UZBEK AS A RESOURCE IN TEACHING LINGUISTIC TYPOLOGY TO MASTER'S STUDENTS OF ENGLISH

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Abstract. Linguistic typology is part of many master's programmes in English linguistics in Uzbekistan, yet it is often taught as a set of terms and classifications illustrated with examples from languages students will never meet. This thesis argues that students' own language is the best starting point. Uzbek and English differ in almost every parameter typology studies: word order, adpositions, morphological type, case marking and evidentiality. The thesis proposes a data-first approach in which each typological parameter is introduced through English–Uzbek contrasts, checked against the World Atlas of Language Structures (WALS), and then extended to other languages.
Keywords: linguistic typology, language universals, Uzbek, English, word order, WALS, master's education.

Introduction.

Typology courses for master's students of English often begin with definitions. Students learn that languages can be isolating, agglutinative or fusional, that word order types are named with S, V and O, and that Greenberg formulated a set of universals. Examples come from textbooks: Vietnamese for isolating structure, Latin for fusion, Turkish for agglutination. Students memorise the classification but seldom feel that typology explains anything about the languages they actually use.

This is a missed opportunity, because Uzbek-speaking students arrive with typological expertise they do not know they have. Uzbek is an agglutinative, verb-final Turkic language with postpositions, a rich case system and grammatical marking of information source; English is a largely analytic, verb-medial language with prepositions and very little case. Almost every chapter of a typology textbook, such as Velupillai (2012), can be illustrated first with a contrast students can test on their own intuitions.

Aim and methods.

The aim of the thesis is to show how Uzbek–English contrasts can organise a typology course. Standard accounts of the main typological parameters (Comrie, 1989; Croft, 2003; Velupillai, 2012) were reviewed and matched with features of Uzbek and English, and with the corresponding features in WALS (Dryer & Haspelmath, 2013). For each parameter, a short classroom sequence was designed. The approach is offered for trial in master's typology courses.

Main part.

Word order offers the clearest start. In *Men kitobni o'qidim* 'I read the book', the object precedes the verb, and Uzbek is consistently head-final: it has postpositions (*uy uchun* 'for the house'), genitives before nouns (*talabaning kitobi* 'the student's book') and relative clauses before the noun. English is verb-medial and largely head-initial, with prepositions and relative clauses after the noun. Students who notice these correlations in two languages have, in effect, rediscovered Greenberg's observation that verb-final languages are overwhelmingly postpositional (Greenberg, 1963). They can then check the

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pattern in WALS, where the maps for the order of object and verb and for the order of adposition and noun phrase show how widely it holds and where it breaks down.

Morphology works the same way. An Uzbek word such as *kitob-lar-imiz-dan* 'from our books' adds one suffix for each meaning, a textbook case of agglutination, while English expresses the same meanings with separate words. Asking students to segment Uzbek words and then compare them with Russian forms such as *книгами*, where one ending carries case and number together, makes the difference between agglutinative and fusional morphology concrete. The same method serves alignment and case (nominative–accusative in both languages, but marked in Uzbek and largely unmarked in English) and evidentiality, where Uzbek forms such as *-ibdi*, *ekan* and *emish* mark the source of information and English has no grammatical equivalent (Comrie, 1989; Velupillai, 2012).

Each parameter follows a four-step sequence in an 80-minute class. Students first describe the feature in Uzbek and English from their own intuitions. They then name it with the typological terms. Next, they check WALS to see how the two languages fit into the world-wide distribution and which languages behave differently. Finally, they test one claimed universal against a third language they know, usually Russian, and report any exceptions. Over a semester this produces a portfolio of short typological profiles, and the final assignment asks each student to write a profile of a language of Uzbekistan, such as Karakalpak, Tajik or Kazakh, using the same parameters.

Conclusion.

Typology becomes more meaningful when students can test its claims on the languages they speak. Uzbek and English together cover most of the contrasts a typology course needs, and WALS makes it possible to place them in a world-wide context without special software. Using students' own language in this way turns typology from a list of classifications into a method of discovery. The next step is to evaluate the approach through students' typological profiles and their performance on analysis tasks with unfamiliar language data.

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