

Examining English Verbs by Describing their Semantic and Grammatical Features and Students' Problems in Learning Lexical-Grammatical Verbs

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Abstract

This article looks at verbs in the English language, with a particular emphasis on their semantic and grammatical characteristics. It also takes into account the difficulties students have when learning this particular lexical-grammatical group of verbs. Both the grammatical and semantic characteristics of the verbs were recognized and explained. Explanatory dictionaries provided us with study material, and we also mentioned examples from the National Collection of the English Language. Research techniques like content analysis, quantitative analysis, and continuous sampling were applied. The graph displays how referring verbs are used both quantitatively and qualitatively. The essential lexical and grammatical components of verbs were taken into account. It is common knowledge that when studying grammar in English as a foreign language, students struggle greatly with verb usage. Regarding this, the article offers assignments and exercises that can be utilized in the classroom, along with methodological suggestions for researching the pragmatics and semantics of verbs.

Keywords: English Grammar; English Language; Verbs; Learning Problem.

1. Introduction

Issues with learning vocabulary and grammar in Russian and in English as a second language classes are still pertinent in the writings of modern academics, etc. The verb is one of the speech parts with the greatest variety of grammatical categories. We should also draw attention to the verb's diversity in meaning within the English language at the same time. There are currently several thematic and semantic categories for verbs. There are over 10,000 examples of verbs in the Big Explanatory Dictionary of English Verbs, covering themes like Action and Activity, Being, State, Quality, and Attitude. Over the past ten years, there has been a rise in interest in the study of stative verbs. In this essay, verbs are discussed.

According to a review of the scientific literature, there are also subgroups within this thematic subgroup, including the following verbs: disturb, amuse, inspire, excite, tempt, encourage, sadden, etc.; verbs: worry, grieve, sad, angry, upset, worried, jealous, etc.; and verbs: to be inspired, to be inspired, to admire, to be amazed, to be embarrassed, to be confused, to be horrified, etc. Numerous academics have examined the semantics and pragmatics of state verbs, such as Erofeevan & Rakhimova (2015), among others. It is crucial to remember that state verb semantics have a specific place in the language system and should therefore be given the greatest consideration (Ozhegov, 1999; Apresyan, 1967).

2. Literature Review

The fact that verbs describe dynamic events and processes presents a unique learning challenge for young children, as researchers have long recognized. Children in particular need to take the ever-changing events in the world and use language to represent them in a categorical system. Therefore, infants must rely on abstract categorical information to express continuous events in language, even though they process large amounts of metric information about them. Researchers are now able to test verb learning thanks to developments in methodology that allow the presentation of dynamic events (like the Intermodal Preferential Looking Paradigm [IPLP]) and the accessibility of video

editing technology. This article looks at the relationship between studies on kids' comprehension of event structure and their capacity to.

According to Gentner's (1982) "natural partitions hypothesis," learning verbs requires two things: (i) a conceptual grasp of the events that verbs describe; and (ii) an awareness of how one's own language expresses these events. "It is not difficult to perceive relations; rather, it is difficult to package and lexicalize them," stated Gentner. Gentner's theory (and its offshoots) sparked a new field of study that links early verb acquisition and event perception. In the former, Gleitman and Gleitman (1992) look into how kids interpret and classify nonlinguistic events in ways that are pertinent to language use. The latter looks into how kids figure out how to translate their conceptualizations of events into the language they are learning. Since verbs are not "verbal film clips of events," mapping becomes uncertain due to the sheer amount of information contained in an event (Tomasello, 1992).

The verb "climb," for instance, describes the interaction between an agent (the child) and something being ascended (the dresser) when kids hear the phrase "Don't climb that!" There are two learning challenges here. The young learner must first abstract the spatial aspect of path in the middle of this dynamic and complex event (Slobin, 2003). Secondly, the term "climb" needs to be associated with the path rather than, for example, the small hands holding the drawers. Relational terms, such as verbs, prepositions, and adjectives, frequently lag behind nouns in studies of natural vocabulary acquisition and in verb comprehension experiments conducted in laboratories because of this complexity (Golinkoff et al. 1987). However, data from some Asian languages, where verbs appear earlier in production than in English—possibly as a result of the way parents and other caregivers speak to their children—must be considered when evaluating this general conclusion. For instance, verbs can appear alone in Chinese. Therefore, "John kissed Mary" is required in English, but "qin1" (kiss) is acceptable in Chinese as long as the listener can deduce the meaning from context. Moreover, compared to English-speaking caregivers, Chinese caregivers produce a greater variety of verb types and tokens (Kosslyn, 2006; Hirsh-Pasek & Golinkoff, 1996).

3. Methodology

A review article is a type of article that reviews the background of a scientific topic. In review articles, the results presented in scientific writings about a specific topic are summarized and evaluated. This type of article may examine anything, and is designed to summarize, analyze, and evaluate information that has already been published. In such articles, experimental and new findings are rarely reported. Review articles have a well-defined narrative, are usually critical, and should provide theoretical and emerging interpretations. The Big Explanatory Dictionary of English Verbs provided a continuous sampling method for the selection of the material for the analysis. There are eighty verbs in all. The work employed the descriptive method and its tools, including content analysis, generalization and classification, and qualitative and quantitative material analysis.

4. Results

In English, verbs can also be used to introduce a topic. It is necessary to determine which in the English language are expressed by verbs in this regard. A significant portion of native English speakers' spoken language is thought to be the reason behind the large number of words that make up the English language's vocabulary. Verbs can convey a variety of emotions, including anger, amazement, dread, disgust, indifference, frustration, sorrow, sadness, fear, joy, cheerfulness, and grief. Verbs can be challenging for foreign (Chinese) students learning English at the B1–B2 level because of their contextual use, semantic characteristics, and lingua cultural traditions. Foreign students must imagine what a verb expresses in order to comprehend and fully understand it. Variations could exist. For instance, the following examples of the verb "to feel sad" are provided in the Dictionary of English Synonyms: to be sad (to express sadness, sadness), to grieve, to be depressed, to be hopeless, etc. In 2015, Troshkina and Gainutdinova The corresponding verb reflects how native English speakers gradually sense the presence of a person in a particular state at the same time. The subtle differences between verbs in the same synonymic series, such as to be depressed and hopeless, to grieve and to be distressed, are sometimes lost on international students.

Verbs have been examined and explained. Eighty verbs have been examined and defined. A list of these verbs is as follows: to feel anything—angry, worried, blissful, complacent, sick, afraid, fun, sigh, indignant, worried, grieve, sad, love, wet yourself, etc.—or to feel any combination of these emotions. Consider the following verbs as an example: to be sad, to grieve, to despond, to grieve. These verbs all convey the idea of "to feel sadness, a feeling of despondency,

wistfulness, light excitement." The National Corpus of the English Language, the largest collection of digital texts to date, provided the examples. Since the word "to feel sad" most often expresses the general meaning of the synonymic series and is understood by both text authors and readers, we have come across 480 examples of it. 420 instances of the word "to grieve for" have been located. Unlike the word "feel sad," "grieve" refers to "experience a sense of sorrow, bitterness of soul." It conveys the subject's state with greater intensity: But when the ship calls you toward a glorious future, what use is it, reader, to lament the years that have passed? The prophetic drum is Alexander Dorofeev.

320 instances of the verb "to be despondent" have been located. "To feel hopelessness, sadness, or oppressive longing; to be in a gloomy, depressed state of mind" is the definition of despondency. Can it be done that way? Remember not to give up. The world's Don Quixotes, riding a horse! Chan and associates (2020) Is it feasible? Please don't give up. Come on, world of Don Quixotes, get in your saddle! There are forty-six instances of the verb (to mourn). Twist is a synonym for melancholy, grief, and longing. The term "sadness" refers to the folk-poetical vocabulary and means "sadness, sorrow, anguish" or "sadness, sorrow, longing." As a result, the first instances of torment and agony are found in 19th-century texts that ask, "What should someone take from me? And what's the matter with me? liberate Bird! What benefit can you derive from me? And for what can I feel regretful?) A free avian. Folklore texts frequently contain the verbs "to be sad," "to grieve," "to desponder," and "to grieve." They can also appear in the texts of numerous folk songs, fairy tales, riddles, stories, proverbs, sayings, and phraseological expressions. When reading fictional texts, foreign students may experience the following emotions: extreme sadness, deep sadness, head or nose hanging, courage loss, and more.

Based on a survey we conducted among international first-year undergraduate and graduate students, the following findings were revealed: Seventy percent of participants comprehend the definition of the verb "грустить," are able to provide instances, and identify the context in which the verb can be employed. Twenty percent of students know what the verb sadden means, have seen it in texts, but have never used it in a conversation. Ten percent of respondents were unable to define the verbs spin and become depressed. They were able to locate them and provide an explanation of the subject's state in the examples provided for analysis. Thus, when learning verbs of state, we advise focusing on the following areas: 1) provide all synonymous series and two antonyms in addition to a single verb; 2) provide the meanings of each verb in the synonymous series along with two antonyms; 3) provide instances of when verbs can be used; 4) Examine communication scenarios where using a verb of state is appropriate. Chinese students find it challenging to learn the semantic characteristics of verbs of state in English. These include:

state verbs in English have a wide range of lexical meanings, and foreign students often struggle to understand these nuances; differentiating between state verbs; the existence of both prefixed and unprefixed state verbs; the presence of the imperfect form of verbs signifying single, repeated, and unidirectional states among the prefixed verbs; The use of paired and mismatched verbs, or verbs with numerous prefixes that are frequently quite similar in meaning, is one method of using prefixed verbs.

5. Discussion

Based on the linguodidactic solution, we think that Chinese students' difficulty in learning verb conjugation rules contributes to their study of stative verb semantic features. It is crucial to stress that typological variations and intralinguistic English language factors also contribute to the difficulty in understanding verbs of state. For instance, resultative and non-resultative verb classes exist in Chinese. The ability of a verb lexeme in Chinese to attach aspectual indicators—postpositional morphemes that indicate the nature of the action in time—depends on its aspectual type. A Chinese verb's resultative formants concurrently reveal the previous plan. The aforementioned information leads us to the conclusion that Chinese students studying the semantic properties of verbs of state should take a methodical approach, grouping the vocabulary of stative verbs based mostly on semantic characteristics. The human sphere presents the greatest challenge for Chinese students learning verbs denoting states because vocabulary is what gives a speaker's language color and is used to assess both the speaker and his or her sphere. The following are methodological suggestions for teaching Chinese students about the characteristics of verbs of state: tasks aimed at enhancing the degree of manifestation intensity of a particular emotion; Creating compositions that assist students in internalizing the expression of emotions and improving their speech, writing, and logical and coherent thinking as well as appropriate emotional and mental expression. It's also critical to remember that the composition is the student's primary vehicle for developing and articulating their worldview.

6. Conclusion

Chinese students find it challenging to learn the semantic features of English state verbs because these verbs reflect the English language's color. It's also crucial to remember that Chinese students need to apply the functional-semantic approach, which emphasizes language usage in real-world contexts, in order to pass this course. When implementing a cognitive-communicative orientation in English language instruction, communication must be the primary focus. As a result, the nature of communication itself, the operation of the modern English language system, student goals, and communicative intentions are more important factors to consider than grammar. Significant lexemes in English language and speech are verbs that describe states. They enable people to express their emotions and experiences verbally and to show them on a surface level. We examined textbooks and instructional materials to create methodological recommendations for Chinese students learning the features of verbs of state in English. It is important to note that they provide a semantic classification of verbs that distinguishes the verbs expressing various human states as a distinct group. However, students' practical activities rarely verify and reinforce their theoretical knowledge; for example, the suggested exercise system does not include verb work tasks (Vasiliev, 1990).

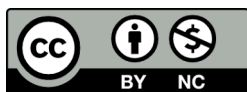
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