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ANALYZING ENGLISH VERBS THROUGH LEXICAL-SEMANTIC

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ABSTRACT: This study explores the categorization of English verbs based on their lexical and semantic characteristics. The research aims to classify verbs into meaningful groups, highlighting their semantic roles, relationships, and functions within the sentence structure. By examining lexical-semantic groupings, the study provides insights into the nuances of verb usage, aiding both language learners and linguists in understanding the complexity and diversity of English verb meanings.

Keywords: English verbs, lexical semantics, verb classification, semantic roles, lexical grouping, syntax, linguistic analysis, verb meaning, vocabulary, language structure

ANNOTATSIYA: Mazkur tadqiqot ingliz tilidagi fe'llarni ularning leksik-semantik xususiyatlariga asoslangan holda guruhlarga ajratishni o'rganadi. Unda fe'llarning semantik rollari, gapdagi funksiyalari va ularning o'zaro aloqalari tahlil qilinadi. Tadqiqot natijalari ingliz tilidagi fe'llarni yanada chuqurroq anglash, ularni o'rgatish va o'rganishda samaradorlikni oshirishga xizmat qiladi.

Kalit so'zlar: ingliz fe'llari, leksik-semantik guruhlar, fe'l turlari, semantik rol, sintaksis, tilshunoslik tahlili, fe'l ma'nosi, til tuzilmasi

АННОТАЦИЯ: Данное исследование посвящено классификации английских глаголов на основе их лексико-семантических характеристик. В работе анализируются семантические роли глаголов, их функции в структуре предложения, а также их взаимосвязи. Исследование способствует лучшему пониманию значений глаголов и их использования в английском языке, что особенно важно для изучающих язык и специалистов-лингвистов.

Ключевые слова: английские глаголы,лексико-семантическая классификация, семантические группы, функции глаголов, синтаксис, анализ языка, структура языка

INTRODUCTION

Verbs form the backbone of any language, playing a pivotal role in expressing actions, states, processes, and occurrences. In English, the study of verbs goes beyond their grammatical functions and delves into their semantic and lexical nature, revealing the complexity and richness of the language. Lexical-semantic classification offers a systematic approach to understanding the meanings and relationships between verbs by grouping them based on shared semantic features and usage patterns. Traditionally, English verbs have been categorized according to syntactic structures and tense formations. However, modern linguistic research emphasizes the importance of studying verbs from a semantic perspective, particularly focusing on their thematic roles, aspectual features, and their contribution to sentence meaning. By classifying verbs into lexical-semantic groups—such as motion verbs, perception verbs, communication

verbs, and mental activity verbs—researchers can uncover deeper insights into language behavior and cognitive structures underlying communication. The lexical-semantic approach not only aids in linguistic description and theoretical analysis but also has practical applications in language teaching, lexicography, and machine translation. It enables more effective vocabulary acquisition for language learners and enhances semantic precision in natural language processing systems. This paper seeks to analyze English verbs through the lens of lexical-semantic classification by identifying key verb groups and examining their semantic roles and interrelations. The study aims to contribute to the field of lexical semantics by offering a structured classification model that reflects both theoretical and practical dimensions of verb usage in English

LITERATURE REVIEW AND METHODOLOGY

The lexical-semantic classification of verbs has been a prominent focus in the fields of semantics and syntax since the latter half of the 20th century. Seminal works by Levin (1993) on English verb classes and alternations laid the foundation for modern verb categorization based on both syntactic behavior and semantic meaning. Levin's classification demonstrated that verbs with similar meanings often show similar syntactic patterns, suggesting a deep link between meaning and grammatical structure. Further contributions by Jackendoff (1990) and Pustejovsky (1995) expanded the theoretical framework by exploring the conceptual structures and event templates underlying verb usage. These studies emphasized the role of semantic fields and verb arguments in constructing meaning. Fillmore's (1968) case grammar and the development of Frame Semantics also provided a cognitive perspective, linking verbs to culturally and contextually grounded frames of experience. In more recent years, corpus-based approaches and computational linguistics tools (e.g., VerbNet, WordNet, and FrameNet) have enabled linguists to classify verbs using large-scale lexical databases, offering empirical support for theoretical models. These resources allow for a more nuanced understanding of verb behavior across different contexts and register types. Despite the progress, there is still a need for integrative studies that combine theoretical insights with practical applications, especially in language education and NLP systems. This research seeks to build upon prior studies while proposing a functional and pedagogical interpretation of verb classification. This study employs a **descriptive-analytical** method to classify English verbs into lexical-semantic groups. The research is divided into several phases:

Data Selection:

A representative sample of 200 frequently used English verbs was extracted from the British National Corpus (BNC) and COCA (Corpus of Contemporary American English), ensuring a variety of semantic domains (e.g., action, cognition, perception, communication).

Classification Criteria:

Verbs were analyzed and grouped based on semantic roles (e.g., agent, experiencer, theme), aspectual features (e.g., telicity, durativity), and thematic domains (e.g., motion, emotion, mental process). The classification is guided by the models proposed by Levin (1993), Vendler (1967), and Fillmore (1968).

Analysis Procedure:

Each verb was examined in multiple real-world sentence contexts to assess its semantic properties and syntactic behavior. Collocational data and valency patterns were also considered

to refine groupings.

Tools and Resources:

In addition to BNC and COCA, the research utilized **WordNet** for semantic hierarchy validation and **FrameNet** to align verbs with conceptual frames. These tools facilitated both quantitative and qualitative analysis.

Validation:
Expert linguists and language instructors were consulted to review the classification scheme and assess its clarity and pedagogical relevance. This mixed-method approach ensures that the classification is both theoretically grounded and practically applicable, offering value for linguists, language teachers, and applied language technologies.

RESULTS AND DISCUSSION

The lexical-semantic classification conducted in this study resulted in the identification of six primary verb groups, each defined by shared semantic characteristics and syntactic behavior. These groups include:

Motion verbs (e.g., *run, slide, travel*) – characterized by dynamic movement and spatial orientation.

Perception verbs (e.g., *see, hear, feel*) – associated with sensory experiences.

Cognitive verbs (e.g., *think, believe, understand*) – reflecting mental processes.

Communication verbs (e.g., *say, tell, explain*) – used in information exchange and dialogue.

Emotion verbs (e.g., *love, hate, fear*) – expressing affective states.

Manipulation or action verbs (e.g., *push, cut, build*) – denoting physical interaction with objects.

Each verb group displayed unique patterns **of** argument structure**,** aspectual properties**,** and collocational behavior**.** For instance, motion verbs frequently co-occur with prepositions indicating direction or destination (e.g., *run to the park*), whereas cognitive verbs often require sentential complements (*believe that..., know why...*). A comparison between corpus data and theoretical models (such as Levin's verb classes) revealed both alignment and divergence. While many verb groupings confirmed existing classifications, some verbs exhibited polysemous behavior, belonging to multiple semantic categories depending on context. For example, the verb *feel* appeared in both perception and emotion groups, highlighting the need for flexible classification models. In terms of pedagogical implications, the findings suggest that presenting verbs in semantic groupings rather than alphabetic lists or purely grammatical categories enhances vocabulary retention and contextual understanding for EFL learners. Moreover, such classification supports better design of learning materials, curriculum development, and task-based instruction. From a linguistic standpoint, the study confirms that semantic roles and lexical relationships are critical in understanding verb usage**,** sentence structure, and meaning construction. The analysis also demonstrates the value of integrating corpus-driven evidence with cognitive and semantic theories in contemporary linguistic research.

CONCLUSION

This study has examined English verbs through a lexical-semantic lens, demonstrating the value of categorizing verbs based on their meanings, functions, and syntactic behavior. The classification of verbs into distinct semantic groups—such as motion, perception, cognition, communication, emotion, and manipulation—offers a clearer understanding of how meaning is structured and conveyed in the English language. The findings highlight the interconnectedness between lexical semantics and grammar, revealing that verbs not only function within syntactic frameworks but also carry significant semantic roles that affect overall sentence interpretation. The identification of polysemous verbs and overlapping categories emphasizes the complexity of verb usage, suggesting that rigid classification systems may need to be complemented by more dynamic, context-sensitive approaches. From a pedagogical perspective, this research supports the use of semantic grouping in vocabulary teaching and syllabus design. Grouping verbs by meaning rather than form enhances language learners' cognitive processing and facilitates deeper engagement with vocabulary in authentic contexts.

Furthermore, the integration of corpus analysis and theoretical models has proven effective in creating a balanced and data-supported classification system. Future research could expand this study by applying similar methods to other parts of speech or by comparing lexical-semantic verb classifications across languages. In summary, lexical-semantic classification is a powerful tool not only for linguistic analysis but also for practical applications in language education, lexicography, and natural language processing.

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