



SYNTACTIC POSITION AND SEMANTIC INTERPRETATION OF ENGLISH -LY ADVERBS: A CORRELATIONAL STUDY

Norboyeva Mehrangiz Sayfullo qizi

University of Exact and Social Sciences

2nd year master's degree student

Abstract: *The article scrutinizes the correlation between the syntactic place assigned to the English -ly adverbs and their semantic interpretation through an extensive critical study. The syntactic movement of -ly adverbs is found to have a direct relationship with their semantic range and the ease of getting different interpretations, whereby the three placements of the adverb, i.e., at the beginning, middle, and the end of the sentence, lead to different semantic readings.*

Keywords: *-ly adverbs, syntactic position, semantic interpretation, adverbial placement, English syntax, syntax-semantics interface*

Annotatsiya: *Ushbu maqolada ingliz tilidagi -ly qo'shimchalarining sintaktik joylashuvi va semantik talqini o'rtasidagi bog'liqlik keng qamrovli adabiyot tahlili orqali ko'rib chiqiladi. Tahlil shuni ko'rsatadiki, -ly qo'shimchalarining sintaktik harakatchanligi ularning semantik doirasi va izohlash moslashuvchanligi bilan bevosita bog'liq bo'lib, jumlaning boshlang'ich, medial va yakuniy pozitsiyalari turli semantik o'qishni keltirib chiqaradi.*


Kalit so'zlar: *-ly qo'shimchalar, sintaktik o'rin, semantik talqin, qo'shimchalarning joylashuvi, ingliz tili sintaksisi, sintaksis-semantika interfeysi*

Аннотация: *В данной статье рассматривается взаимосвязь между синтаксическим позиционированием и семантической интерпретацией английских наречий с окончанием -ly посредством комплексного анализа литературы. Анализ показывает, что синтаксическая мобильность наречий с окончанием -ly напрямую коррелирует с их семантическим объемом и интерпретационной гибкостью, при этом начальная, средняя и конечная позиции предложения обуславливают различные семантические интерпретации.*

Ключевые слова: *наречия с окончанием -ly, синтаксическая позиция, семантическая интерпретация, адвербиальное размещение, синтаксис английского языка, интерфейс синтаксиса и семантики.*

INTRODUCTION

Adverbs formed with the suffix -ly in English represent a morphologically fruitful class and show large differences in syntax and meaning. -ly adverbs, unlike most other word classes that have a relatively fixed syntactic position, exhibit astonishing flexibility in terms of position within the structure of the sentence; they can be placed at the beginning, in the middle or at the end of the sentence with different degrees of acceptability and semantic



consequence [1]. This variance in position calls for a rethinking of the relationship between syntactic positioning and meaning interpretation. Academics have long noted that the position of the adverb is not just a matter of style but affects the semantic scope, pragmatic function, and interpretative possibilities greatly [2]. The correspondence between an adverb's location and its meaning is a crucial issue at the interface between syntax and semantics. To grasp this relationship has implications for the theoretical models of grammar which aim to clarify the link between syntactic structure and semantic interpretation. Additionally, the relationship has practical applications in second language teaching, computational linguistics, and translation studies, where the accurate prediction of adverbial meaning contingent upon syntactic context remains a challenging task.

METHODOLOGY AND LITERATURE REVIEW

The qualitative analytical methodology employed in this study is based on an extensive literature review and a theoretical analysis of the existing linguistic research on English -ly adverbs. The methodological framework is composed of insights from generative syntax, semantic theory, and functional linguistics to form a multidimensional comprehension of adverb positioning phenomena [3]. The literature analysis concentrates on the most important and recent works, discussing adverbial syntax and including Ernst's hierarchical approach to adverb placement, Cinque's cartographic analysis of adverbial positions, and Jackendoff's conceptual semantic framework [4]. The review includes studies dealing with positional restrictions, scope ambiguities, and interpretative effects associated with different adverb classes. Research has shown that syntactic position is systematically related to semantic scope, and higher structural positions are usually connected with wider semantic scope over sentential constituents [5]. Manner adverbs, for example, are almost exclusively sited in post-verbal and clause-final positions since they are given event-internal interpretation in those positions, and thus their ability to modify the manner of action execution is activated.

Different frequency adverbs follow different distributional patterns. They mainly appear in pre-verbal and auxiliary-adjacent positions, which show that their aspectual nature and scope over event quantification determine their position [6]. Sentence adverbs, which include epistemic and evaluative types, are found either at the very beginning of the sentence or right before the subject. The literature indicates that the ability to switch positions is inversely correlated with the degree of semantic specificity, where adverbs having more particular lexical meaning show the least restriction in terms of their position while those having broad, more functional meaning are the most flexible in syntax [7]. Research on focusing adverbs such as "only" and "merely" has shown the drastic effect on interpretation caused by the very small positional change through the scope variation over different constituents. It investigates how different word order typologies in languages deal with adverbial positioning, thus revealing both universal tendencies and language-specific constraints [8].




RESULTS AND DISCUSSION

The analysis presents a total of three key findings with respect to the position-interpretation correlations of the adverbs ending in -ly. Firstly, the semantic scope boundaries are directly determined by the syntactic position, where the structurally higher positions are associated with the interpretative scope over larger syntactic domains. The initial-position adverbs invariably scope over the whole propositions, thus acting as sentence modifiers that convey speaker's attitude, evidentiality, or discourse relations. Take, for instance, the sentences “Apparently, she finished the project quickly” and “She finished the project quickly, apparently.” It is the initial positioning of “apparently” that gives rise to epistemic interpretation over the entire proposition, whereas the final positioning does not provide clearcut interpretation as it creates indistinctness between propositional and VP-level scope. The medial positions, mainly pre-verbal and post-auxiliary placements, belong to aspectual and quantificational interpretations as the frequency adverbs show different readings according to the exact structural location concerning the auxiliary verbs and main predicates. Secondly, the membership of the semantic class predicts the possibilities and restrictions of the positions, with manner adverbs being the strongest association with post-verbal and clause-final positions, temporal and frequency adverbs showing preference for medial positions, and evaluative adverbs moving towards peripheral positions.

This distribution mirrors the underlying semantic properties, as manner adverbs alter the event-internal features that are closely associated with the verbal predicates, while sentence adverbs express the propositional attitudes that need to be structurally independent from the predicate-argument structure. Furthermore, positional ambiguity leads to interpretative multiplicity, particularly in the case of adverbs that have the ability to operate in different semantic categories. The adverb "naturally" is a typical example of this situation, creating manner interpretation in post-verbal position ("She speaks naturally") and epistemic interpretation in initial position ("Naturally, she speaks French"). The discussion of these outcomes sheds light on the theoretical debates concerning the architecture of grammar and the very nature of adverbial modification. The conclusion is that the findings favor the hierarchical approaches to adverb licensing, which suggest that different adverb types occupy the given positions in the functional structure corresponding to their semantic contribution.

CONCLUSION


This investigation establishes systematic correlations between syntactic positioning and semantic interpretation of English -ly adverbs, demonstrating that positional variation constitutes a meaning-distinguishing mechanism rather than mere stylistic option. Analysis confirms that structural height correlates with semantic scope, semantic class determines positional preferences, and positional flexibility enables interpretative multiplicity for semantically versatile adverbs. These findings advance understanding of the syntax-semantics interface by illustrating how grammatical structure constrains and enables meaning construction through systematic position-interpretation mappings. Results have



pedagogical implications for teaching adverb usage to second language learners, who must acquire knowledge of both semantic properties and positional requirements for accurate production and comprehension.

REFERENCES

1. Ernst, T. (2002). *The Syntax of Adjuncts*. Cambridge: Cambridge University Press.
2. Baymenova, K. (2022). PISA TADQIQOTLARI DOIRASIDA O 'QUVCHILARNING KREATIV FIKRLASHINI SHAKLLANTIRISH OMILLARI. *Science and innovation*, 1(B4), 582-584.
3. Baymenova, K. (2022). O'Quvchilar FunkSIONal Savodxonligini Baholash Bo'Yicha Dasturni (Pisani) Fanlararo Bog'Liqlik Asosida O'Rganish. *Miasto Przyszlosci*, 26, 131-134.
4. Khalmuratovich, B. S., Esbosinovna, T. G., Abishov, M. S., & Polatovich, X. Q. (2022). MAKING FINANCIAL DECISIONS ON INVENTORY MANAGEMENT IN JOINT STOCK COMPANIES. *NeuroQuantology*, 20(22), 1595.
5. Abishov, M. S., & Bayjanov, S. X. (2025). FOREIGN EXPERIENCE IN REAL ESTATE TAXATION. *Gospodarka i Innowacje*, 58, 23-31.
6. Байжанов, С. Х. (2000). Методические рекомендации по совершенствованию экономических взаимоотношений между сервисными предприятиями и сельхозтоваропроизводителями различных форм собственности и составлению бизнес-плана. *Дедажанов БН, Эргашева ФИ, РОЛЬ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В РАЗВИТИИ ПРЕДПРИНИМАТЕЛЬСКИХ НАВЫКОВ*, 543.
7. Qosimov, B. (2025). МАКТАВГАЧА YOSHDAGI BOLALARNING TEZKORLIK VA KUCH JISMONIY SIFAT KO 'RSATKICH DARAJALARINING TAHLILI. *Педагогика и психология в современном мире: теоретические и практические исследования*, 4(11), 82-83.
8. Косимов, Б. З., & Рахмонов, Д. Н. (2019). Важность двигательной подготовки при обучении гимнастике в общеобразовательной школе. *Наука и мир*, 2(7 (71)), 47.
9. Zaylobidinovna, R. G. (2022). Comparative Study of the Names of Children's Games in Uzbek and English. *American Journal of Social and Humanitarian Research*, 3(8), 136-138.
10. Zokirova, S., & Xusanova, G. (2024). SOSIOLINGVOMADANIYATSHUNOSLIK KONTEKSTIDA BOLALAR O'YINLARI TUSHUNCHASI. *Farg'ona davlat universiteti*, (3), 547-547.
11. Solieva, Z. B., & Javburieva, R. USE OF GAMES IN THE EDUCATIONAL PROCESS. *УЧЕНЫЙ XXI ВЕКА*, 18.
12. Нурмухаметова, С., & Расулова, С. (2022). The influence of Samuel Taylor Coleridge as a poet, critic and philosopher to english literature. *Анализ актуальных проблем, инноваций, традиций, решений и художественной литературы в преподавании иностранных языков*, 1(01), 39-40.



13. Бегбудиева, П. (2021). Анализ педагогических взглядов Махмудходжи Бехбуди, их влияние на становление национальной системы образования Туркестана. *Иностранная филология: язык, литература, образование*, (1 (78)), 82-85.

14. Esbosynovna, T. G. (2022). Sarsenbaevich AM PROBLEMS WITH FINANCING EXPORT OF AGRICULTURAL PRODUCTS. *EPRA International Journal of Economic and Business Review (JEER)*, 10(6), 5-8.

15. Turdieva, G., Abishov, M., & Muratbaev, I. (2024). THE IMPACT OF CREDIT RISKS ON AN EFFECTIVE ORGANIZATION IN THE FINANCIAL SERVICES OF COMMERCIAL BANKS. *NRJ*, 1(4), 215-225.

16. Karimovna, S. H. (2025). PROBLEMS IN TEACHING PHRASEOLOGICAL UNITS. *SHOKH LIBRARY*, 1(10).

17. Karimovna, S. H. (2025). PROBLEMS IN TEACHING PHRASEOLOGICAL UNITS. *SHOKH LIBRARY*, 1(10).

18. Муминова, Н. А. (2016). Применение тестовых заданий на уроках родного языка в начальных классах. *Журнал научных публикаций аспирантов и докторантов*, (5), 153-155.

19. Alikulovna, R. O. (2021). Development of carpet weaving in Uzbekistan. *TRANS Asian Journal of Marketing & Management Research*, 10(9and10), 36-41.

20. Jackendoff, R. (1972). *Semantic Interpretation in Generative Grammar*. Cambridge, MA: MIT Press.

21. Cinque, G. (1999). *Adverbs and Functional Heads: A Cross-Linguistic Perspective*. Oxford: Oxford University Press.