Lexical Categorization of ENGLISH WORDS BY UNDERGRADUATE STUDENTS IN Khyber Pakhtunkhwa

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ABSTRACT:

The Present Research Study Focuses On English Lexical Word Classes. The Study Particularly Focuses On The Problems In The Categorization Of English Lexical Words Into Different Lexical Words Classes. The Present Study Administered A Test As A Research Instrument To Collect Data From One Hundred Participants Focusing On These Properties Of English Lexical Words. These Learners Were Selected From Four Different Universities Of Khyber Pakhtunkhwa. The Test Comprised Of Thirty Eight Closed And Thirty Eight Open-Ended Questions. Results Of Collected Data Showed That Undergraduate Students Faced Many Problems In The Identification Of Lexical Words Utilizing The Available Clues. The Most Problematic Class In This Regard, Was The Class Of Adjective Followed By The Class Of Noun. The Class Of Noun In Turn Was More Problematic Than Adverb And Verb Classes. The Problems In Identifying Syntactic Clues Were More Than Morphological And Semantic Clues. There Was No Significant Difference In Identification Of Lexical Categories And Their Semantic, Morphological And Syntactic Properties' Recognition. The Findings Of The Present Study Are Highly Significant From Pedagogical Perspective. It Can Help English Teachers In The Identification Of The Problems In Teaching And Learning Semantic, Syntactic And Morphological Properties Of English Lexical Words.

Keywords:

Lexical Categorization, English Words, Clues, Morphological Form, Position.
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Introduction

Lexical Categorization Is The Categorization Of English Content Words Into Different Categories. These Categories Are Identified On The Basis Of Certain Lexical Properties Of Words. These Properties Are Either Grammatical (Related To The Patterns And Rules Of Combination Of Items),

Morphological, Or Semantic In Nature. Combined Together, These Properties Are Either The Properties Of The Forms Of English Words Or Of The Meaning/Function Of English Words. But Once, The Words Enter Into The Lexicon, There Membership Is Either Open Of Close. The Membership Of The

Lexical Categories Is Not Close And New Members Are Always Added To Them. That Is Why, These Categories Belong To The Open Class Of Grammatical Categories Unlike The Close Class Of Functional Categories. These Lexical Categories

Include Nouns, Verbs, Adjectives And Adverbs. The Words Are Identified On Morphological, Syntactic Or Semantic Criteria. The Significance Of Lexical Competence In Second Language Learning Competence Is Already An Established Fact (Koosha & Saliman, 2010) Because Constructing Meaning Is Correlated With Lexical Words' Competence (Asghari & Mustapha, 2011; Gu (2003) Which Not Possible With Lexical Knowledge. English Words Can Only Be Put Into Linear Order, Once The Structural And Functional Properties Of These Individual Items Have Been Learnt. This Is Especially True For Accurate Production Of Language And So, Making Sure Successful Communication (Xu, 2010). These Like Problems Become Sever When English Is Learnt In A Formal Context Like Classroom, Particularly, When The Every Aspect Of These Lexical Classification Is Not Focused. The Most Ignore Out Of These Are The Syntactic And Functional Aspects Of Words. In The Absence Of These, Only A Few Properties Are Focused And Every Time, The Classification Is Done On The Basis Of Only The Learnt Properties.

Criteria For Categorization

The Classification Of English Words Into Different Classes Is Done On The Basis Of Certain Properties. These Properties In The Form Of Clues Help The Learners In Classifying Words And So, To Use Them In Appropriate Environment (Bybee, 2000). These Properties Include Semantic (Givon, 1993), Morphological (Carlisle & Feldman, 1995), Syntactic (Givon, 1993) And Functional Ones. The Semantic Clues Help Us In Classifying Words On The Basis Of The Encoded Meaning Of Words. On The Other Hand, Morphological Clues Can Help Us Classifying Words By Taking Into Account The Internal Structure Of Words And The Patterns Available There. The Bounds Morphemes Play A Dominant Role Here. Similarly, The Syntactic Criterion Focuses On The Position Of The Words In The Structure Of The Sentence. The Lexical Words Like Nouns Have Different Properties From Verbs, Which In Turn Are Different From The Properties Of Adjectives And Adverbs. The Semantic Clues Of Nouns Denote Them As Words For Persons, Things (Abstract Or Concrete) Or Places And Some Kind Of Time Stability. Similarly, The Semantic Clues For Verbs Include The Meaning Of The Words Showing Processes, Actions Or Events Without Time Stability. The Sematic Clues Of Adjective Includes The Meaning Of Describing Words. While Adverb Semantically Is Recognized From Its Semantic Property Of Modifying Verb, Adjective, And Adverb And Sometimes Even The Entire Clause. All These

Semantic Clues At Times, Do Not Help Us In Classifying Words Into The Appropriate Classes Because Of The Limited Information And Mutual Sharing Of The Information Available There. This Makes It Imperative To Consider Other Clues For Classifications In The Predicative Power Of The Classification In The Absence Of A Perfect Correspondence Between Syntax And Semantics (Hoper & Thompson, 1984). The Lexical Knowledge Is The First And Most Important Step In Learning Any Language. The Words Are Learnt Before Anything Else In The Knowledge Which Not Possible Without Knowledge About Lexical Classification Of Words And So, To Use Them Later On In Appropriate Context (Huddleston, 1985). This Classification Of Lexical Words Is Based On The Similar Meaning Of These Words And Their Morpho-Syntactic (Similar Structure And Syntactic Position) Behavior (Jackendoff, 1990; Levin, 1993). The Morphological Clues Include Marking Of The Lexical Words With The Attachment Of Inflectional And Derivational Affixes To Identify The Membership Of The Classes. There Are Specific Affixes That Are Attached With Only Particular Lexical Words (Though In Case Of Few Affixes The Overlap Among Different Word Classes Happen). For Example, The Suffix '*Ness*' Is Attached Only To Noun And Not To Verb And Adjective, Like In The Word 'Kindness'. Similarly, The Suffix '*Ise/Ize*' And '*Ify*' Are Attached To Verbs Only. These Bound Morphemes Identify Verbs. There Are Other Morphological Markers For English Adjectives, For Example, The Bound Morpheme '*Ous*' And '*Est*' Only Morphologically Mark The Word As Adjective, As In The Words Like '*Courageous*' And '*Tallest*'. The Bound Morpheme 'Ly' Is One Of The Mostly Used Morphological Marker For Adverb. These Words Are Mostly Derived From Adjective, As The Word '*Honestly*' From '*Honest*'.

The Above Discussion Makes It Imperative That Morphological Awareness About Morpheme Structure Helps The Learners In Learning English Words (Carlisle & Feldman, 1995). But These Morphological Markers Are Not Always There To Help Us Identify Words As Some Of The Words Have No Clear Morphological Markers And So, The Sematic And Morphological Markers Are Not Helping Us In Any Case. The Syntactic Clues In That Case Help Us Further In Classification. The Syntactic Clues Are Inferred From The Position Of Words In The Structure Of A Sentence. The Lexical Words Having Contents Of Their Own In The Presence Or Absence Of Morphological Makers Have Specific Position In The Sentence (Givon, 1993). The Position For Noun Can Only Be Filled By Other Nouns And

Not By Verb And Other Lexical Category. Similarly, Different Functions (Subject And Predicator, For Example) Are Shown By Different Words And So, Only The Words In Specific Positions In The Sentence Can Serve The Purpose. The Slot For Subject, Object (Direct Or Indirect) And Prepositional Complement Can Only Be Filled By Noun While That Of The Predicator Can Only Be Filled By Verb. Similarly, The Position For Adjective (Before The Noun And In Some Nouns After Them) Is Only Filled By Words From This Lexical Category. The Most Complicated In Terms Of Position In A Clause And A Sentence Is The Position Of Adverb. Adverb Modifies Almost Every Lexical Word Except Noun, And So, Appears In Different Positions. It Can Appear In The Initial, Medial And Final Position Of The Sentence And Has A Link With The Modified Word. The Function Of The Word Is The Last Identification Marker Of The Lexical Word But The Present Study Has Delimited Itself To Identification Of English Words With The Help Of Morphological, Syntactic And Semantic Markers.

Purpose Of The Study
The Purpose Of The Present Study Was To Inquire About The Level Of Understanding Of Undergraduate Students About The Classification Of English Lexical Words. As The Students Did Not Know About The Available Clues, They Could Not Easily Identify The Selected Words And So, Could Not Use Them In Appropriate Context. The Frequency Of Errors Showed The Gravity Of Matter That In Spite Of Many Years Of English Language Instructions, Most Of The Students Still Do Not Know About These Available Clues. The Meager Research In The Field There Rationalized The Analysis Of The Selected Problem. The Foreign Language Research In The Light Of The Present Problem Was Highly Needed. The Study Focused On The Errors In The Categorization Of English Words And Noted The Possible Reasons (With The Help Of Clues) For This Classification. The Primary Aim Was Finding Out Which Of The Clues Are The Most Ignore Ones As All The Clues Are Equally Helpful And Necessary For Classification Of English Words.

Review Of Related Literature

Classification Of English Words And Their Impact On English Language Learning As A Whole Has Been Researched From Many Perspectives. Categorization Has Been Studied At Different Levels Of Proficiency In A Foreign Language Context. The Results Of One Of The Studies Showed The Order Of Learning Of English Words. The Correlation Between The Production Of Errors In Words And Words Belonging To Different Types Was Investigated. These Errors For Different Words Had Different History Of Errors. The Classification Of Words Was Reflected The Type Of Errors Than The Competence Level (Palapanidi & Llach, 2014). Similar Errors Were Noted In Writing In Terms Of Errors In Word Classes. Most Of Errors Were Found Out In Words Belonging Lexical Words. These Errors Were Mostly In The Lexical Category Of Noun And Adjective. The Learners Interchangeably Used These Two Lexical Categories (Lixin, 2015). The Misuse Of Words And Errors In Grammar Were Investigated, Where Mostly The Learners Committed Errors In The Prefixes Of English Which Were Not Found In The Native Language Of The Participants (Xueping Li, 2015). The Derivational Suffixes' Morphological Knowledge Created Great Problems For Esl Students (Varatharajoo Chandrakala Et Al., 2015). The Lexical Errors In Wrong Choice And Errors In Word Formation Along With Other Errors Were Investigated By Sutheya And Ozguryildrim (2010). When A Comprehensive Taxonomy Of Errors Was Used, Showing That The Most Common Errors Noted Were Semantic Errors And The Choice Of Wrong Word, Intralingual-Distortion And First Language Influences Were The Other Errors (Saengchanhemchua & Schmitt, 2006). The Similar Morphological Forms For Different Lexical Words Created Greater Problems In Writing For Students. The Lack Of Lexical Knowledge Were Among Many Reasons For These Errors. With The Acquisition Of Lexical Words, Their Grammatical Use And Other Words From The Same Category Become Easy (Shmite & Meara, 1997; Shmit & Zimmerman, 2002). Errors In Word Forms, Context, Word Class, Internal Structure, Spelling And Collocation Were Identified By Dodigovie And Wang (2015). The Grammatical Errors Were The Most Common Errors Than Lexical Errors (Folaseda, 2013; Ahmad, 2016). There Are Two Types Of Knowledge About Words. The Knowledge About The Form Of The Word And The Knowledge About The Meaning Of The Word. Both These Types Are Important For Vocabulary Learning. The New Lexical Words Are Acquired Easily With The Acquisition Of These Two Types Of Knowledge. The Knowledge Of The Form Of Words Was Related Beneficial For Short Term Memory, While That Of Meaning For Both Short And Long Term Memory In Vocabulary Acquisition (Eun-Jung, 2004). The Grammatical And Syntactic Errors Were Followed By Errors In Lexemes And Morphological Form Of Words (Jayasundura & Premarathna, 2011). Similarly, Grammatical Errors Were Reported More Than Lexical Errors By Cecilia Folasade Ojetunde (2013). The Word Formation Process Is Usually Taken For Granted (Tahaineh, 2012) And The Words

Are Assigned To Different Lexical Categories Without Any Context (Mathews, 1974). The Students Should Learn About Word Formation Processes And So, About Different Lexical Categories To Identify The Value Of Grammatical Categories. The Previous Studies Explored The Use And Understanding Of The Lexical Categories On The Basis Of One Of The Clues Available To Students And Recorded Their Errors. The Present Study Combines, Semantic, Morphological And Syntactic Clues To Decide About The Lexical Categorization Of English Words.

Research Methodology

The Present Study Used Survey Descriptive Design To Dig Out State Of Affair Of The Selected Problem. The Selected Design Was Considered The Most Appropriate Because It Described The Problem In The Classification Of English Words. The Sample Of The Study Consisted Of One Hundred Undergraduate Level Students (Half Male And Half Female) Selected From Four Universities Of Khyber Pakhtunkhwa. Twenty Participants From Each University Were Selected Through Non-Random Convenient Sampling Techniques. Only The Willing Students Were Selected In The Study. A Proficiency Test About The Classification Of English Words Was Used As A Research Instrument. The Proficiency Test Consisted Of 80 Closed And Open Ended Questions. In The Close Ended Questions, The Proficiency Of The Students Was Investigated, I.E., Whether They Knew About The Classification Of English Words. These Questions Had Choices About The Identification Of English Lexical Words Like Verb, Noun, Adverb And Adjective. When The

Students Identified These Words, They Were Asked To Justify Their Responses, I.E., Why Did They Consider These Words As Verb, Noun, Adverb And Adjective. The Identified Words From Their Semantic, Morphological And Syntactic Clues Were Recorded. The Lexical Classes' Errors Were Identified, Described, Explained And Evaluated In The Light Of Corder (1974) Model Of Errors' Analysis. The Collected Data Was Quantitatively Analyzed And Responses Calculated Were Statistically Analyzed. Through These Methods, The Lexical Category Having Greater Problems Were Identified.

Data Analysis

The Proficiency Test Contained 40 Open Ended Questions About 12 Verbs 12 Nouns, 10 Adjectives And 6 Adverbs. The Errors In The Data Were Further Classified Into Semantic, Morphological And Syntactic Errors In Lexicalization Of English Words. The Errors Identified Were Assumed To Be Because Of Lack Of Students' Linguistic Proficiency Or Incomplete Knowledge Of Target Language Rules (Corder, 1974). These Errors Were Identified, Described, Explained And Evaluate In The Light Of Selected Framework Of Error Analysis.

Lexical Classification Of English Nouns

The Questions In The Test Asked Were To Identify The Lexical Categorization Of English Words (Nouns). The Students Identified These Words Correctly To A Significant Extent But These Correct Responses Were Different For Different Types Of Noun. The Following Table Shows The Responses Of The Students For Every Individual Noun.

Table 1: Showing Results Of Responses Of Students For Every Individual Noun

Noun	Correct%	Incorrect%
Beach	98.3%	1.7%
Singer	93.4%	6.6%
Chairs	93.3%	6.7%
Relative	80.0%	20.0%
Wishes	71.7%	28.3%
Catch	60.0%	40.0%
Pain	68.3%	31.7%
Walk	50.0%	50.0%
Construction	48.3%	51.7%
Walk	46.7%	53.3%
Present	30.0%	70.0%
Dryness	13.3%	86.7%

The Above Table Shows Different Results For Different Nouns. The Percentages Show That The Categorization Of All Nouns Was Not The Same And Some Like *Beach, Singer, Chairs* And *Relative* Were Easy For Them. But Some Nouns Like *Dryness* And *Present* Were Difficult To Identify For Them. The Average Correct Responses Of The Students For Nouns Are Given In The Following Table.

Table 2: Showing Results Of Closed Ended Questions For Nouns

Word Categorization	Correct Responses	Incorrect Responses
Noun	63.18%	36.81%

The Percentage Of Correct Responses (63.18%) Shows The Problems For Students In Identifying English Nouns. After The Students Categorized The Words As Nouns, The Open Ended Questions Were About The Possible Reason For Categorization The Words As Nouns. The Responses Of The Students In This Regard Were Diverse. Sometimes, The Students' Responses Were Not Correct And These Responses Were Ignored In The Data. The Following Table Shows The Responses Of Students; The Number Of Responses For Every Question Does Not Match Because Some Students Did Not Reply The Open Ended Question, Which Is Another Proof Of Difficulty For Them To Categorize English Words On Semantic, Morphological Or Syntactic/Functional Basis.

Table 3: Showing Results Of Open Ended Questions For Nouns

Reason For Considering A Word As A Noun	Frequency
Name Of A Person/Place/Thing/Action/Activity/Relation/Quality/Diseases	1060
Preceded By The Adjective/Preposition/Article/Determiner	16
Acting As A Subject	5
Dry Plus Ness	2

The Table Above Shows That Most Of The Students (1060 Responses) Categorized Words On The Basis Of Their Semantic Clues. While Sixteen Students Identified Nouns From Their Syntactic Clues And Five Students From Their Functional Clues. Only Two Students Identified Nouns From Their Morphological Clues. So, As A Whole, Morphological And Syntactic/Functional Clues Were The Least Used Clues By Students And Nouns Were Mostly Identified From The Semantic Clues Available To Students.

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Lexical Classification Of English Verbs

Some Questions That Were Included In The Proficiency Test Were Included To Know About The Level Of Competence Of Students About English Verbs. The Students Identified These Words Correctly To A Significant Extent And Even More Easily Than Nouns And Only Two Of The Verbs Were Difficulty For Them To Categorize. The Following Table Shows The Responses Of The Students For Every Individual Verb

Table 4: Showing Results Of Responses Of Students For Every Individual Verb

Verb	Correct%	Incorrect%
Playing	98.3%	1.7%
Sing	96.7%	3.3%
Travel	96.7%	3.3%
Supplied	96.6%	3.4%
Practice	93.3%	6.7%
Teaches	93.3%	6.7%
Wished	83.3%	16.7%
Tabled	81.7%	18.3%
Hospitalized	75.0%	25.0%
Waters	50%	50%
Chairs	16.7%	83.3%

The Above Table Shows That Percentages Of Responses For Different Verbs' Identification Were Not The Same And Some Verbs Like *Playing, Sing, Travel, Supplied, Practice,* And *Teaches* Were Quite Easily For Students; While Some Verbs Like *Wished, Tabled* And *Hospitalized* Were Comparatively Easy For Them. But Some Verbs Like *Waters* And *Chairs* Were Difficult To Identify For Them As They Morphologically Resembled The Nouns. The Average Correct Responses Of The Students For Verbs Are Given In The Following Table.

Table 5: Showing Results Of Closed Ended Questions For Verbs

Word Category	Correct Responses	Incorrect Responses
Verb	80.16	19.84

The Percentage Of Correct Responses (80.16%) Shows The Less Problems For Students In Identifying English Verbs Than English Nouns. The Students Could Easily Identify English Verbs But When They Were Asked In The Closed Ended Questions, Why They Considered A Word To Be A Verb, The Responses Were Diverse Ignoring The Incorrect Responses.

Table 6: Showing Results Of Open Ended Questions For Verbs

Reason For Considering Verb	Frequency
Action Word/Showing Action	665
Preceded By Auxiliary	1
Used After Subject	36
Has Bound Morpheme 'Ed'	11

The Table Above Shows That Most Of The Students (665 Responses) Categorized Verbs On The Basis Of Their Semantic Clues. While Thirty Seven Students Identified Verbs From Their Syntactic Clues And Eleven Identified Verbs From Their Morphological Clues. So, As A Whole, Morphological And Syntactic/Functional Clues Were The Least Used Clues By Students And Verbs Like Nouns Were Mostly Identified From The Semantic Clues Available To Students.

Lexical Classification Of English Adjectives
The Test Also Included Questions About The Identification Of The Lexical Categorization Of English Adjectives. The Students Identified These Adverbs Incorrectly To A Significant Extent, More Incorrectly Than Nouns And Verbs. The Following Table Shows The Responses Of The Students For Every Individual Adjective.

Table 7: Showing Results Of Responses Of Students For Every Individual Adjective

Adjective	Correct%	Incorrect%
Happy	91.7%	8.3%
Jobless	78.3%	21.7%
Statistical	75.0%	30.0%
Impressive	75.0%	25.0%
Specific	70.0%	30.0%
Tired	38.3%	61.3%
Friendly	38.3%	61.7%
Hourly	26.7%	73.3%
Swimming	24.3%	76.7%
School	23.3%	76.7%

The Above Table Shows That Percentages Of Responses For Different Adjectives' Identification Were Not The Same And Some Adverbs Like *Happy,* Were Quite Easy For Students; While Some Adjectives Like *Jobless, Statistical, Impressive And Specific* Were Comparatively Easy For Them. But Some Adjectives Like *Hired, Friendly, Hourly, Swimming* And *School* Were Difficult To Identify For Them As They Had Either Morphologically Resembled Adverbs Or Functioned Like Adjectives. The Average Correct Responses Of The Students For Adjectives Are Given In The Following Table.

Table 8: Showing Results Of Closed Ended Questions For Adjectives

Word Category	Correct Responses	Incorrect Responses
Adjective	54%	46%

The Percentage Of Correct Responses (54%) Shows The Problems For Students In Identifying English Adjectives. The Students Could Not Easily Identify English Adjectives And When They Were Asked In The Closed Ended Questions, Why They Considered A Word To Be An Adjective, The Responses Were Diverse Ignoring The Incorrect Responses.

Table 9: Showing Results Of Open Ended Questions For Adjectives

Reason For Considering Adjective	Frequency
Qualifies Noun	602
Modified By Adverb *Very*	5
Has Bound Morpheme 'Less'	1
Shows Action (Tired, Swimming)	51
Name Of Place (School, Swimming)	58
Gerund (Swimming)	9
It Has 'Ly'	81

The Table Above Shows That Most Of The Students (602 Responses) Categorized Adjectives On The Basis Of Their Semantic Clues. While Five Students Identified Adjectives From Their Syntactic Clues And Only One Identified Adjectives From Their Morphological Clues. The Rest Of The Students Wrongly Identified Them To Be Adjectives From The Morphological And Syntactic Clues For Nouns And Adverbs. So, As A Whole, Morphological And Syntactic/Functional Clues Were The Least Used Clues By Students And Adjectives Like Nouns Were Mostly Identified From The Semantic Clues Available To Students.

Lexical Categorization Of English Adverbs
Some Questions That Were Included In The Proficiency Test Were Included To Know About The Level Of Competence Of Students About English Adverbs. The Students Identified These Words Correctly To A Significant Extent. The Following Table Shows The Responses Of The Students For Every Individual Noun.

Table 10: Showing Results Of Responses Of Students For Every Individual Adverb

Adverb	Correct%	Incorrect%
Quickly	65.0%	35.0%
Sadly	65.0%	35.0%
Early	61.7%	38.3%
Fast	61.7%	38.3%
Soon	56.7%	43.3%
Mostly	53.3%	46.7%

The Above Table Shows That Percentages Of Responses For Different Adverbs' Identification Were Not The Same And Some Verbs Like *Quickly, Sadly, Early* And *Fast* Were Comparatively Easy Than Adverbs Like *Soon* And *Mostly*. The Average Correct Responses Of The Students For Verbs Are Given In The Following Table.

Table 11: Showing Results Of Closed Ended Questions For Adverbs

Word Category	Correct Responses	Incorrect Responses
Adverb	60.56	39.44

The Percentage Of Correct Responses (60.56%) Shows The Problems For Students In Identifying English Adverbs. After The Students Categorized The Words As Adverbs, The Open Ended Questions Were About The Possible Reasons For Categorization The Words As Adverbs. The Responses Were Mostly Semantic Or Morphological In Nature.

Table 12: Showing Results Of Open Ended Questions For Adverbs

Reason For Considering Adverb	Frequency
Qualifies Verb	132
Modifies Noun	153
Shows Action (Sadly)	7
It Has 'Ly'	90
Qualifies Adverb *Very*	7

The Table Above Shows That Most Of The Students (153 Responses) Mixed Adverbs With Adjectives. Even The Sematic Clues Were Not Clear To Them. But Some Students (132 Responses) Correctly Identified At Semantic Level. Similarly, The Students Also Categorized Adverbs Correctly (90 Responses) With The Help Of Morphological Markers. So, As A Whole, The Syntactic/Functional Clues Were The Least Used Clues By Students And Adverbs Were Mostly Identified From The Semantic And Morphological Clues Available To Students

Discussion

The Data As Whole Showed That Undergraduate Students Faced Sufficient Problems In Classification Of All Lexical Words. The Data Analyzed Showed That Out Of The Lexical Classes, The Word Class Adjective Was Classified Incorrectly More Than Other Lexical Classes. The Noun Class Had Less Problems Than Adjective And Adverb Has Less Problems Than Adjective. The Classification Of English Verbs Was Comparatively Easy For Students Than All Other Lexical Classes. Within The Same Lexical Word Classes, The Morphological Clues Were The Least Used Clues To Classify Words. The Clues Which Could Help In Classification Of Words Morphologically Derived Were The Least Used. The Syntactic Clues Available Too Were Difficult For Students. The Words Occupying Different Positions In The Sentence (Belong To Different Lexical Words) And Having No Morphological Markers Were Equally Difficult For Students. The Results Reveal That Students Mostly Relied On Semantic Clues Because English Words Are Mostly Taught From Semantic Perspectives. The Morphological And Syntactic (Functional) Clues Are Not Utilizes And As A Result, The Students Do Not Use Them For Classification Of English Words.

Conclusion

The Present Study Focused On The Investigation Of Categorization Of English Words Into Different Lexical Classes. Learning Of Words Being An Important And Cognitive Process Of Grammar Was Investigated In Terms Of Classification Of These Words Into Different Classes. The Learning Of Words And Their Uses Are Included In Every English Syllable Of Various Levels. The Words Could Be Either Lexical Or Functional Words. The Study Was Only Delimited To The Investigation Of Lexical Words Into Classes. These Lexical Words (Noun, Verb, Adjective And Adverb) Having Different Properties Including Semantic, Syntactic

And Morphological Properties Were Categorized Differently By Students. This Categorization Is Possible With The Help Of Clues Available To Students In Terms Of Form, Meaning And Position Of Words In Sentences. The Students Were Tested For These Clues. The Findings Of The Study Showed That Students Took Help From Some Of The Available Clues And Ignored Some Other Clues. The Most Problematic Class In This Regard, Was The Class Of Adjective Where Most Of The Clues For Classification Were Ignored And Adjective Was Only Classified On The Basis Of Semantic Properties Of Words. This Class Was Followed By The Problematic Class Of Noun. The Class Of Noun In Turn Was More Problematic Than Adverb And Verb

Classes. In Most Of These Classes Only The Semantic Clues Were Utilized Ignoring The Morphological And Syntactic Clues To A Great Extent. In Terms Of The Problems Classifying English Words Through Clues, The Syntactic Clues Were Ignored More Than Morphological And Semantic Clues. There Was No Significant Difference In Identification Of Lexical Categories And Their Semantic, Morphological And Syntactic Properties' Recognition. The Findings Of The Present Study Are Highly Significant From Pedagogical Perspective. It Can Help English Teachers In The Identification Of The Problems In Teaching And Learning Semantic, Syntactic And Morphological Properties Of English Lexical Words.

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