

BENEFICIAL EFFECT OF USING CONJUNCTIONS AT UPPER-INTERMEDIATE LEVELS

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Abstract: This research article examines the Beneficial effect of using conjunctions at upper-intermediate and also this article is about what conjunctions are used by students at this level when composing sentences and writing, and the types of conjunctions are used, as well as how clearly the use of conjunctions conveys information to the listeners and the readers. In general, about the important aspects of the use of conjunctions and general and specific structures. The questionnaire consisted of five sections. These are types of conjunctions, how to use types of conjunctions, structure of conjunctions at upper-intermediate level.

Keywords: Conjunctions, coordinating conjunctions, subordinating conjunctions, correlative conjunctions, Cumulative conjunctions, Copulative Conjunctions, Adversative Conjunctions, Disjunctive conjunctions, Alternative Conjunctions

1. INTRODUCTION

Conjunctions are essential components of the English language that help connect words, phrases, and clauses together. By using conjunctions effectively, students can improve of their speech and writing. In this article, we will explore common conjunctions at an upper-intermediate level, providing examples of our writing. They establish relationships between words, phrases, and clauses, allowing us to express ideas in a more effective and organized manner. As an upper-intermediate level learner, understanding and utilizing conjunctions correctly will significantly elevate their writing skills. In this article, we will explore various conjunctions commonly used at the upper-intermediate level and provide examples of their usage to help students' master this important aspect of English grammar. Conjunctions are an quintessential section of the English language. If used properly, they could improve nearly any type of writing. From business writing to tutorial writing, conjunctions assist create higher sentences. However, the use of them incorrectly or not using them at all results in uneven and incoherent writing. This article will give an explanation for what conjunctions are and how to use them properly at upper-intermediate.

Conjunctions are an integral part of the English language. If used properly, they can improve almost any type of writing. From business writing to academic

writing, conjunctions help create better sentences. However, using them incorrectly or not using them at all results in choppy and incoherent writing. This article will explain what conjunctions are and how to use them properly. A conjunction is a part of speech that functions as a connector between two sentences, clauses, phrases, or words. We often use conjunctions in speech without realizing it. In writing, they can be effectively used in lieu of starting a new sentence. The proper use of conjunctions allows for more natural rhythm in your writing. The improper use of conjunctions often results in writing that sounds choppy and disjointed. Look at the following three sentences, for example: "I went to the store. They didn't have apples. They also didn't have hot sauce." While technically not incorrect, these sentences would sound much better as one sentence joined together by conjunctions. "I went to the store, but they had neither apples nor hot sauce." I will give some information about types of conjunctions. There are different types of conjunctions.

1. Coordinating conjunctions. Coordinating conjunctions are an important part of grammar and are used to join words, phrases, or clauses of equal importance within a sentence. They are referred to as "coordinating" conjunctions due to the fact they coordinate or be part of elements that are grammatically equal.

1. **And**: It is used to add or join two or more similar ideas or elements. For example: "I like apples **and** bananas."

2. **But**: It is used to express contrast or opposition between two ideas or clauses. For example: "I am tired, **but** I need to finish my homework."

3. **Or**: It presents a choice or alternative between two or more options. For example: "Would you like pizza **or** hot-dogs?"

4. **Nor**: It is used to present a negative alternative to a previous negative statement. For example: "She didn't study, **nor** did she attempt the exam."

5. **For**: It explains a reason or cause. For example: "They went to the store, **for** they needed some foods."

6. **Yet**: It indicates a contrast or introduces a surprising fact. For example: "I was tired, **yet** I managed to complete the marathon."

7. **So**: It shows a result or consequence. For example: "It was snowing, **so** we decided to snowball outdoors."

These coordinating conjunctions can be used to be a part of words, phrases, or clauses within a sentence, permitting for clearer and extra concise communication. It's important to note that when the usage of coordinating conjunctions, the factors being linked should be grammatically parallel or equal in structure. Here are a few examples of coordinating conjunctions used in sentences:

- "I like listening music, **and** I enjoy reading books."
- "He is good, **but** she is bad."
- "You can choose the red dress, **or** you can select the white one."

- "He didn't study for the test, ****nor**** did he ask for help."
- "I am tired, ****yet**** I keep working."
- "They went to the cinema, ****so**** they had a great time."

Remember that coordinating conjunctions are just one type of conjunction. Other types, such as subordinating conjunctions and correlative conjunctions, have different functions and usage patterns.

Certainly! Here's some more information about coordinating conjunctions:

2.Subordinating conjunctions. Subordinating conjunctions are phrases or phrases that be part of dependent clauses to unbiased clauses, creating complicated sentences. These conjunctions establish a subordinate relationship between the clauses, indicating that one clause depends on the different for its meaning. Here are some frequent subordinating conjunctions:

1. After: After I finish my homework, I will go to the cinema.
2. Although: Although it was raining, I went for a walk.
3. As: They watched the movie as they ate her popcorn.
4. Because: She couldn't attend the party because he was feeling sick.
5. Before: I should finish the project before the deadline.
6. If: If it snows, I will stay indoors.
7. Since: Since it's getting late, he should leave now.
8. That: I know that she is free today.
9. Unless: She won't pass the exam unless she studies.
10. While: She listens to music while she exercises.

These conjunctions introduce based clauses, which cannot stand on my own as whole sentences because they lack the imperative data to make experience independently. In contrast, impartial clauses can function as whole sentences on their own. When a subordinating conjunction is used, the dependent clause turns into subordinate to the independent clause, editing or adding facts to the main clause. There are numerous subordinating conjunctions, every serving a specific motive. Some examples include "while," "since," "unless," "because," "although," "if," "where," "whether," "until," "after," "as," "that," "before," "provided that," "in order that," "so that," and "as if/as though," among others.

3.Correlative conjunctions. Correlative conjunctions are pairs of conjunctions that work collectively to hyperlink words, phrases, or clauses of equal significance in a sentence. These pairs of conjunctions work in tandem to create a balanced and parallel structure. Some common examples of correlative conjunctions include:

1. Either...or: It presents a choice between two alternatives. For example, "I can either study for the test or go to the party."
2. Neither...nor: It indicates that both alternatives are not true or applicable. For example, "Neither July nor Jane attended the meeting."

3. Both...and: It indicates that two things are true or applicable together. For example, "Both the cat and the dog are playing."

4. Not only...but also: It emphasizes that two things are true or applicable. For example, "You are not only intelligent but also hardworking."

5. Whether...or: It introduces a choice between two possibilities. For example, "Whether I stay or leave is up to you."

Correlative conjunctions help to preserve stability and parallelism in sentence structures, and they are beneficial in expressing relationships between ideas and making comparisons. It's vital to observe that correlative conjunctions must be used efficaciously and in the fabulous contexts to make certain clear and fine communication.

Section 1. How to use coordinating conjunctions at upper-intermediate levels

According to Murthy [4:215], coordinating conjunctions are divided into three kinds. They are: Cumulative or Copulative Conjunctions Adversative Conjunctions and Disjunctive or Alternative Conjunctions Also, we will consider them one after the other: **(i) Cumulative or Copulative Conjunctions** These are used to join statements, or they add one statement to another. They include: and, so, both ... and, as well as, not only ... but also, no less than, etc. **(ii) Adversative Conjunctions** According to Halliday and Hasan [1:250], the meaning of the adversative relation is „contrary to expectation“. The expectation may be derived from the content of what is being said, or from the communication process, in a speaker-hearer situation. They include: but, still, only, etc. **(iii) Disjunctive or Alternative Conjunctions** These are used to express a choice between two alternatives. They include: or, nor, either...or, neither...nor, else, whether...or, otherwise and ect.

FOR =He is working here, for he loves this company. (reason)

AND=Jon hates you a lot and he will never talk to you. (in addition to)

NOR= I have never talked to that guy, nor do I want to do it. (a/so not)

BUT=wanted to help you, but they didn't let me do it. (contrast)

OR= Do you want to come with us, or do you want to stay here? (option)

YET=All of us worked really hard to pass the test, yet we all failed. (contrast)

SO =was feeling blue, so I didn't go to office. (result/consequence)

Section 2. How to use subordinating conjunctions at upper-intermediate levels

(i) Time These are subordinators that express consequence in time or succession in time between clauses. Examples include: before, after, till, since, when, while, etc. **(ii) Cause or Reason** These are subordinators that express causal relations in the simplest form that mean „as a result of this“ or „because of this“. **(iii) Result or Consequence** Result/consequence and cause/reason are closely related but the main subordinator here is so and that. These have the relation that is expressed to mean „for this reason“ which leads to something else. **(iv) Purpose** Purpose and cause/reason are

closely related and the subordinators involved have the sense of „for this reason“ or „for this purpose“. They include: that, so that, in order that, lest, etc. (v) **Condition** According to Quirk and Greenbaum [5:323], conditional subordinators state the dependence of one circumstance or set of circumstances on another. The main subordinators in English are if and unless. The if-clause could either be a positive or a negative condition while the unless-clause is a negative one.

1. I'm playing in because it's snowing.
2. As long as they need my notebook, they can keep it.
3. After you pass the town, you must turn to the left.
4. You couldn't stay, for the area was violent.
5. July is a very beautiful girl and she is very smart.
6. Uzbekistan when we were in Navoi.
7. Even if the sky is falling down, he'll be my only.
8. I'll never be the same since I fell for you.
9. If you find out, please let me know.
10. Once you see her, you will recognize her.
11. So that she could keep her job, she didn't complain at all.
12. I will not pass the math exam unless I work harder.
13. Did they give me anything before they left?

Section 3. How to use correlative conjunctions at upper-intermediate levels

These conjunctions: 1 Two options are possible

2. Creates emphasis
3. Choice between two alternatives
4. Makes two negative statements
5. Presents two possibilities

Either... or... Jon must be living either in Canada or in Brazil

Neither... nor... You are neither my brother nor a friend.

Both... and... I loved both the party and the guests

Not only... but also... Max not only lost the match but also disappointed us.

Whether... or... I don't know whether he took a cab, or he walked to home

Such... that... It was such a close fight that we didn't know who won it.

No sooner... than... No sooner had I reached the station than the train left.

Scarcely/Hardly... Hardly had she started the car when I called her.

Would rather... than... He would rather come with us than stay here.

As... as... You look as big and powerful as a bodybuilder.

RESULT

A question was answered in order to find out which type of conjunction is useful and most used for advanced students. And the result was the following

indicator(picture1).According to the result, It was found that the use of coordinating conjunctions at upper-intermediate level is 15.4%. And the use of subordinating conjunctions at high level is 53.8%. The use of correlative conjunctions at upper-intermediate level is 30.8%.These results show that students at this level use more subordinating conjunctions.



CONCLUSION.

Conjunctions are important tools both in speech and in writing at upper-intermediate level students. That is why Leung [7]notes,"Conjunctions contribute to a better understanding of the use of discourse and they affect the way texts are perceived" in the words of McClure and Steffensen [3:3], conjunctions act as clues drawing attention to and making explicit the logical relationship between propositions. In oral discourse, these relationships may be made clear by context. However, in the written mode, conjunctions are extremely important. This is because readers who fail to note a conjunction or who misunderstand it may interpret the proposition it connects as either to tally unrelated, or related in ways unintended by the author. Thus, they may comprehend each sentence or clause but fail to understand the passage as a whole. Conversely, authors who fail to make judicious use of conjunctions leave their readers guessing about the connections between ideas they have presented. Halliday and Hasan [1:226-227] note that one important linguistic resource in communicating information is its conjunctive relation. It is a "specification of the way in which what is to follow is systematically connected to what has gone before" Using this conjunctions in right ways can help to upper intermediate students for their writing and speaking skills.

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