 我们就完不成这个任务。
3. 要是你认为有必要的话, 我一定设法去办。
4. 即使你当了三好学生, 也不应当骄傲。
5. 哪怕困难再大, 我也要去。

8. Шартты қатынас. Шартты қатынасты білдіретін жалғаулықтар: 只要, 只有, 除非, 无论, 不论, 不管 т.б. Тек жай сөйлемдерді байланыстырады. Мысалы:

1. 只要你说得对, 我们就改正。
2. 只有努力学习, 才能取得好的成绩。
3. 除非是到了春天, 你才能看到这遍山的红花。
4. 不管雄鸡叫不教, 天总会亮。
5. 无论是谁, 都得遵守 制度[46]。

(助词) zhuci Демеуліктер (Correlative Conjunctions)

附着在实词, 词组或句子上边, 表示一定附加意义或语气的虚词就是助词。如:

Демеуліктер деп өздері тіркескен атауыш сөздерге түрлі қосымша мағыналық реңктер үстейтін сөздерді айтамыз. Мысалы:

伟大的祖国 认真地学习着 你去吧!

助词的种类 Демеулік шылаулардың түрлері

1. 结构助词 Құрылымдық демеуліктер: 的, 得, 地, 所, 似的

2. 时态助词 Мезгіл демеуліктер: 着, 了, 过, 来着
3. 语气助词 Сұраулық демеуліктер: 啊, 啦, 吧, 吗, 呢, 了

助词的语法特征 *Демеуліктердің негізгі белгілері*

1. 助词是个特殊的虚词, 绝大多数助词都附着在词, 词组或句子上边, 不能单独使用, 独立性最差。

Демеуліктер ерекше көмекші сөз, демеуліктердің көпшілігі сөзге, сөз тіркесіне немесе сөйлемге тіркеседі, жеке қолданылмайды.

2. 助词只表示语法意义, 没有实在的词汇意义。助词一般都读轻声。

Демеуліктер тек грамматикалық мағына білдіреді, лексикалық мағынасы болмайды. Демеуліктердің барлығы жеңіл тонда оқылады[47].

2.3 Comparative analysis of conjunctions in English, Kazakh, Uzbek and Chinese

Conjunction is translated into Kazakh as *шылау*. And here are different opinions about *шылау* of Kazakh grammarians.

Шылау сөздер are divided into three groups :

1. Септеуліктер
2. Демеуліктер
3. Жалғаулықтар

Септеуліктер are used to combine subordinate clauses. So according to the function and meaning септеуліктер are similar with септік жалғаулар.

Септеуліктер are combined mostly with noun, pronoun, participle and infinitive. According to Бектұров Ш.К., Бектұрова А.Ш.:

- Септеуліктер that can be melded with nominative cases: *арқылы, туралы, жайлы, үшін, сайын, сияқты (секілді, сықылды), шақты, шамалы, жөнінде, турасында.*
- Септеулік шылаулар that can be melded with dative cases: *дейін (шейін), таман, қарай, тарта, жуық, т.б.*
- Септеулік шылаулар that can be melded with шығыс септік: *кейін, соң, гөрі, басқа, бұрын, әрі, бері.*

Септеулік шылаулар that can be melded with ablative cases: *қатар, бірге [26].*

М. Балақаев, Т. Қордабаев, А. Хасенов, А. Ысқақов divided септеуліктер into 8 groups according to the meaning:

- Time, place: *дейін, шейін, бойы, бойында, таман, салым. (Жақыт Рабиганы пәтеріне дейін шығарып салатын болды.)*
- Consequence: *бойынша, бірге, қабат, қатар. (Алматы қызылға бөленіп, түмен бірге толқып тұрған тәрізді.)*
- Purpose: *үшін, деп. (Тоқаштан ол үшін ақша алған жоқ қой.)*
- Relative: *туралы, жөнінде, жөніндегі, жайлы. (Шыңғыс Добаашинский ойына түсірген Ломоносов жайындағы Пушкин сөзін есіне алды.)*

- Simile: *сияқты, секілді, тәрізді.* (Африканың қалың ормандарында арыстан, жолбарыс сияқты аңдар гажан көп болады.) [48].

Септеулік *дейін, шейін* give abstract meaning about limit. Time meaning noun is added to the adverb and to the participle, *дейін, шейін* shows the limit of time. For example: *Әйелі ертеңнен кешке дейін күйбең-күйбең.*

Септеулік *арқылы* зат есім, тұйық рай сөздерге тіркесіп істің амалын, құралын білдіреді. Септеулік *бойынша* тұйық етістікке уәде сөз, заң, ереже, ақыл деген сияқты сөздерге жалғасып істің себебін, амалын тәсілін, үлгі-ізін білдіреді.

...Қарабұтақ, Ырғыз, Торғай арқылы Қостанайға тарттық...үй мен үй терең қазылған орлар арқылы қатынасады.

Мақсат, себеп мағынасында көп жұмсалатын септеуліктердің бірі - *үшін*.

Тұйық етістікпен тіркесіп үшін істің мақсатын білдіреді.

Ауыл маңындағы егіндерді шайға дейін бір шолып қайту үшін Бекең атқа бүгін де ерте қонған.

Үшін зат есім, есімдік, есімше сөзге жалғасып істің, заттың арналу объектісін білдіреді.

Сіз үшін оралдым, - деп насыбайын бір атты.

Теңеу мағынасындағы *сияқты, секілді, тәрізді* деген септеуліктер жұмсалады.

Шоқанның осы сияқты көңілсіз күйін сезген Добашинский әдейі әңгімеге айналдырғысы келді.

Туралы, жөнінде, жөніндегі, жайлы септеуліктері істің, пікірдің кімге, неге қатысты екенін білдіреді. Соңғы екі септеулік кейде *жайындағы, жөніндегі* деген түрде де жұмсалады. Бұл формада септеуліктер зат есім сөзді екінші зат есім сөзбен байланыстырады.

Септеулік is added to the noun, pronoun and infinitive. For example:

... *Бекең бірте-бірте өзінің оған деген өкпесін де кешірді.*

According to Оралбаева Н. септеуліктер are divided into three groups:

- Time
- Place and direction
- Number

We use a **жалғаулықтар** (coordinating conjunction) to join individual words, phrases, and independent clauses.

According to М. Балақаев, Т. Қордабаев, А. Хасенов, А. Ысқақов and Оралбаева Н. жалғаулықтар are divided into 6 groups:

- Coordinating - Ыңғайластық: *әрі, да (де, та, те), және, мен (бен, пен)* (*Қыс пенен жаз, күн менен түн, тақ пенен жұп, жақсылық пен жамандық – болды сегіз.*)
- Adversative - Қарсылықты: *ал, алайда, әйтпесе, әйтпегенде, әйтсе де, бірақ, дегенмен, онда да, әйткенмен, сонда да.* (*Дегенмен, үй иесінің ықыласына разы қонақтар сойғаның арық деген жоқ.*)
- Consecutive -Талғаулықты: *әлде, болмаса, бір, біресе, жоқ, не, немесе.* (*Ой басты ма, ат соқты ма, әлде өзінің мінезі ме, әйтеуір ашылған жоқ.*)

- Causative - Себептік: *себебі, неге десең, өйткені, не үшін десең.* (Артымнан ілесе Тайжанның үйіне кіруге бата алмады, өйткені ол үйде аюдай ақырған тентек мінезді Сәлима бар.)

- Салдарлық: *сондықтан, сол себепті, сонан соң, сол үшін* (Сол үшін де Абай тым құрса қиялмен басқа өмірге, өзі сүйген басқаша көңіл мекеніне кетуге тырысады.)

Conditional - Шарттық: *егер, егер...онда* (Бай, былай ететін болсаңыз, онда мен мектепті жабамын.) [49].

Мен – is often used as жалғаулық. It is used to suggest that one idea is chronologically sequential to another.

Күймеге мінетін Ұлжан мен Қамқа ғана.

Most used қарсылықты жалғаулық – *бірақ*. The main function – to suggest a contrast that is unexpected in light of the first clause.

Асқардың ыңғайына қарай бейімделіп революция отын оның кеудесіне ертеп жақпақ болды, бірақ ол арманына Кузнецов жете алмады. (Мұқанов)

Талғаулық жалғаулықтар болмаса, *бір, біресе, әлде, жоқ, не, немесе, я, яки* serve to suggest the inclusive combination of alternatives.

Не тау ешкі, не арқар болды. Ауыр екен, гүрс етті зой! (Сланов)

өйткені, себебі, неге десең, не үшін десең – себеп жалғаулықтар are used to serve to suggest the reason.

Most used себеп жалғаулықтар - *өйткені, себебі*.

Кешке қарай Бәкеннің аты босаңсуға айналды. Оған біз қинала да қойған жоқпыз, себебі бұл атты Бәкен жолда Тәйкеттің Сүлеймені деген кісінің үйіне тастап кетіп, тың ат сұрап мінгелі келе жатыр. (Мұқанов)

Салдарлық қатынас is used between sentences: *сондықтан, сол себепті, сонан соң*.

...үмітей бұл сөзін арманды күдікпен, аса бір құпия сыр етіп айтады. Сондықтан бұл сөз, бұл саз бұрын емес, дәл осы арада алғаш айтылғандай болды. (Әуезов)

In Kazakh language Шарттық жалғаулық used to define the condition. Шарттық жалғаулық - *егер*.

Егер – is positions in subordinate clause of the sentence.

Егер сол кезде топтың алдыңғы жағынан біреудің өктем дауысы шықпағанда, Олжас шатақ шығаратын еді. (Әбішев)

Жалғаулықтар, септеуліктер are used to combine words and sentences.

But **демеуліктер** are not used to combine words and sentences. They add additional meaning and interrogative meaning.

Жалғаулықтар, септеуліктер грамматикалық қызметі жағынан сөз байланыстырушы жалғауларға (мысалы, септік жалғауларға) ұқсас болса, демеуліктер сөз тудырушы жұрнақтарға ұқсас. әлбетте, бұдан демеуліктер ешқашан сөздерді байланыстыру үшін қызмет етпейді деген сөз тумайды. Жеке демеуліктер (тек, жалғыз-ақ) сөздер, сөйлемдер арасындағы қатынасаты білдіру үшін де жұмсалады.

Демеуліктер are divided into 6 groups:

- сұраулық: *ма, ме (ба, бе, па, пе), ше (Ерте ме, кеш пе, падаға ма, зиянға ма, сен де барыңды берерсің.)*
- күшейту, даралау мағынасындағы: *да, де, (та, те), -ақ, әсіресе, болса (Көктем егісі басталып та кетті.)*
- тежеу мағынасындағы: *ғана, тек (Жасыл түсін өзгертпейтін қарағай ғана.)*
- қарсы қою, салғастыру мағынасындағы: *түгіл, тұрсын, тұрмақ, құрылым (Шіріген шөп тұрсын, құраған пішен де бәйге атқа зиян деп саналады.)*
- көңіл-күйін білдіретін: *-ай, -ау (Өттең дүние-ай сол сарайға Ақбота екеуміз қамалар ме едік!)*
- модальдық: *ғой, екеш, -мыс (Мал екеш мал да жылылықты, ерекше күтімді сылап-сипауды біледі.)*[50].

Often used interrogative демеулік *ма (ме, ба, бе, па, пе)*. Бұл демеулік, негізінен, заттың бойында белгілі сапаның, күйдің істің бар-жоғын білу керек болғанда жұмсалады. Сондықтан ол, көбіне, баяндауыш қызметіндегі сөзбен тіркеседі. Осынысына орай мұны предикативтік аядағы сұраулық демеулік деп атауға болады.

Балаңыздың өзі де оқимын дей ме? Сырекең үйде ме? (Мұқанов)

да (де, та, те) – сөйлеушінің өз сөзін, ойын күшейтіп айтуы үшін жұмсалады. Мыс.: *Сенің қолыңнан бүгінде одан зордың өзі келейін деп те тұрған жоқ.* (Әуезов)

Демеулік *да (де, та, те)* ауыспалы келер шақ формалы етістіктен соң келіп, сөйлеуші айтылған ойды тыңдаушының мақұлдауын керек ететіндігін білдіреді. Мыс.:

Сонымен іске кірісеміз де, жолдас жас инжиснер. (Мұқанов)

Ғана – негізінен тежеулік мағына беретін демеулік. Бұл мағынада демеулік барлық сөздермен тіркесе береді. Мыс.:

Қасына Ерболды ғана алып, топтан оқшау қалып, асықпай, аяңмен ғана қайтты. (Әуезов)

Кейде *ғана* сөзге аса бір сыпайылық, майдалық өң қосу үшін жұмсалады. Бұл мағынада *ғана* тек сын есім, үстеу сөздермен тіркеседі. Мыс.:

Жолаушылардың алдынан жұмсақ қана самал соғады. (Әуезов)

Демеулік *түгіл, тұрсын, тұрмақ* сөзге жалғасып затты, істі екінші затқа, іске қарсы қоюды білдіреді. Мыс.:

Бұл шырақ өшпес түгіл лаулап жанар. (Дөнентаев)

Бұл демеуліктер есім сөздер, үстеу, тұйық рай, есімше формасындағы етістік сөздермен жалғасады.

Ғұрлы (құрлы)- салыстыру мағынасында жұмсалады. Мыс.:

Сол ғұрлы жоқпын ба? Ахметке іш бұрып, басқаны кісі ғұрлы көрмегені батұшы еді. (Торайғыров)

ай, ау – екеуі де көңіл-күйін білдіру үшін жұмсалатын демеуліктер. –*ай* арманды, ренішті, таңқалуды білдіретін сөйлемдерді ұшырайды. Мыс.:

Алда бақыр-ай, осы екен Мұқанның баласы. (Мұқанов)

-ау қуанышты, ренішті білдіретін жағдайларды жұмсалады. Мыс.:

Жақсы болды-ау ен келіп. (Мұқанов)

Демеулік –*ғой, -қой* көбіне, сөйлеуші өз пікіріне субъективті түрде араласып, айтқан ойын растай, құптай сөйлегенде пайдаланылады. Мұндай жағдайда ол баяндауыштан кейін тұрады да, түгелдей сөйлемнің мағынасына қатысты болады. Мыс.:

Қуанатын жөні бар. Бала ғой(Мұқанов) [51].

According to *Reznik* and *Ильин* in English conjunctions are divided into two types:

1. Coordinating 2.Subordinating

But according to *Burchfield* conjunctions are divided into three types:

1. Coordinating 2.Subordinative 3.Correlative

According to *Reznik* there are four types of coordinating conjunctions:

- Copulative
- Disjunctive
- Adversative
- Causative-consecutive

Morphological structure of conjunctions according to Reznik:

1. Simple 2. Compound

But according to Kaushanskaya:

1. Simple 2. Derivative 3. Compound 4. Composite [52].

Table 8 – Subdivision of жалғаулықтар according to the meaning:

Р	Шылаулар	Балақаев	Оралбаев	Ысқақов
1	Біңғайластық	+	+	+
2	Қарсылықты	+	+	+
3	Талғаулықты	+	+	+
4	Себептілік	+	+	+
5	Салдарлық	+	+	+
6	Шарттық	+	+	+

Table 9 – Subdivision of демеуліктер according to the meaning :

Р	Шылаулар	Балақаев	Оралбаева	Ысқақов
1	Сұраулық	+	+	+
2	Күшейту, даралау	+	+	+
3	Тежеу	+	+	+
4	Қарсы қою, салыстыру	+		
5	Көңіл күй	+	+	+
6	Модальдық		+	
7	Сенімсіздік		+	
8	Жалыныш		+	

There are 3 main types of conjunctions in English, Kazakh and Chinese, but there is only two types in Uzbek language:

Table 10 – Comparative divisions of Conjunctions

English	Kazakh	Uzbek	Chinese
<i>Coordinating</i>	Жалғаулық	Тенг боғловчилар	(介词) jie·ci
<i>Subordinating</i>	Септеулік	Эрагаштирувчи боғловчилар	(连词) lian·ci
<i>Correlative</i>	Демеулік	---	(助词) zhu·ci

Table 11 – Comparative analysis of coordinating conjunctions
(Жалғаулық шылау)

№	English	Kazakh	Uzbek	Chinese
1	Copulative	Ыңғайластық	Бириктирув боғловчилари	-
2	Disjunctive	Талғаулық	Айирув боғловчилари	-
3	Adversative	Қарсылық	Зидлов боғловчилари	-
4	Causative-consecutive	Себептілік	-	-
5	-	Салдарлық	-	-
6	Conditional	Шарттық	-	-

Table 12 – Coordinating conjunctions

English	Kazakh	Uzbek	Chinese
Coordinating conjunctions	Жалғаулық шылау	Тенг боғловчилар	(连词) lianci
and, nor, as well as, both...and, not only...but, whereas, neither...nor ,or, either...or, or else, else but, while, so, for, also, than. nevertheless, still, yet.	әрі, да (де, та, те), және, мен (пен, бен), ол, алайда, әйтпесе, әйтпегенде, әйтсе де, бірақ, дегенмен, онда да, әйткенмен, сонда да, әлде, болмаса, бір, біресе, жоқ, не, немесе, неге десең, не үшін десең, себебі, өйткені, сондықтан, сол себепті, сол үшін, егер, егер... онда.	ва, ҳамда, билан аммо, лекин, бироқ, балки, ҳолбуки ё ёки ёинки ёхуд гоҳ..., гоҳ, бир..., бир..., баъзан..., хоҳ..., хоҳ..	而 er 因为 yinwei 可是 ke shi 和 he 跟 gen(with) 同 tong 与 yu(vs) 及 ji(and) 或 huo(or)

Table 13 - Comparative analysis of subordinating conjunctions

English	Kazakh	Uzbek
causal	себеп септеуліктер	сабаб эргаштирувчи
incidental	---	қўшимча эргаштирувчи
contrastive	Қарсылықты	---
motivating	Себепті	мақсад эргаштирувчи
consequential	салдарлық	---
conditional	шарттық	шарт эргаштирувчи
specifying	айқындағыш	---
adjoining	ұстастырғыш	---
comparative	---	қиёсий эргаштирувчи
concessive	---	тусиқсиз эргаштирувчи

Table 14 – Subordinating conjunctions (Септеулік шылау)

Subordinating conjunctions:	Септеулік шылау:	Эргаштирувчи боғловчилар	介词 jieci
after, although, as much as, as long as, because, before, if, in order that, since, so that, than, that, though, unless, until, when, whenever, where, wherever, whether, and while.	дейін ,кейін, шейін, бұрын, әрі, бері, таман, сайын, соң, қарсы, жуық, басқа, шақты, шамалы, тұралы, арқылы, тыс, бөтен, гөрі, астам, былай, бетер, бірге, қатар, бойы, тәрізді, құрлым, түгіл, сияқты т.б.	чунки, шунинг учун, шу сабабли, шу сабабдан, ваядан туфайли, негаким, зероки, чунки, то, токи, агар, агарда, мабодо, модомики, гарчи, гарчанд, гўёки, худди, яъни	从 cong (from) 自 zi 安 an (still) 为 wei (for) 关于 guam yu(on) 除 chu(except) 除了

Table 15 – Correlative conjunction (Демеулік шылаулар)

English	Kazakh	Uzbek	Chinese
Correlative conjunctions:	Демеулік шылаулар:	No correlative conjunctions in Uzbek language	助词) zhu·ci
either ... or, not only ... but, neither ... nor, both ... and, whether ... or.	ма, ме (ба, бе, па, пе), ше, да, де (та, те), -ақ, әсіресе, болса, ғана, тек, түгіл, тұрсын, тұрмақ, құрылым, -ай, -ау, ғой, екеп, -мыс.	---	吧, 吗, 着, 了, 的, 得

The morphological structure of conjunctions: there isn't any material according to morphological structure of conjunction in Kazakh. That is why:

Table 16 - The morphological structure of conjunctions and its comparison

English	Kazakh	Uzbek	Chinese
Simple and, or, but, till, after, that, so, where, when, etc	-	-	-
Derivative <i>until, unless, etc</i>	-	-	-
Compound <i>however, whereas, wherever, etc</i>	-	-	-
Composite <i>as well as, as long as, in case, for fear (that), on the ground that, for the reason that, etc.</i>	-	-	-

3 EFFECTIVENESS OF USING CONJUNCTIONS IN TEACHING FOREIGN LANGUAGE

3.1 Relevanse of using conjunctions in TFL

Experimental work on using conjunctions in Teaching Foreign Language (TFL) was carried out on the basis of English Philology Department 5B011900 – Foreign language: two foreign languages (English-Turkish) at Akhmet Yassawi International Kazakh -Turkish University.

The experimental work took place within 3 weeks to explore the most appropriate methodology in teaching conjunctions during our pedagogical practice at the university. Data in this research was collected between January through March, 2018. Three methodologies are used in teaching conjunctions.

In this part of my thesis I will present how I applied the three approaches in teaching, Grammar Translation Technology, Critical Thinking Technology and Essay Writing in teaching conjunctions in real classrooms. My research includes questionnaires answered by the students, the opinions of guests, and my experiment. In my experiment I taught one group using different methods, and students were approximately at the same level.

Let me now portray in detail, what happened during my experiment: I started teaching on Wednesday 24th January. We talked about the ways of teaching and learning from the students' point of view and I introduced and explained my plan to do and experiment during three weeks. I also informed my supervisor and some of my groupmates about this research. Everybody agreed. Up to this point I planned different lessons with absolutely different methods of teaching. At the end of every lesson, the students sat a test devised by me to determine how much they knew and to collect some statistical evidence. I found it useful to use same tests for each lesson in order to get best results.

The first lesson was based on The Grammar Translation Method. It was mostly grounded on Language Teaching Methods by Diane Larsen-Freeman in 1990.

Using Grammar Translation Method in teaching conjunctions in TFL

The major characteristic of the grammar translation method is the focus on learning the rules of grammar and their application in translation from one language into the other. The lessons are taught primarily in students' mother tongue, with little active use of the target language. Long explanations of grammar rules are provided.

In the first lesson, I generally used long explanations of grammar, translating everything; I mostly gave the instructions in Kazakh; and in the tests I asked the student to translate words and sentences. We did many translations in the lessons, but very little speaking in English. The student had supplementary materials, vocabulary of conjunction in four languages (Appendix 1), printed handouts and text books;

Lesson plan 1. Teaching conjunctions using Grammar Translation Method

Date: 24th March 2018

Group: ΦAT-511 (A)

Number of students: 14 (divided into two groups)

Length of lesson: 50 minutes

Materials: text and exercises, vocabulary of conjunction in four languages (Appendix 1), printed handouts and text books, board, chalk

Aims: to explain and practise conjunctions and its usage by comparing to other languages (native).

Objectives: After this lesson, students will be able to:

define the term 'conjunction'

identify different types of conjunctions

list of conjunctions within each category

explain the purpose of conjunctions

compare with native language

Guests of the lesson: supervisor, other master students

Warmer:

Ask students a few additional questions, students can answer using their native languages, e.g. *What do you know about conjunctions? How often do you use conjunctions in your native language? What can you tell about conjunction of your native language?*

Reading:

The lesson starts with explaining conjunctions and its usage.

Students look at a vocabulary list of conjunctions translated into three languages including Kazakh. Read the conjunctions and read the translations too. Students repeat them aloud. Focus on the correct pronunciation.

Then give the students a text. Students take turns to read the text aloud, try to find or guess conjunctions.

Grammar presentation:

Write a sentence with conjunctions on the board (e.g. *He stayed at home and looked after her*). Explain the grammar. Students try to find sentences with conjunctions in their text. Write them on the board. Tell students to repeat all the sentences, drill the pronunciation.

Then test students' memory. All of the conjunctions have been removed from the the following passage. Which conjunctions would best fill the gaps? Students fill the gaps using the list of conjunctions with their translation in three languages (Appendix1) Students explain their reasoning why.

(1) Karni's roommate, Joana, decided to drive to work; _____, Karni rode into the city with her. (2) They needed to turn left on 140th Street, _____ that street was under construction. (3) _____ Karni could say anything, _____, Joana had already found an alternate route.

(4) _____ did Karni arrive at work, _____ her boss told her she would be working with her coworker Ian on her next project. (5) Karni was really impressed by Ian's

professional accomplishments, _____ she was anxious about working with him.
 (6) Karni thought Ian was annoying, unpredictable, _____ reckless.
 (7) _____, Karni was willing to put aside her opinions to get the job done.
 (8) She knew Ian would put in his best effort _____ they worked together,
 _____ she felt she could do no less—_____ he frustrated her. (9) Personal relationships are often _____ important _____ professional skills.

Answers: 1.therefore, 2.but 3.Before, however 4.No sooner... than 5.but 6.and 7.However 8.while, so, even if 9.as... as

Practice:

Students analyse the whole text with conjunctions by translating into their native language using Appendix 1. Then practice it. Call a word (conjunction) in a native language, students translate into English or find equivalent.

Exercise 1: Ask students what conjunctions do they use in their everyday life and in what situation? Students translate their sentences into English.

Exercise 2: Translate following sentences into English using the Appendix 1. Translate the ideas, not word by word.

Kazakh:

Біз сабақ туралы сөйлестік.

Түске дейін жүзге жуық хат жіберілді.

Сабақтан соң мұражайға барамыз.

Қарт оның не ойлап жатқанын сезген де жоқ.

Егер сен оны кешірсең, менің басым көкке жетеді.

Uzbek:

Биз дарё хақида гаплашдик.

Тушлик вақтгача юзга яқин хат юборилди.

Даредан кейин музейга борамиз.

Қари киши хатто уларнинг нимани уйлаётганлигини сезмади ҳам

Агар сен уни кечирсанг, мен жуда бахтли буламан.

Chinese:

我们谈到了这个教训 Wǒmen tán dào le zhè ge jiàoxùn

我们发了一百封信直到下午 Wǒmen fā le yī bǎi fēng xìn zhí dào xià wǔ

我们将在课后去博物馆 Wǒmen jiàng zài kè hòu qù bó wù guǎn

即使是一个老人对他们一无所知 Jí shǐ shì yí gè lǎo rén duì tā men yī wú suǒ zhī

如果你原谅他，我会很开心 Rú guǒ nǐ yuán liàng tā, wǒ huì hěn kāi xīn

Conclusion: In order to conclude the lesson I used a mini test for checking the students.

Summary:

The warmer activity was not very encouraging. That is why students did not have much to say. On the other hand, they liked the text and new vocabulary and I felt it a pity we had little to practise it more.

While presenting the grammar rule students seemed to understand it well, but later they had problems to create correct sentences. They used a given pattern and they did it automatically without thinking about the meaning and thus they made mistakes. Translation exercise was quite difficult for them, they wanted to translate sentences word by word. After a few tries they usually resigned, because they were afraid of making another mistake.

At the end of the lesson I could see that students were very tired.

Comments:

After every lesson we analyse or make a discussion with a supervisor and other master students (here, my groupmates). It is our tendency. So we discussed my lesson. Here are some positive comments of guests on my lesson:

- Very good lesson! It helps the teacher to clear the meaning of a word and sentence easily by translating it in to the mother tongue. The students understand the things very easily by comparing with the native languages. I liked the lesson.
- Bravo! A very good table was used! I liked the table because it contains a lot of conjunctions with their equivalent in three languages.

Negative comments:

- No oral work takes place in the class room due to this method. Sorry.I think the main focus remains only on the mother-tongue and the target language remains ignored.
- The students don't develop the power of thinking in the target language. To my mind, main emphasis is given only on the Rules of Grammar.
- I think, students try to do everything by translating. Overuse of translating!
- Sorry, but this method doesn't involve the students mentally and just like story telling method.

Let me now turn our attention to the next lesson. I tried to use **Critical Thinking Technology** mostly based on Charles Temple and Meredyth's works.. Critical thinking is a higher-order cognitive skill that is indispensable to students, readying them to respond to a variety of complex problems that are sure to arise in their personal and professional lives. The cognitive skills at the foundation of critical thinking are analysis, interpretation, evaluation, explanation, inference, and self-regulation.

When students think critically, they actively engage in these processes:

- Communication
- Analysis
- Synthesis
- Problem-solving
- Evaluation
- Reflection

We did a great deal of speaking. So I included the lesson plan by this way with the whole scripts. So let me show you how it worked:

Lesson plan 2. Teaching Conjunction using Critical Thinking Technology

Theme: Peculiarities of conjunctions

Date: 31th January 2018

Group: ФАТ-511 (А)

Number of students: 14

Length of lesson: 50 minutes

Materials: board, chalk, 6 hats in different colour

Aims: to teach and practise conjunctions by comparing with the native language

Warmer.

Communication

Teacher: Good morning, students. The theme of our lesson is: Peculiarities of conjunctions. Today we shall learn some new facts about conjunctions and we try to answer some very important and controversial questions: What is the essence of conjunctions? "What type of conjunctions do we have?" and "What is the structural comparison of conjunctions in English and our native language?"

"Six thinking hats" method will help us to discuss these things.

Analysis

Conjunctions are words that link other words, phrases, or clauses together. Information follows in the table:

Types of Conjunctions	Definition	Conjunctions
COORDINATING CONJUNCTIONS	Joins words, phrases and independent clauses. Example: The park is green, but it is greener in the winter.	for, and, nor, but, or, yet, so
SUBORDINATING CONJUNCTIONS	Introduces a dependent clause and ties it to an independent clause Example: If you leave, I will be lonely.	after, although, as, as if, as long as, as much as, as soon as, as though because, before, even, even if, even though
CORRELATIVE CONJUNCTIONS	A pair of conjunctions that must be used together Example: I either want ice cream or yogurt.	both / and not only / but also either / or neither / nor

Conjunction is translated into Kazakh as *шылау*. Шылау сөздер are also divided into three groups :

Types of Conjunctions	Definition	Conjunctions
ЖАЛҒАУЛЫҚТАР	Used to join individual words, phrases, and independent clauses.	<i>әрі, да (де, та, те), және, мен (бен, пен)...</i>
СЕПТЕУЛІКТЕР	used to combine subordinate clauses or dependant clauses	<i>арқылы, туралы, жайлы, үшін, сайын, сияқты...</i>
ДЕМЕУЛІКТЕР	used to combine words and sentences. They add additional meaning and interrogative meaning	<i>ма, ме (ба, бе, на, не), ше, -ай, -ау</i>

Synthesis

The “Six thinking hats” are different ways of looking at an issue. The aim to learn some new things about conjunctions by comparing with our native (Kazakh) language so let’s think that each “Thinking Hat” is a different type of conjunctions.

The White Hat: explains Coordinating conjunctions and its usage by using the given table, then gives some examples.

The Red Hat: gives some explanations of Subordinating conjunctions and its usage.

The Black Hat: signifies Correlative conjunctions and illustrates them with some examples.

The Yellow Hat: symbolizes Жалғаулықтар and its usage in speech

The Green Hat: tells about Септеуліктер and their usage in language.

The Blue Hat: signifies Демеуліктер and its usage by using the given table, then gives some examples.

Problem Solving

Teacher: We continue to speak about conjunctions. We have already learnt the usage of conjunctions and their types. Now I will give you some **brainstorming questions** and you should answer them:

- What is conjunction?
- What can you tell about conjunctions in Kazakh?
- How do you think, what is the essence of using conjunctions in speech?
- What are the similarities of conjunctions in English and Kazakh?
- What about differences of conjunctions in English and Kazakh?
- How often do we use conjunctions in speech?
- How do you think, which type of conjunctions used mostly?
- Why are conjunctions such as “although” called subordinating conjunctions?
- Why are conjunctions important in writing and talking?
- What are some common correlative conjunctions?
- Do you use conjunctions in your writing or talking? If so, give an example.
- How would our language be different if we did not have conjunctions?

Evaluation

Teacher: It is time to play. The game is called “Chains of events.” You have to use subordinating conjunction “if”. Use the second conditional (using “IF”) and don’t forget that you should start your own sentence from the previous one.

1 group. You should start your chain of events with the words:” If I were a millionaire....”

2 group. The beginning of your chain is “If I won 1 million dollars in a lottery ...”

Example:

If I won 1 million dollars in a lottery, I would buy an island.

If I bought an island, I would build a big house there.

If I built a big house, I would invite all my friends.

If I all invited my friends, I would have parties every day.

If I had parties every day, I would spend all my money.

If I spent all my money, I would buy a lottery ticket again.

And now I have a very unusual question: ”Would you give away all your money to charities, if you were a millionaire?”

Reflection

Teacher: Make up as many cinqwayns as you can. All your cinqwayns will be different. Read aloud your cinqwayns, when you are ready. Terms for cinqwayns: conjunctions, subordinating, subordinating, correlative, жалғаулықтар, септеуліктер, демеуліктер

Example:

1. conjunctions

2. complicated, different

3. to divide, to use, to compare

4. Conjunctions are words that link other words, phrases, or clauses together.

5. Connectives, joints.

Teacher: And now, let’s make a “T-table”. The rule of this method is as follows:

Coordinating conjunctions	Жалғаулықтар
Subordinating conjunctions	Септеуліктер
Corelative conjunctions	Демеуліктер
for, and, nor, but, or, yet, so	<i>ма, ме</i>
after, although, as, as if, as long as	<i>арқылы, туралы, жайлы, үшін, сайын, сияқты,</i>
both / and	<i>әрі, да (де, та, те), және</i>

Teacher: Read each sentence. Decide if the statement is true or false. Think about how you would explain your decision.

Sentences	true	false
Conjunctions are little words that help us link together other words or phrases.		
There are five main kinds of conjunctions.		
Conjunctions may connect words, phrases, clauses, and paragraphs.		
Conjunctions may introduce dependent clauses and work in pairs.		
Subordinating conjunctions are words like and, but, or		
Coordinating conjunctions connect two elements of the same kind, such as two nouns, two phrases, or two clauses.		
Sentences cannot begin with a conjunction.		
Conjunctions that connect one complete idea with an incomplete idea are called subordinating conjunctions. Correlative conjunctions work in pairs.		
Correlative conjunctions work in pairs.		

Answer: 1.true, 2.false, 3.false, 4.true, 5.false, 6.true, 7.false, 8.true, 9.true

Teacher: The topic of our today's conversation was very serious. We have spoken about conjunctions and we have discussed the types of them. I'd like to thank you for good work at the lesson. I give excellent marks to..., good – to ..., etc. I wish you be healthy and wealthy.

The lesson is over. See you later. Good bye!

A mini-test is included at the end of the lesson.

Summary:

As one can see, I used a rich variety of strategies of Critical Thinking Technology. The children enjoyed it a lot. They loved "Six thinking hats" and brainstorming questions. A special favour was to make a "T-Table" and "Five-lined Poem". The response from the guests was different from the previous lesson. I suggested various activities and ideas, and both children and parents appeared satisfied.

Comments of guests on my lesson:

Positive comments:

- Good! I liked the lesson! These strategies expand students' knowledge base because it requires knowing reasons and thinking critically.
- Pretty good! This technology makes the students think in more depth about the theme.
- I liked using these unusual strategies like "T-Tables", "A Five Lined Poem" etc. These strategies increase creativity, heightened perception and excellent logic.

Negative comments:

- Overusing of Critical Thinking strategies. Students might get exhausted. Needs some improvements.
- Time consuming lesson.
- I think, students should have the ability of thinking critically in order to use this technology. Otherwise, it is too difficult to some students.

Time to turn to the last lesson. In the third lesson, I tried to use the strategies and activities of Essay Writing in teaching conjunctions comparing with the native languages. The strategies and activities are based on Robertson, B. Johnson and C. Wright's works. Essay writing and Critical Thinking are deeply connected. Nowadays, these terms are very popular and relevant in the field of education. Critical Thinking may be defined as the ability to properly understand and evaluate the topic at hand.

Most students are able to express the raw material that they have learned (tests, short answers, etc.) Many students are limited in their ability to evaluate and express that evaluation in writing. So, I found it advantageous to use Essay Writing and its strategies and activities in teaching conjunctions.

The classification essay is taught next:

- Leads into critical thinking skills
- Concept easily grasped by student
- Assigned subject relevant to student

Let's take a look to the lesson plan 3 by using the strategies and activities of Essay Writing in teaching conjunctions.

Lesson plan 3. Teaching Conjunctions using the strategies and activities of Essay Writing

Date: 7th March 2018

Group: ΦAT-511 (A)

Number of students: 14

Length of lesson: 50 minutes

Materials: board, chalk, project work

Aims: to teach and practise conjunctions

After the lesson, students will be able to:

- Identify and use coordinating conjunctions
- Identify and use subordinating conjunctions
- Identify and use correlative conjunctions
- Use standard English in written communication
- Apply grammatical principals to reading and writing
- Correctly combine sentences utilizing conjunctions

Warmer:

Have students write as many conjunctions as they can from their previous knowledge. Give them a minute then make them count and be aware of how many conjunctions they could write.

Then have students read the sentences below and predict the conjunctions before the grammar tought.

1. My son likes to play baseball, but his favorite sport is basketball.
2. Maria drew a picture of her mother and her father.
3. Is that a mango or a papaya?

4. Although she lost the race, she still felt very proud.
5. When you are ready, we will leave for the show.
6. I was scared because the lion roared.
7. Neither you nor I can eat a whole pizza.
8. Jason is not only a Marine, but also a carpenter.
9. Both red and blue are my favorite colors.
10. I will not help you unless you try your best.

Possible answer: but, and, or, still, when, for, because, neither...nor, but, botht...and, unless.

Grammar presentation: Students watch a presentation “Peculiarities of conjunctions” and get information about the usage of conjunctions and its structural comparison in different languages including Kazakh.

Practice: After explaining conjunctions students go back the previous text and find their mistakes.

Searching For Conjunctions

Have students use the insertion mark (∨) to show where a conjunction can be used to combine the sentences. Students might also need to add a comma, change capital letters, delete some words or a punctuation mark. Then rewrite the sentence using a conjunction.

1. Susan ran all the way. The bus had already left.

2. I did not hear the alarm. My pillow was over my head.

3. Is that a seal? Is that a sea lion?

4. He was lost. He had followed the map.

5. I wanted to see the game. I bought tickets.

6. I was eating my lunch. The bell rang.

Possible answer: but, because, or, although, so, while

Conjunction Match Up

Have students draw lines to connect the words, phrases, or clauses into complete sentences.

- | | |
|--|---------------------------------------|
| 1. We are open Monday through Saturday | a nor tip is included in the price. |
| 2. Although we specialize in pizza, | b please leave your phone number. |
| 3. Whenever you call in an order | c and thin crusts are the same price. |
| 4. Both thick | d we also offer pasta. |
| 5. Neither tax | e but we are closed on Sundays. |

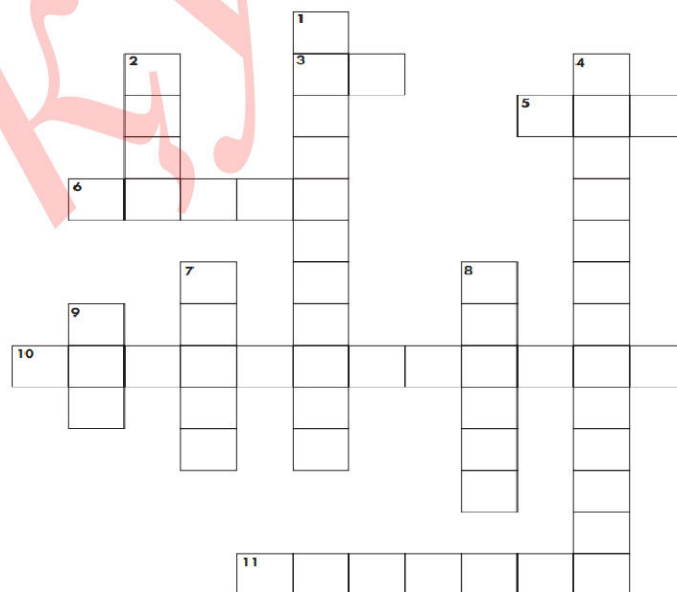
Answers: 1-e, 2-d, 3-b, 4-c, 5-a

Now have students write their own sentences using the conjunctions in the box.

but	either... or	because
-----	--------------	---------

- _____
- _____
- _____

Crossword



Across

- 3. Do you want pepperoni ___ sausage.
- 5. An example of a coordinating conjunction.
- 6. The bell rang ___ I was eating lunch.
- 10. These conjunctions link two elements that are the same.
- 11. Conjunctions help in writing and ___.

Down

- 1. ___ conjunctions always work in pairs.
- 2. ___ red and blue are my favorite colors.
- 4. Conjunctions that connect one complete idea with an incomplete idea are called ___ conjunctions.
- 7. There are ___ main kinds of conjunctions.
- 8. You can ___ dine in or take out.
- 9. Neither ... ___ are correlative conjunctions that work together.

Answers: 1.correlating 2.both 3.or 4.subordinating 5.but 6.while 7.three 8.either 9.nor 10.coordinating

Have students read the text carefully and underline all the conjunctions. Put them in right place in the table below and translate them into their native language. Students analyse the style of writing and the usage of conjunction of that text.

Welcome to the Pizzeria!

You may choose from black olives, onions, green peppers, and mushrooms. The vegetarian special has tomatoes and mushrooms. Today's special is one large pizza or two small pizzas for \$9.99. Each Pizza comes with free pasta or free garlic bread.

Although we specialize in pizza, we offer salads. When you are finished, we will happily box up the leftovers for you to take home. After we prep the ingredients, we begin to make the pizza. Because we use a secret sauce, our pizzas taste great. Enjoy a salad while you wait for your pizza. We use only the freshest ingredients whenever we make a pizza.

Whether you order one topping or ten, you'll receive double portions! Both thick and thin crusts are the same price. We offer not only large pizzas but also extra large pizzas!

You can either dine in or take out. Neither tax nor tip is included in the price.

Coordinating Conjunctions	Subordinating Conjunctions	Correlative Conjunctions
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Answers: Coordinating Conjunctions: and, or

Subordinating Conjunctions: although, when, after, because

*Correlative Conjunctions: whether...or both...and not only... but also
either...or neither...nor*

Writing 1. Write a paragraph about your favorite restaurant, your hobby or your daily routine using all three kinds of conjunctions. You must have at least one coordinating, one subordinating, and one correlative conjunction in your paragraph. You may use more if you wish. Underline each conjunction. Then trade papers with a classmate and double-check that he or she has used each of the conjunctions correctly.

Have students use the words in the box to fill in the blanks.

coordinating conjunctions	subordinating conjunctions
conjunctions	correlating conjunctions

1. _____ are always used in pairs.
2. Little words that help us link together other words and phrases are called _____.
3. Conjunctions that connect one complete idea with an incomplete idea are called _____.
4. _____ are words like AND, OR, and BUT that connect two elements of the same kind.

Answers: 1. correlating conjunctions 2. conjunctions 3. subordinating conjunctions 4. coordinating conjunctions

Have students mark each statement True or False.

- T F There are four main kinds of conjunctions.
 T F Neither... nor are examples of subordinate clauses.
 T F Correlative conjunctions are always used in pairs.
 T F A dependent clause can be understood on its own.
 T F Coordinating conjunctions connect words or phrases that do not depend on each other to make sense.
 T F “Whether . . . or” work together so they’re considered correlative conjunctions.

Answers: 1. F, 2. F, 3. T, 4. F, 5. T, 6. T

Conclusion of the lesson.

Have students write an Essay by answering these questions. Students should answer following questions in their essays. This can be indicated as a home assignment. (80-100words)

- What is a conjunction?
 Why do we use conjunctions?
 What type of conjunctions do you have in your native language?
 Give an example of a coordinating conjunction in a sentence.
 What similarities and differences are there in English and Kazakh conjunctions?
 Why are conjunctions such as “although” called subordinating conjunctions?
 Why are conjunctions important in writing and talking?
 What are some common correlative conjunctions?
 Do you use conjunctions in your writing or talking? If so, give an example.
 How would our language be different if we did not have conjunctions?

Summary:

The main aim of the lesson was to teach and practise new grammar using the Writing Essay Approach. The biggest surprise for the students was that the lesson based on writing tasks. From the beginning they were a bit confused and I tried to explain the tasks in many ways. The others, on the other hand, realized that they are good at writing and able to understand and react and they seemed to be very pleased. The grammar presentation was clear, students were able to elicit the grammar rule from the example.

For practising I chose many writing activities, I find it one of them most typical activities for writing essay method. From the beginning the students were afraid to write anything and I had to provide a few examples. Afterwards they started to be more active and creative and they enjoyed the activity.

Comments:

Positive comments:

- I liked the lesson. The teacher used different writing strategies that help to students' creative ability.
- The lesson was pretty good. Nowadays Essay Writing is getting very popular among the schools. Also it is very important using conjunctions in Essays.
- I think many students are limited in their ability to evaluate or and express that evaluation in writing. Even in IELTS has 2 Writing tasks that are very important.

Negative comments:

- The lesson was boring. Overuse of writing tasks.
- I think students get bored because of a lot of writing tasks.
- To my mind, it would be good if you used some interesting speaking strategies. Because the lesson was boring enough.

3.2 Experimental outcomes of using conjunctions in TFL

Test results

(A5B011900 – Шетел тілі: екі шетел тілі (ағылшын және түрік тілдері) мамандығы, ФАТ-511) тобы

№	Name of students	Grammar-Translation	%	Critical Thinking Technology	%	Essay Writing	%
1	Салиева Дилноза Марифжанқызы	20/25	80	24/25	96	21/25	84
2	Базарбаев Бақберген Омарұлы	18/25	72	19/25	76	17/25	68
3	Кәдірбек Аяулым Еркінқызы	19/25	76	21/25	84	21/25	84
4	Айтметов Мухаммадрайим Сұлтанбайұлы	17/25	68	17/25	68	18/25	72
5	Махаш Нұржайна Жолбарысқызы	18/25	72	20/25	72	20/25	72
6	Паерхати Сулия	19/25	76	20/25	80	18/25	72
7	Досалы Алуа Ерғалиқызы	18/25	72	21/25	76	17/25	68
8	Курбанбекова Диёра Фархатқызы	19/25	76	18/25	72	19/25	76

9	Шадманова Ақнұр Раймханқызы	19/25	76	18/25	72	18/2 5	7 2
10	Суиндик Ақерке Манасқызы	18/25	72	19/25	76	21/2 5	8 4
11	Атаханова Раһно Арипжанқызы	18/25	72	20/25	80	20/2 5	8 0
12	Темірбай Тоғжан Құрбанәліқызы	18/25	72	19/25	76	19/2 5	7 6
13	Нисанбаева Айгерим Жумабаевна	20/25	80	21/25	84	17/2 5	6 8
14	Сайдазимов Наил Сайдазимович	22/25	88	23/25	92	21/2 5	8 4

Total:

Grammar Translation Method: 18.78/25 75.1%,

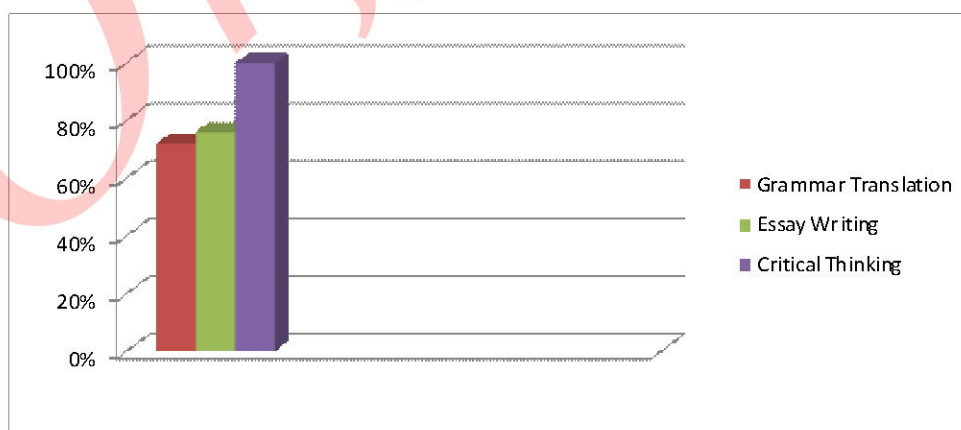
Critical Thinking Technology: 21/25 81.9%,

Essay Writing: 16.4/25 76.3%

Discussion

From a comparison of the three lessons, we can notice that Critical Thinking Technology used lesson achieved more significant result than other technologies. When looking at pupils' scores, we can notice that every student achieved a better result in total in the test. Comparing the test parts, the highest result was given by the Critical Thinking Technology. This methodology of teaching indicates in average 21 points out of 25 through the test results. The average score increased 1.3 times, which means about 6% improvement than using the Essay Writing Methods in teaching conjunctions. The average score lowered 0.73 times in the Essay Writing lesson, which means pupils prefer critical thinking to writing. Grammar Translation Method illustrated 18.78 points in average out of 25 points showing 75.1 percent test result which takes the second place by its effectiveness among three different methods in teaching conjunctions.

Figure 2 – Comparison of three different methods in teaching conjunctions



Feedback. At the end of every lesson, there were questionnaires specially for students that define their interests in every method. As you can see from the pie chart, most students like using the Critical thinking Technology in teaching conjunctions. It includes almost 50 percent of all students in this group. Grammar Translation Methodology takes the second place getting about 30 percent. And its turn, Essay Writing gets about 20 percent of students.

Comparing students' interests in every method of teaching:

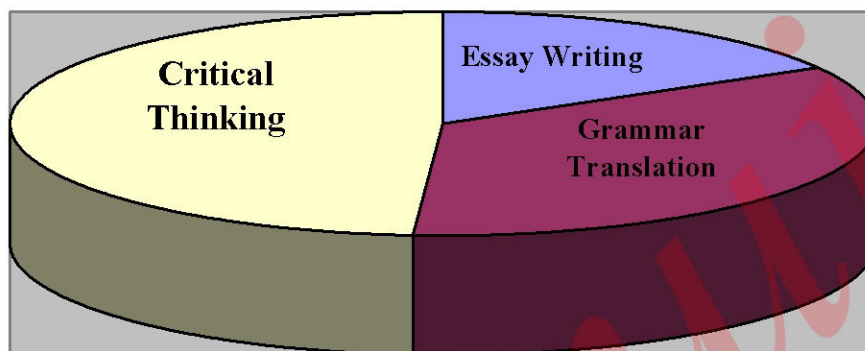


Figure 3 - Students' feedback

At the end of every lesson, there were questionnaires specially for students that define their interests in every method. As you can see from the pie chart, most students like using the Critical thinking Technology in teaching conjunctions. It includes almost 50 percent of all students in this group. Grammar Translation Methodology takes the second place getting about 30 percent. And its turn, Essay Writing gets about 20 percent of students.

CONCLUSION

Taking up the definition of a conjunction given above in our general survey of parts of speech, we must first of all, just as we have done with prepositions, consider the question of the meaning of conjunctions.

So far our reasoning and our conclusions have been the same as in the case of prepositions. Now, however, comes a point in which conjunctions are different from prepositions. When discussing prepositions, we noted that in a certain number of cases the use of a given preposition is predicted by the preceding word: thus the verb *depend* can only be followed by the preposition *on* (or *upon*), the adjective *characteristic* only by the preposition *of*, etc. In such cases the preposition has no meaning of its own. Conjunctions in this respect are entirely different. The use of a conjunction is never predicted by any preceding word. We will no longer inquire into the meanings of conjunctions, as this is a question of lexicology rather than grammar.

Conjunctions are structural words that serve to connect words or phrases as well as clauses or sentence: Conjunctions may be single words. But, or, as, while, because, though, etc) phrases consisting of more than one words. In order that, on condition (that), as soon as, as long as. As if as though, etc.) And also correlative conjunctions are always used in pairs. Both ... and, either ... or, not only ... but also, as ... as, etc).

Conjunctions are minor groups but important al the same for effective communication. The wrong usage of conjunctions could easily distort the meaning of your text. The learner can vary the length and type of sentences with the help of appropriate conjunctions.

Many authors, in defining a conjunction, limit themselves to indicating that they serve to connect words (or parts of the sentence) and clauses. This would seem to imply that conjunctions have no meaning of their own, that is, that they do not themselves express any phenomena of the extra linguistic world. This is untenable, as may be very easily shown by the simplest examples. Compare, for instance, the two sentences, *He came because it was late*, and *He came though it was late*.

In discussing conjunctions, we noted that there are differences and similarities in classification in English, as well as in Kazakh, Uzbek and Chinese languages, certain phrases which cannot be termed conjunctions, since they are not words, but which are similar to conjunctions in meaning and in syntactical function. A certain number of phrases (consisting of two or three words) are similar in meaning and in function to conjunctions. Among them we can quote such phrases as *in order that*, *as soon as*, *as long as*, *that*, etc.

In experimental part I want to summarize the goals I set at the beginning, review issues in which I did and did not succeed, and highlight the results of my thesis. I decided to focus my thesis on a comparison of methodologies used in teaching conjunctions. I chose three different methodologies in teaching conjunctions

by comparing with other languages. My purpose is teaching conjunctions using its structural comparison in different languages. Because English is international language. Almost everybody wants to speak in English no matter what is his or her nationality. And conjunctions are crucial part of English.

At school I was a pupil in classes full of traditional methodology while at university I was presented with modern methodology which is very different from the traditional one. Since I only had a learner's experience with the traditional one and as a student I was presented with the modern one, I was curious about their comparison. I set a goal to study theoretical literature, talk to people and carry out an experiment to compare the results of the three approaches in teaching one theme.

The research indicates that for learners Critical Thinking Technology is more motivating than Grammar Translation Methodologies and Essay Writing. Especially for students, motivation is a vital aspect of education because there is a lot of perspectives ahead of them. It appears that Critical Thinking Technology is not so well known and established at schools in Central Europe; at least not as much as many modern practitioners believe it should be. From this research it seems that three methodologies bring results with respect to levels of encyclopaedic knowledge, but that Critical Thinking Technology is also more effective in encouraging students to communicate and in creating a positive attitude to the subject. Since it appears that motivation is one of the most important aspects of students' education, we might conclude that modern methodology should be preferred in schools, particularly in the lower years.

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APPENDIX

List of Conjunctions

Conjunctions are words that join two or more words, phrases, or clauses.

Coordinating Conjunctions

Example: cookies and milk

Here they are (only 7):

English	Kazakh	Uzbek	Chinese
for	үшін, -да, -де, -ға, -ге	учун, давомида, вақтида, сабабли, ...га	对于 duìyú 为 wéi
and	және, мен, пен, бен	қарши ва, эса, ҳам	и 和 hé 与 yǔ
nor	және де	ҳам эмас	也不 yě bù
but	бірақ, ал, алайда	лекин, аммо, -дан бошқа	但 dàn 可是 kěshì
or	немесе, не	ёки	要么 yàome 或 huò
yet	эзірге, тағы	хали, яна ҳанузгача, ҳамон	然而 rán'ér 但是 dànshì
so	осылайша, солай, осылай	шундай шу қадар шундай қилиб шунчалик демак	所以 suǒyǐ

**You can remember them using the acronym FANBOYS.*

Subordinating Conjunctions

after	кейін	кейин	后 hòu
although	дегенмен қайтсе де	шундай болса ҳам гарчи ҳатто	虽然 suīrán
as	ретінде қалай сол	сифатида биланок чунки гуё	如 rú
as if	сияқты	гуё	仿佛 fǎngfú
as long as	эзірше	мадомики ҳамонки сабабли учун	只要 zhǐyào
as much as	сол сияқты	қадар	尽可能 jìn kěnéng

as soon as	тезірек	булиши биланоқ	尽快 jǐnkuài
as though	сияқты	гуё	仿佛 fǎngfú
because	себебі сондықтан сол себепті үйткені	ғнки негаки сабаби	因为 yīnwèi
before	бұрын осының алдында	олдин аввал	之前 zhīqián
by the time	сол уақытқа шейін	бу вақтгача	到...的时候 dào... de shíhòu
even if	егер де	қатто	即使 jíshǐ
even though	сөйтсе де	ғарчи	即使 jíshǐ
if	егер	ағар	如果 rúguǒ
in order that	бұл үшін	бунинг учун	为了使 wèile shǐ
in case	егер	бу ҳолатда	以防万一 yǐ fǎng wàn yī
lest once	солай болмаса бір рет	ундай булмаса қачондир	一旦 yīdàn
only if	тек егер	фақат ағар	除非 chúfēi
provided that	бұл жағдайда	ағар шундай булса	前提是 qiántí shì
since	содан бері сол кезден бері	шундан бери ...дан кейин	以来 yǐlái
so that	сондай-ақ	шунинг учун	以便 yǐbiàn
than	қарағанда ...ғері	ундан кура нисбатан	比 bǐ
that	сол	у	那 nà

though	дегенмен бірақ әйтсе де	хатто гарчи	虽然 suīrán
till	дейін	қадар	直到 zhídào
unless	егер ...болмаса	агар ... булмаса	除非 chúfēi
until	дейін шейін	қадар ...гача	直到 zhídào
when	қашан, сол уақытта	қачон шу пайтда	于 yú
whenever	кез келген уақытта қашан да	қачон булмасин	无论何时 wúlùn hé shí
where	сол жерде	шу ерда	该 gāi
wherever	қайда болса да	қаерда булмасин	哪里 nǎlǐ
while	әзірше сол уақытта	қачонки, шу пайтда	而 ér
therefore	сондықтан	шунинг учун	因此 yīncǐ

*There are many subordinating conjunctions. This list does not include all of them.
Example: I will eat broccoli after I eat this cookie.*

Correlative Conjunctions

These are always used in pairs.

Example: This cookie contains neither chocolate nor nuts.

both... and	екеуі де және	хам ... ва	既.....又..... Jì..... Yòu.....
either... or	немесе ... яки	ёки	两者任一 Liǎng zhě rèn yī
neither... nor	... де емес	У хам... бу хам эмас	既不也不 Jì bù yě bù
not only... but also	... ғана емес, сонымен бірге	нафақат... балки	不仅而且 Bùjǐn érqiě
whether... or	болсын ... немесе	булсин ... ёки	是否 Shìfǒu