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THE FRAMING OF MOTION VERBS

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Abstract: Our article uses cognitive lexicography, a relatively recent fusion of lexicography and cognitive linguistics, to approach the recording of motion verbs in online bilingual Uzbek-English dictionaries. Gliding, interpretation of data for the action verb. To this end, this article attempts to improve bilingual vocabulary entries for action-type verbs using cognitive lexicography and proposes the use of GIF files to account for individual differences in language learning, thereby contributing to the Uzbek lexicographical literature and eliminating gaps in research in the field of cognitive lexicography.

Keywords: cognitive-linguistic approach, lexicography, cognitive linguistics, motion verbs,

What is cognitive lexicography? Lexicography is hard to imagine without the influence of linguistics. But why include yet another branch of linguistics in lexicography? The main reason for this is that a cognitive-linguistic approach can improve certain processes of lexicography, especially typological differences between languages, one of which will be addressed in this article (i.e. how languages encode movement types). As Osterman points out, cognitive lexicography can help speakers and learners of a language to understand dictionary entries or definitions because the underlying concepts are activated more quickly. [1] Furthermore, cognitive linguistics assumes a more individualistic understanding of semantic concepts in the human mind and assumes that our processes of forming meaning in language are inextricably linked to other parts of our cognitive processes.

In this sense, one can mention that language is an embodied experience, which is one of the central tenets of cognitive linguistics. There is another important principle of cognitive linguistics. Namely the emphasis on the frequency and how it supports language learning. Frequency can help lexicographers determine which meaning of the word is used more frequently. This can help learners learn the language more

authentically. In other words, it makes more sense to include dust in the sense of cleaning first in an entry and second in the sense of dusting a baked good with powdered sugar when the sense of cleaning is used more frequently. The use of frequency and corpora in lexicography is nothing new or remarkable. However, the use of corpora provides insight into a word's usage dates in real life. In doing so, this approach mitigates the adverse effects of the typological difference discussed below.

Frame Semantics: In addition to using the Pattern Dictionary of English (PDEV) in the study, Frame Semantics, a product of Frame Net, also provides lexicographers with tools to distinguish the usage of words from one another. The difference between the two is that Frame Net focuses on the context in which the word is used and identifies the expression environment of the word. [2] The frame semantics assumes that each word is assigned a semantic frame within which the word can be explained. These semantic frames consist of so-called frame elements (FEs). FEs contain information on the detailed aspects of meaning and syntactic behavior of words, and hence frame semantics has been considered an important tool by many corpus lexicographers. [4] Furthermore, contextual semantic roles in FEs are linked to their syntactic roles, which helps lexicographers to identify valence patterns.

However, one criticism Frame Net has received over the years is the project methodology of randomized selection of FEs and lexical units (LU), which follows a top-down approach rather than a bottom-up approach. Therefore, as Dalpanagioti argues, combining the Corpus Pattern Analysis (CPA) approach with Frame Net is an important step towards overcoming this criticism and embodying a bottom-up approach to profiling and analyzing the words. [5]

Metaphors and metonymy It is important to outline where and how metaphor and metonymy connect this approach. First proposed by Lak off and Johnson in their book Metaphors We Live by, conceptual metaphor theory provides much of the evidence now available in cognitive linguistics and suggests that metaphor itself is not a stylistic nature of language. What metaphors do, however, is that they show how they can shed light on our deep similarities in the way our conceptual system is organized. To give an example with an implicit target domain, imagine I don't understand the main point of this article, which assumes they know when you see it. Like metaphors after Croft, metonymy was seen as conceptual. Barcelona

demonstrates and argues the plausibility of metonymy by laying the groundwork for metaphor and suggesting that metonymy and metaphor should be viewed as two poles on a continuum rather than separate categories. Evans and Green explain the two terms as follows: while metaphor maps structure from one domain to another, metonymy is a mapping operation that emphasizes an entity by associating it with another entity within the same domain (or matrix of domains) in aligns relational sets.

In other words, the two terms can help lexicographers more accurately discover and locate the actual usage of a word, since they can show the relationship between multiple synchronic usages of a given form. Against this background, it can be assumed that the organization of central and peripheral word meanings is by no means a random event, but is based on systematic cognitive processes. As language educators and lexicographers, it is important to show learners the relationship between the uses of a word, especially when that word is conceptually confusing, like a verb of motion in English for Uzbek-English learners. Polysemy in words is something speakers experience every day. To define and analyze the polysemy of a word in an objective and testable way, principal polysemy is an approach proposed by Evans. The approach suggests that to identify the characteristic meanings, one must place the prototypical sense at the center and the characteristic meanings at the periphery, depending on the relatedness.

A summary of how the principled polysemy approach can be applied is summarized by Hanazaki. It is important to briefly mention that although this approach requires both synchronic and diachronic analysis of the selected words, this study opts for synchronic analysis due to word limitations. Nevertheless, bringing both analyzes together would certainly provide more in-depth information for lexicographers and advanced learners of English.[6] Type of Motion Verbs and Cognitive Lexicography: The Convergence The link between the above approaches and the typological difference between Uzbek and English lies in the type of dictionary entries, which can be improved using cognitive lexicography to avoid the detrimental effects of the typological difference on vocabulary to avoid to reduce the size of L2 - to soften English learners. When applied linguists in Turkey are trained within the framework of cognitive lexicography, they can better take into account the discrepancies that Uzbek-speaking English speakers encounter in their language-

learning journey. The typological difference between Uzbek and English has been pointed out repeatedly. Namely, English belongs to a group of languages called satellite languages, and these languages tend to encode the manner of a verb into the verb itself and encode path information (direction) into particles/satellites On the other hand, Uzbek has been identified as a verb-framed language, a group of languages that encode path information in the verb itself and the nature of the verb through further syntactic clauses.

This variation between the two has been shown to affect the mental lexicon of verbs of motion in Uzbek-English learners. In other words, the typological difference between the two languages has been found to affect the mental conceptualization of verbs of motion by English learners with an L1 Uzbek level. The following sentences illustrate this difference:

(1) The rat scurried away when it saw the cat.

(2) Sichqoncha mushukni ko'rgach, u tez va kichik qadamlar bilan u yerdan uzoqlashdi.

As can be seen in Theorem

1 The Wesel carries species information (short and quick steps) as well as path information (away). In the Uzbek translation of this sentence

2 The italic section indicates the route and the bold section indicates the route. To reiterate, what can be encoded in two words in English is encoded in almost five words in Uzbek. Applied linguists worry that Uzbek-speaking English speakers may be disadvantaged when it comes to English verbs of motion. Reports that Uzbek speakers of English suffer more from a restricted movement lexicon than native speakers. However, this can lead to cognitive overload and other discrepancies. Therefore, this study tries to offer makers and teachers of bilingual Uzbek-English dictionaries a new way to mitigate the adverse effects of the typological differences explained by Zalkan and Slobin. [7]

Methods The study analyzes verb glide using the corpus and the following Dalpanagiotis methodology to construct an entry. The verb was selected by randomization from a curated list of English verbs of motion based on the study by Levins and Talmys. In this section, the approaches explained in the sections above are applied to the corpus data, following the steps of Dalpanagiotis. In the following

section, the study curates a pre-lexicographical database for the federation and then combines CPA and Frame Net to disambiguate the various meanings of the verb. Then the study reconfigures new definitions for the verb using conceptual metaphor and metonymy theory and principled polysemy and presents the use of the verb in the big four dictionaries and an Uzbek-English bilingual dictionary (namely the online versions of OALD, LDOCE, COBUILD, CALD, and Uzbek-English Online Dictionary). As a final step, the curated definitions will be translated into Uzbek by keeping the same FEs to complete the bilingual online dictionary entry.

To this end, the same methodology can be applied to an Uzbek corpus to create a bilingual online dictionary entry for the full verb. Nevertheless, there are two reasons why the study does not translate the entries for the time being: (i) Since Uzbek and English differ in the use of verbs of motion, it is difficult to identify all verbs (and nonverbal/adverbial combinations) that Uzbek used in different semantic frames in a single study, and Uzbek-English learners already have cognitive problems with the nature of movement verbs in English. Therefore, the detailed explanation of these verbs should be given priority if applied linguists want to reduce the workload of the English teacher and make life easier for the students. Getting Started with the Creation of a Dictionary Format for Entries: A Proposal argues that in the process of metaphorical conceptualization, the universal embodiment of the metaphors and concepts is configured by the cultural specificity of the local culture. In other words, one should not overlook the speaker's contextual forces (e.g. culture, physical and social aspects) which may or may not reshape the commonly accepted metaphors. To mitigate contextual forces and provide a common ground for users of the dictionary entries used here, this article proposes using other semiotic sources (particularly GIFs) to help users embody the experience of a verb of motion used in their native language and possibly not a readily existing language, Uzbek. Starting from cognitive linguistics and assuming that language learning is an individualistic process that passes from one person to another, lexicographers should be able to create a common ground for learners. While Lew discusses various ways of constructing a multimodal dictionary definition using semiotic sources (e.g. animations, sounds, etc.), to the researcher's knowledge, no study has suggested using semiotic resources for verbs referring to relate the type of movement to the use of literature.

Therefore, based on the assumption that an animation (a GIF) could help learners to embody the core meaning of a verb of motion, the study proposes the use of GIFs and embodies the use of GIFs for the core meaning in English and Uzbek entries. However, the effectiveness of GIFs should be further investigated in future studies. To enable the use of GIFs, the dictionary entry must be online. Corpus Data and Word Sense Disambiguation Using Sketch Engine's Word Sketch feature, it is possible to derive tentative assumptions about the use of Glides patterns. Word sketches show that the verb is mostly followed by a prepositional phrase (e.g. glide + through/over/in + NP) or a particle (e.g. glide + along / around / down), the verb is the information about adverbs. Word sketches show that gliding is mostly surrounded by adverbs, such as

Effortlessly, quietly, and gently, just to name a few. It's important to note that gliding is also used in non-motion-based meanings of the word (e.g. gliding to a successful completion of a project). Using these preliminary assumptions and comments on the verb, the study uses a randomized sample of the corpus data. As Atkins and Rundell demonstrate in their analysis, each sense maps LUs to a different FE. Therefore, Table 1 shows the assignment of semantic frames to corpus examples. According to Frame Net, Glide consists only of the semantic Frame. However, to capture all semantic frames of the verb, the study applies frame semantic analysis of LUs to identify semantic frames that Frame Net may be missing. While Frame Net only provides [motion] to the user, 4 other semantic frames were captured in the sample material in the study. Using the principled polysemy approach, it is also possible to separate the figurative from the literal use of the verb. In other words, by identifying the relationship between the semantic frames and the motivation, the lexicographer can obtain more in-depth information about the conceptual metaphors and metonymies of sliding. As already mentioned, Frame Net only provides the semantic framework, which assumes that the topic is an entity (Frame Net) or a topic. However, as can be seen in the following corpus-verified examples, the semantic scope of the verb in Frame Net is insufficient to capture the use of gliding in the [Self Motion] frame. According to this frame, a living being (Frame Net) is the actor. Despite this different frame, in Table 2 both the semantic frames [movement] and [self-movement] are categorized in the same column because their core meaning is the same.

1. Semantic Framework: Movement Definition: An entity (subject) starts in one place (source) and ends in another place (destination) after traversing some space between the two (path). Alternatively, the area or direction in which the subject is moving or the distance of movement can be specified (Frame Net, 2020).

(1) And the blue tide glides past PATH, as bright as Hope's first smile. (2) Immediately thereafter, the entrance to the cave darkened and the mist silently floated toward PATH. (3) Green fields with ripe flours glided past PATH. (4) THEME curtains slide back into place to the roar of an electric motor. (5) THEME camera slides through the PATH check-in and departures hall, lingering briefly on the stewardesses boarding hundreds of yards from the target he stopped. (7) The wolf confidently glided toward PATH, baring fangs and a low growl in its throat. (8) A dhow glided silently past PATH, the beautiful asymmetry of her sail cutting through the sunset.

2. Semantic Framework: Self-Movement Definition:

The self-mover, a living being, moves on its path. As an alternative or in addition to the path, a range, direction, source, or destination for the movement can be specified (Frame Net, 2020). (9) On the last day of tobogganing, we slid OVER US as a unit. (10) I pushed as hard as SELF could and slid closer to the beam target. (11) They slowly slid down PATH in a very stable group. (12) Stay low and gracefully glide through the turns as you race against the clock.

3. Semantic Framework: Self-Movement (Figurative) You might push yourself to TARGET to complete a project. (14) The rumors about THEME were incessant, slipping into TARGET and out of the crowd and mingling themselves to confuse you (15) SELFMOVERS through PATH My mind wanders the pages without pausing to review or criticize the excessive use of similes. (16) The impact was perhaps even greater on stage as the band SELFMOVERS seem to glide effortlessly through the performance. (17) Eventually, THEME will slide virtually through PATH, a triathlon swim of any distance. (18) Here, too, the narrator is positive: \She was a worthy wife all her life\, and he glides quickly over the five husbands who are later outlined in such detail in her prologue. (19) Mike touched so many with his

warm, gentlemanly good humor and easy-going manner, he slipped effortlessly through his many routines as if he could do them for a hundred years

4. Semantic Framework: Motion Directional Definition: In this framework, a subject move in a specific direction, which is often determined by gravity or other natural, physical forces. The subject does not necessarily move by itself. This Sack AGENT would allow your THEME hands to slide freely against each other without much friction. (21) Windsurfing is an exciting mix of surfing and sailing as you learn to glide across the water on a specially designed surfboard. (22) Its calm, peaceful demeanor invites you to just float lazily in its soothing black waters and then bark GOAL. (24) That means not only can you slide hand-in-hand on the rink, but some of the hottest tracks in skating right now will lift the spirits and create a boisterous atmosphere.

The Glide Table 3 usage pattern is a collection of usage patterns based on the corpus data. Although the syntactic pattern remains the same for each frame, each frame differs from the other in the use of surrounding words. To give an example, if agents and subjects change in different frames, the pictorial plane of the prepositional phrase also changes (e.g. it slides through the day that starts at 8:30 a.m. at the gym, or it could be that you complete a project). Comparing Table 3 and the model entries in the PDEV for gliding, there seems to be an overlap between the two. While the PDEV distinguishes between inanimate objects (e.g. birds and airplanes), the analysis here groups all inanimate objects under one frame [motion]. Another issue is how the PDEV establishes a usage pattern for sounds. It can be combined within the frame [Motion] in Table 3, although its use did not appear in the material analyzed in this study. One thing that stands out is that the semantic prosody of [Motion] and [Motion Directional] is the same. Semantically, Frame Net identifies [Motion Directional] as motion, often dictated by a natural force (Frame Net).

A motion mover: inanimate being slide + (adverbial phrase) + prepositional phrase Implication of semantic prosody: The being can move effortlessly without stopping.

B self-movement self-mover: human, a living being (rarely)gliding+ (adverbial phrase) + prepositional phrase Semantic prosody implication: The human/being can move effortlessly without stopping.

C self-movement Figurative self-movers: human, inanimate beings (e.g. rumors) non-actual movement gliding + (adverbial phrase) + prepositional phrase Semantic prosody implication: achieving a desired result/thing without much effort.

D Motion Directional Mover: humans, inanimate beings Glide + (adverbial phrase) + prepositional phrase Implication of Semantic Prosody: The human/living thing can move effortlessly without stopping.

E Movement Directional Figurative Mover: human, inanimate beings' non-actual movement glide+ (adverbial phrase) + prepositional phrase Phrasal Verbs: glide + on Continue glide + through move in/through Implication of Semantic Prosody: Time passes without much problem/effort/difficulty.

F Talking about topic agents: human glide + (adverbial phrase) + prepositional phrase Implication of semantic prosody: Passing over ideas or concepts without effort/problem/difficulty.

Conclusion: The study showed, according to the methodology and analysis of Dalpanagiotis, how a cognitive lexicogrammar can be used to define an online bilingual Uzbek-English dictionary entry for an English verb in terms of the movement type. With this approach, a new set of semantic frameworks of verbs can be captured where most monolingual dictionaries ignore them. Furthermore, by translating these previously unavailable new sets of semantic frames into Uzbek, users can understand the manner of motion verbs in more detail and have less difficulty learning the meaning (see for example the example sentence in Uzbek entries (d) and (e) By using semiotic resources such as GIFs, lexicographers could help learners to facilitate their cognitive instantiation of the selected element. Such a suggestion, if made for a variety of English verbs of motion, can mitigate the adverse effects of typological differences and could both teachers and Help learners with verbatim learning, which in turn could help learners to expand their movement lexicon. As mentioned, the online dictionary entry proposed here is preliminary in terms of design and should be checked for validity and user verification - kindly Das The main premise of the article is its cognitively oriented definitional stance. The study here has several limitations. These are namely: the corpus used is limited, the Uzbek entries are translated and not based on a corpus, and the use of GIFs (or other semiotic sources) and their efficiency in online dictionary entries still to be discovered. Future studies should take this into account and test the validity of such

suggested dictionary entries in the classroom and test them for their meaning-preserving/sensing efficiency.

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