BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

ISO 9001 : 2008

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGOẠI NGỮ

HẢI PHÒNG - 2010

HAIPHONG PRIVATE UNIVESITY

FOREIGN LANGUAGES DEPARTMENT

GRADUATION PAPER

A STUDY ON EMOTIONAL CONNOTATION OF CONVERSION

By:

PHAM THI MAI

Class:

NA 1004

Supervisor:

DAO THI LAN HUONG, M.A

HAI PHONG - 2010

Nhiệm vụ đề tài tốt nghiệp

Sinh viên: ....Mã số:.............................

Lớp: ....Ngành:..

Tên đề tài: ....

....

....

....

Nhiệm vụ đề tài

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

   (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

   …………………………………………………………………………..

   …………………………………………………………………………..

   …………………………………………………………………………..

   …………………………………………………………………………..

   …………………………………………………………………………..

   …………………………………………………………………………..

   …………………………………………………………………………..

2. Các số liệu cần thiết để thiết kế, tính toán.

   …………………………………………………………………………..

   …………………………………………………………………………..

   …………………………………………………………………………..

   …………………………………………………………………………..

   …………………………………………………………………………..

   …………………………………………………………………………..

   …………………………………………………………………………..

…………………………………………………………………………………..

3. Địa điểm thực tập tốt nghiệp.

…………………………………………………………………………………..

…………………………………………………………………………………..

…………………………………………………………………………………..

CÁN BỘ HƯỚNG DẪN ĐỀ TÀI

<u>Người hướng dẫn thứ nhất:</u>

Họ và tên:..

Học hàm, học vị:..

Cơ quan công tác:..

Nội dung hướng dẫn:...

<u>Người hướng dẫn thứ hai:</u>

Họ và tên:..

Học hàm, học vị:..

Cơ quan công tác:...

Nội dung hướng dẫn:...

Đề tài tốt nghiệp được giao ngày 12 tháng 04 năm 2010

Yêu cầu phải hoàn thành xong trước ngày 10 tháng 07 năm 2010

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN

Sinh viên   *Người hướng dẫn*

Hải Phòng, ngày   tháng   năm 2010

HIỆU TRƯỞNG

GS.TS.NGƯT *Trần Hữu Nghị*

PHẦN NHẬN XÉT TÓM TẮT CỦA CÁN BỘ HƯỚNG DẪN

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

2. Đánh giá chất lượng của khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu…):

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

3. Cho điểm của cán bộ hướng dẫn (ghi bằng cả số và chữ):

…………………………………………………………………………………

…………………………………………………………………………………

……………………………………………………………………………………………..

NHẬN XÉT ĐÁNH GIÁ

CỦA NGƯỜI CHẤM PHẢN BIỆN ĐỀ TÀI TỐT NGHIỆP

1. Đánh giá chất lượng đề tài tốt nghiệp về các mặt thu thập và phân tích tài liệu, số liệu ban đầu, giá trị lí luận và thực tiễn của đề tài.

2. Cho điểm của người chấm phản biện :

(Điểm ghi bằng số và chữ)

Ngày.......... tháng......... năm 2010

Người chấm phản biện

Acknowledgement

In order to complete this graduation paper, I have received a lot of advices, encouragement and help from many teachers and friends.

First of all, I would like to express my deep gratitude toward my supervisor, Mrs. Dao Thi Lan Huong – teacher of foreign language in Haiphong Private university, who has given me valuable advice, comments and useful suggestions. My study will be far from finished without her help.

Secondly, I also wish to express my sincere thanks to Mrs.Tran Ngoc Lien – the dean of foreign language department of HPU for her help and encouragements.

My thanks are also sent to all teachers in foreign language department for their help during the time I study at the university.

I am also very grateful to my family and all my friends for their support.

Finally, I hope that this work will be useful for anyone who concern with this theme.

Haiphong, June 2010.
Pham Thi Mai

TABLE OF CONTENT

PART I
INTRODUCTION

1. Rationale of the study

Nowadays, English plays an important role in the society and become an international language. It is widely used in the world in all aspects : trade, economy, science and technology… Moreover, English is a requirement when seeking jobs and often the language which much of business of good job is conducted. In recent years, with the "open-door" policy , English learning in our country develops strongly as a trend. It is taught not only in universities, high schools but also in primary schools and becomes a compelled subject at different schools.

At HaiPhong private university as well as other universities, English is a compulsory subject and always has high complement. Every year , there are more than 100 graduates to meet the demand of society. All those students always try to learn English. They take advantages to practice English. They applied what they learn in daily conversations, especially conversion is frequently used. But conversion has different emotional connotations. When do you use neutral , negative and positive conversion? That is a difficult question which I want to find out the best answer. That is the reason why I choose the research entitled " A study on the emotional connotation of conversion".

2. Aims of the study

As I mention above, conversion has different emotional connotations. I would like to investigate them and I hope that my study will help learners deeply understand emotional connotation of conversion and have a plentiful word resource. Therefore, the purposes of my study are :

- To introduce the general knowledge of conversion

- To study three emotional connotations of conversion

- To point out some implications of my study.

3. Scope of the study

Conversion is an important phenomenon in word formation in English lexicology. There are many different aspects. But due to frame of time, knowledge and experience I only focus on emotional connotation of conversion which are neutral, negative and positive. Hopefully, learners will find it effective and useful.

4. Methods of the study

In order to carry out this study, the theoretical background is formed on

the knowledge which has been gained through 4years in Haiphong private university.

I searched information and documents in Internet, reference books and in different libraries…

I also have discussion with my supervisor and my friends. With such methods, I hope that this study will become successful.

5. Design of the study

With the purpose of helping learners get main ideas clearly, my study is divided into three parts:

Part one is INTRODUCTION consists of the rationale, aim, scope, method and design of the study.

Part two is DEVELOPMENT consists of three chapters:

Chapter I: Theoretical background, deals with the definition, classification, characteristic features and phenomena of conversion.

Chapter II: The analysis on emotional connotation of conversion in English. They are neutral, positive and negative connotation.

Chapter III: Some difficulties in applying conversion and suggested solutions.

Part three is CONCLUSION, which restates the knowledge mentioned through three chapters above. A suggestion for further study on emotional connotation of conversion is also provided in this part.

PART II
DEVELOPMENT

CHAPTER I
THEORETICAL BACKOUND

I. Conversion
I.1.Definitions of conversion

" Conversion is the formation of a new word in a different part of speech without adding any element ".

(Hoang Tat Truong – Basic English Lexicology, 1993:43)

" Conversion is the derivation process whereby an item changes its word-class without the addition of an affix ".

For example :

The word "*release*" in:

They *released* him. (verb)

They ordered his *release*. (noun)

The verb "release" corresponds to a noun "release" and this relationship may be seen as parallel to that between the verb 'acquit" and the noun "acquital".

(Randolph Quirk and Sidney Greenbaum, 1976:441)

Yellow   To Yellow

"When a word which has hitherto functioned as a member of one class undergoes a shift which enables it to function as a member of another we ave what is traditionally called conversion ".

(Doan Minh, 1993:15)

Eg: party (noun) -> party (verb)

We will be at the *party*.

They like to *party*.

Must (verb) -> must (noun)

You *must* eat your soup.

It is a *must* that you call him.

Often a word of one lexical category (part of speech) is converted to a word of another lexical category, for example, the noun "*green in golf*" (referring to a putting-green) is derived ultimately from the adjective green.

Conversion from adjectives to nouns and vice versa are both very common and unnotable in English, much more remarked upon is verbing, the creation of a verb by converting a noun or other word (eg: the adjective "*clean*" becomes the verb "*to clean*").

According to Howard Jackson (2000:74), conversion maybe defined as a process by which a word belonging to one word class is transferred to another word class without any commitant change of form, either in pronunciation or spelling.

Conversion is a highly prolific source for the production of new words, since there is no restriction on the form that can undergo conversion in English. In fact, this word formation process occurs so regularly that many scholars prefer to consider it a matter of syntactic usage rather than a word formation.

In linguistics, conversion, also called "*function change*" or "*zero derivation*", is a kind of word formation , especially, it is the creation of a word from an existing word without any change in form. Conversion is more productive in some languages than in others. In English, it is a fairly productive process.

Conversion is the formation of new words by another class. This is a method of turning words of one part of speech to those of a different part of speech. These words are new only in a grammatical sense. Since the words do not change in morphological structure but in function, its process is also known as functional shift. The boundary between conversion and functional shift (the extension of an existing word to take on a new syntactic function) is not well-defined.

Conversion is probably the most popular and most defend view nowadays. However, numerous followers maybe found from the nineteenth century up to the present day. Among others, Sweet (1898) and Kennedy (1935) maybe mentioned as its most important supporters.

Sweet (1898:38) seems to have been the first to use the term conversion. He defines it as the phenomenon that makes a word into "another part of speech without any modification or addition, except the necessary change of inflection, etc". Thus, the verb *walk* in *he walks*, for example, maybe said to have been converted into a noun by simply giving it the same formal characteristics as other nouns, as in *He tools a walk, or three different walks of life*. In Sweet's opinion, "the" essential characteristic of conversion is the change of lexical category, or "part of speech". Therefore, Sweet speaks of conversion only in those cases in which the word adopts all the formal characteristics (inflection, for example) of the new part of speech into which

it have been converted. Simon (1955:307) also makes a similar point: "That *new words* are ready created here and that they are not just cases of one part of speech being used in the function of another…is testified by the fact that these new denominal verbs fully acquire all the grammatical categories" belonging to the new part of speech the word has been made into. In spite of this, Sweet admits that formal criterion is not always conclusive. Accordingly, in example like *the good are happy* he speaks of *partial conversion*, since good, like nouns, can have a definite article before it but like adjective, it does not take plural inflection.

Unlike Sweet (1898), who mentions the change of class as well as the required formal changes as the conditions for the recognition of conversion, Kennedy claims that there is no change in the form of a word but not only in its general functions. However, he adds that conversion may only be considered complete "when a word has changed its function to such an extend that it is capable of taking on a new inflectional endings" (Kennedy, 1935:318).

I.2. Characteristic features of conversion.

The new words formed by conversion are different from the old words morphologically, syntactically and semantically. In other word, the difference between the words in each pair is morphological, syntactic and semantic.

(Basic English Lexicology – Hoang Tat Truong, 1993:43)

- Morphological: the verb "*to hand*", for example, has a new paradigm (the system of forms) : hand – handed – handing.

- Syntactic: the function of "*to hand*" is new, it is predicate: "*he handed me the watch*".

- Semantic: the verb "to hand" has a completely new meaning: to give, to pass something to…, but "hand" is part of the body.

Conversion maybe said to be the most productive in forming verbs: arm – to arm ; elbow – to elbow ; foot to foot ; skin – to skin ; bottle – to bottle ; honeymoon – to honeymoon.

Conversion may involve a change within the same word class as in the change from one type of noun to another or one type of verb to another. For example, we use uncountable nouns as countable and vice versa. Thus, in "*some beer /coffee /sugar /tea*", the nouns are uncountable. Whereas in "*two beers /coffees /sugars /teas*", the nouns are countable. As a general rule, if the context is carefully chosen, it is possible to use almost any noun in their way.

Even proper names can be easily used as common nouns as in "*Which Hilary do you mean?* ". Similarly, intransitive verbs are often used as transitive verbs. For instance, we compare the components of the following pair:

Eg: How long can a pigeon *fly* non-stop?

Can this little boy *fly* a kite?

(Howard Jackson, 2000:74)

The first is intransitive and the second is transitive.

It should be noted that even a whole phrase may undergo conversion and act as a Noun , eg: *A forget-me-not, a has been, a don't know*. It may also act as an adjective as in : A *Monday morning* feeling, a *not-to-be-missed* opportunity.

The reason for such a wide-spread development of conversion in English is that there are not enough affixes, especially verb-forming affixes.

(Basic English Lexicology – Hoang Tat Truong, 1993:43)

Conversion is a totally free process and any lexeme can undergo conversion into any of the open form classes as the need arises (Bauer, 1983:226). This means that any word form can be shifted to any word class, especially to open classes - noun, verbs, etc. and that there are not morphological restriction. Up to date, there has only been found one restriction: derived nouns rarely undergo conversion (particularly not to verbs) (Bauer, 1983:226). This exception is easily understood: if there already exists one word in the language, the creation of a new term for this same concept will be blocked for the economy of language. For example, the noun "*denial*" will never shift into a verb because this word already derives from the verb "*deny*". In that case, the conversion is the blocked because "*to deny*" and "*to denial*" would mean exactly the same. However, there are some special cases in which this process seems to happen without blocking. This can be exemplified in the noun "*sign*", converted into the verb *to sign*, changed by derivation (suffixation) into the noun "*signal*" and converted into a new verb "*to signal*". In this case, there is no blocking because these words have slight semantic differences (Bauer, 1983:226-227).

It must be pointed out that the process of conversion has some semantic limitations: a converted word only assumes one of the range of meanings of the original word. For example, the noun "*proper*" has various meaning, such as "*newspaper*", "*material to wrap things*", etc. The denominal verb, though, only contains the sense of putting that material on places likes walls. This shows the converted item has only a converted part of the semantic field of the source item.

Conversion is sometimes referred to as an affix less way of word-

building or even affix less derivation. Conversion helps make a new word from some existing words.

I.3. Phenomena of conversion

Look at the word "*round*" in the following sentences:

Eg1: He was knocked out in the first *round*.　　　(noun)

Eg2: *Round* the number off to the nearest tenth.　　(verb)

Eg3: The neighbors gathered *round* our house.　　(preposition)

Eg4: The moon was bright and *round.*　　　(adjective)

Eg5: People came from all the country *round*.　　(adverb)

In each sentence, "*round*" is used as a different part of speech: noun, verb, preposition, adjective and adverb. Conversion is generally considered to be a derivational process whereby an item is adapted or converted to a new word class without the addition of an affix. Hence, namely zero-derivation. Take "*single*" and "*simple*", for example. Both are adjectives, but *single* can be used as a verb without changing the form, eg: "*The singled him out at once as a possible victim*". In contrast, *simple* can not function as a verb without adding an affix, eg: "*continental quilts simplify (not simple) bed-making".* The first instance is a case of zero-derivation or conversion whereas the second is one of suffixation as the suffixify is added to make simply a verb.

Words produced by conversion are primarily nouns, adjectives and verbs. The most productive, however, is the conversion that takes place between nouns and verbs. It deserves noting that conversion is not only a change of grammatical function of the lexical item involved but also is the change of meaning.

I.3.1. Noun – verb

Verbs converted from nouns are semantically related to the original nouns in a variety of ways.

Quirk et al sum up as follows:

(1) *To put st in /on N*:

Eg: To pocket the money – to put money into the pocket
　　To can the fruit – to put the fruit into cans.
　　And some more words: bottle, garage, corner, shelve, etc.

(2) *To give N /to provide with N*:

Eg: To oil the machine – to provide the machine with oil.
　　To shelter the refugees – to give shelter to the refugees.
　　And some more words: butter, coat, mask, arm, etc.

(3) *To remove N from* (to deprive of N)

Eg: To skin the lamb – to remove the skin from the lamb

To juice the oranges – to remove the juice from the oranges

And some more words: core, peel, feather, etc.

(4) To do with N as instrument

Eg: To pump water – to bring water with a pump

To knife the steak – to cut the steak with a knife

And some more words: rake, finger, hammer, shoulder, etc.

(5) To be /act as N with respect to …

Eg: To nurse the baby – to be the nurse for the baby

To captain the team – to act as the captain for the team for the team

And some more words: father, pilot, referee, tutor, etc.

(6) To make /change … into N

Eg: To cash the cheque – to change the cheque into cash

To orphan the boy – to make the boy an orphan

And some more words: fool, knight, cripple, etc.

(7) To send /go by N

Eg: To mail the letter – to send the letter by mail

To bicycle – to go by bicycle

And some more words: helicopter, ship, motor, telegraph, etc.

I.3.2. Adjective – verb

Conversion of adjectives into verbs is not as productive as those nouns. The verbs thus converted are semantically simple, that is, they can be used either transitively to mean "to make … adjective" or intransitively "to become adjective".

(1) Make (more) adjective (transitive verbs)

(= He walked carefully so as not to make his shoes wet)
Eg: He walked carefully so as not to wet his shoes.
Some more words: dirty, calm, slim, etc.

(2) To become adjective (intransitive verbs)

(= The photograph with age become yellow)
Eg: The photograph yellowed with age.
Some more words: dry, empty, etc.

Sometimes a phrasal verb is derived from an adjective by the addition of a particle: calm down (to become calm).

(3) To make oneself better

Eg: better oneself

Since they became friends, he has tried hand to better himself.

I.3.3. Verb – noun

Almost all mono-morphemic verbs can be used as nouns, which are semantically related to the original verbs in various ways according to Quirk et al:

(1) *State* (from stative verbs to nouns)

Doubt : the state of doubting
Want : what is wanted
Some more words: desire, love, hate, smell, taste, etc.

(2) *Event or activity* (from dynamic verbs)

Search : the activity of searching
Laugh : the act of laughing
Some more words: attempt, hit, release, swim, shut-down

(3) *Result of the action* (object of verb)

Catch : what is catch?
Find : what is found?
Some more words: buy, hand-out, answer, etc.

(4) *Doer of the action* (subject of verb)

Help : one who helps
Cheat : one who cheats
Some more words: bore, coach, stand-in, etc.

(5) *Tools or instruments to do the action with* (instrument of verb)

Cover : used to cover something
Wrap : used to wrap something
Some more words: cure, paper, etc.

(6) Manner of V-ing

Pass : where one has to pass
Walk : a place for walking
Some more words: turn, drive, divide, etc.

Many simple nouns converted form verbs can be used with "have, take, make, give, etc." to form phrases to replace the verbs or denote a brief action: have a look (smoke, swim, try, wash), take a walk (ride, glance, rest, shower), give a cry (grant, start, laugh, shudder), make a move (guess, offer, slip, attempt).

For example:

Eg: You'd better have another *think.*

There's no *come* and *go* with her.

I dutifully recorded a 2-1 *win* for the guest team.

Words like "*hand-out, stand-by, lay-by, teach-in, shut-down*" are all converted from phrasal verbs. Such conversion is very common in English. The examples cited here keep their original order: *hand-out from hand out, stand-by from stand by, ect.* Sometimes, when a phrasal verb is turned into a noun, the verb and particle should be inverted, for example: "*flow over to overflow, break out o outbreak, fall down to downfall, take in to intake, etc.*"

I.3.4. Noun – adjective

There are some clues, though, to make sure conversion has taken place. In the case of adjectives coming from nouns, the hints are quiet easy: they can be considered as cases of conversion only when they can appear in predicative as well as in attributive form. If the domino adjective can be used attributively, we can affirm that conversion has happened. If it can only appear predicatively it is merely a case of partial conversion. Look at the following example: "*The deals come and go at dizzying place. Blink, and a hat stand is sold for $15, an antique mahogany sewing stand and sewing machine for $30, a **mahogany music box** for $75*". **Mahogany music box** can be used in an attributive way: "*the music box is mahogany*". This implies "**mahogany**" is a denominal adjective. However, in the predicative phrase "**antiques dealers**" in sentence "*A bustling stretch of three sprawling action house in Gloucester country is flea market central for **antiques dealers** from Quebec and Florida and parts of South Carolina, North Carolina and Georgia*", we can not treat "**antiques**" as an adjective because the attributive form of this expression is ungrammatical (*dealers are antique*). Another way to make sure we are in front of a case of conversion is to change a word for another similar one. For example, in "**Dutch Auction** " in sentence "*Her two antique double-spool beds cost her a total of $250 at **Dutch Auction** Sales*", we are sure the word "**Dutch**" in an adjective because it has the specific form of adjective. Therefore, in "**South Jersey Auction**" in "*It is getting harder to get this merchandise for the auction*, said Mr. Babington, of **South Jersey Auction**" or "**Texas Auction**" in "*Twice a month , Ralph Parley stands at rapt attention I the fluid semicircle of about so bidders, his mind on the single goal of sending a shipment of antiques to **Texas auction** house*", we can affirm these are cases of denominal adjectives.

I.3.5. Adjective – noun

Adjectives can also shift into nouns, though it is not very frequent. It

mainly happens in well-established patterns of adjective plus noun phrase. Nominalization occurs when the noun is elided and the adjective is widely used as a synonym of an existing set pattern. This could be the case of "*a Chinese favorite*" in "*From one direction comes the rich smell of frying bread, from another fermented or smelly bean curd, a Chinese favorite*".

The adjective nature in cases of partial conversion is evident , though. They are nouns from the point of view that they appear in the same syntactic position. Their grammatical nature, though, is a different one. These adjectives can still be changed to the comparative and superlative form (adjective nature). This can be exemplified in "*worst*" (*We have to assume the worst*) and "*merrier*" (*We've got some older fans now, but the more the merrier – everyone's welcome*). However, these adjectives can not behave as nouns: if their number or case is changed, they will produce ungrammatical sentences. This can be seen in the case of "*more*" (*We've got some older fans now, but the more the merrier – everyone's welcome*) in cases like "*the more we get*". If the "-s" for the plural is added to any of these items, we would get ungrammatical sentences. The case of "cutie" (You are at the movies with the cutie from), though, could be argued. It seems to be much used and established within certain groups. This could have converted it into a lexicalized example of adjective to noun.

Miscellaneous examples are "daily" (daily newspaper), "comic" (comic actor). The adjective -> noun conversion can usually be explained in terms of a well-established adjective + noun phrase from which the noun has been ellipted.

I.3.6. Particle – verb
Consists of words are: to down, to out, to up, etc.
I.3.7. Modal verb – ordinary verb
Must (modal verb) – must (verb)
I.3.8. Minor categories of conversion

(**1**) *Closed-system words to nouns*:

There are two postulated major word classes the English language: open class and closed class, namely, open-system words and close-system words. An open class is one whose membership is in principle indefinite or unlimited, whereas a closed class is one whose membership is fixed or limited.

New items are constantly being added to the open class, as new ideas inventions, etc, appear. Nouns, verbs, adjectives and adverbs are open-class items, that is, open-system words. New items are not regularly added to the

closed class as they are in the case of open-class items, pronouns, repositions, conjunctions, article, etc. All are closed-system words.

For example:

Must (modal verb) – must (noun)

This book is a *must* for student of aerodynamics.

(2) *Phrase – noun*

Phrase or combinations of more than one word, may sometimes be reduced to noun status by conversion.

Eg: Whenever I gamble, my horse is one of the also-rans.

(is one of the horse which "also ran" but was not among the winners)

(Quirk and Green Baum)

(3)   Particle – noun

in (to have an in-influence), down (to have down on SB)

(4) Phrase – adjective

Eg: an up-in-the-air feeling:
      (with reference to cheerful)

I feel very up in the air

Eg: an upper-class manner:
      His manner is very upper class. It is all to nothing that they wil succeed.

Under the weather (phr.) – under-the-weather (adj.)

I.3.9. Change of secondary word-class : nouns

(1) *Non-count -> count*:

- A unit of N: two *coffees* (cups of coffee)

- A kind of N: some *paints* are more lasting than others

- An instance of N: (with abstract nouns): a *difficulty*

(2) *Count -> non-count*:

- N viewed in terms of a measurable extent (normally only after expressions of amount): a few square feet of *floor.*

(3) *Proper -> common* (initial capital usually retained)

- A member of the class typified by N: a *Jeremiah* (a gloomy prophet).

- A person, place, etc called N: there are several *Cambridge's* in the world.

- A product of N or a sample or collection of N's work: a *Roll Royce* (a car manufactured by Roll Royce), a *Renoir*, a *Shakespeare.*

- Something associated with N: *wellingtons*, a *sandwich.*

(4) *Stative – dynamic*:

He's being a *fool* (He's behaving like fool).

I.3.10. Change of secondary word-class: verbs

(1) *Intransitive -> transitive*:

Cause to V: *run* the water

(2) *Transitive -> intransitive*:

- Can be V-ed (often followed by an adverb such as *well* or *badly*)

Your book *reads* well.

- To V oneself: Have you *washed* yet? (washed yourself)

- To V someone /something /etc: We have *eaten* already.

- To be V-ed: The door *opened.*

(3) *Intransitive -> intensive*:

- Current meaning: He *lay* flat.

- Resulting meaning: He *fell* flat.

(4) *Intensive -> intransitive*:

The milk *turned.*

(5) *Monotransitive -> complex transitive:*

- Current meaning: We *catch* them young.

- Resulting meaning: I *wiped* it clean.

I.3.11. Change of secondary word-class: adjectives

(1) *Non-gradable -> gradable*:

I have a very *legal* turn of mind.

(2) *Stative -> dynamic*:

He's just being *friendly* (acting in a friendly manner).

I.3.12. Approximate conversion: voicing and stress shift:

In some cases, conversion is approximate rather than complete: that is, a word, in the course of changing its grammatical function, may undergo a slight change pronunciation or spelling. The most important kinds of alteration are (1) voicing of final consonants, and (2) shift of stress.

(1) *Voicing of final consonants* (noun – verb):

Advice – advise, thief – thieve, sheath – sheathe, and (not shown in spelling) house – house.

(2) *Shift of stress*:

When verb of two syllables are converted into nouns, the stress is sometimes shifted from the second to the first syllable:

Conduct, conflict, contrast, convert, convict, export, extract, import, insult, permit, present, produce, rebel, record, etc.

Occasionally, a word of more than two syllables varies in this way: *over' flow (v) – 'overflow (n)*. There are many examples of dissyllabic noun – verb pairs which do not differ in stress, for example: *'contact (v) – 'contact (n) and de'bate (v) – de'bate (n)*.

(Quirk Randolph and Green Baum, 1976:444)

- **Note**:

Some pairs of words that do not occur due to conversion as a result of certain historical processes (dropping the endings or simplification of stems). For example:

Love – love

In Old English: lufu (n)

lufian (v).

*Common nouns used to make verbs by conversion.**

(1) *Names of tools or implements*: the noun is the name of a tool, the verb denotes the action performed by the tool.

Eg hammer(n)   to hammer(v)

Saw   to saw

Hoe   to hoe

He is <u>sawing the</u> wood

(2) *Names of animals:* the noun is the name of an animal, the verb denotes an action or aspect of behavior considered typical of the animal.

Eg   monkey   to monkey
     Fox   to fox
     Dog   to dog

(3) *Names of parts of body:* the noun is the name of human body, the verb generally denotes an action performed by it.

Eg   Hand   to hand
     Arm   to arm
     Eye   to eye

Hand   To hand

(4)*Names of professions:* the noun is the name of profession or

occupation, the verb denotes an activity typical of it.

Eg   nurse   to nurse
     Tailor   to tailor
     Housemaid   to housemaid

(5) *Names of place:* the noun is the name of place, the verb denotes the process of occupying the place or putting something in it.

Eg   cage   to cage
     Pocket   to pocket

Cage   To cage

(6) *Names of colors:* the noun is the name of a color, the verb denotes an action to make something that color or the process of becoming to have that action.

Eg   yellow   to yellow
     Black   to black

I.4. Classification of conversion

I.4.1. Traditional and occasional conversion

(1) *Traditional conversion:*

Traditional conversion is the type of conversion commonly and traditionally used by the public.

The words built by traditional conversion are recorded in dictionaries.

Eg   to drop out   a drop out
     To go   a go

(2) *Occasional conversion*:

Occasional conversion refers to the individual use of conversion in special situations, occasions to express one's idea vividly, humorously, etc.

The words built by occasional conversion are individual coinage and of course not present in dictionaries.

Eg   He *hello-dears* everybody. (v)

I'm tired of his "*hello-dear*". (n)

I.4.2. Partial conversion

Partial conversion is building of some nouns from verbs. These nouns usually go with verbs like "have, take, make" to form verbal phrases. They are not used quiet independently:

Have a look/ talk/ smoke, etc.

Give a ring/ kick/ blow, etc.

Some other nouns are used only in idiomatic phrases: in the know, in the long run, in a hurry, etc.

I.4.3. Substantivation

- Substantivation is the formation of nouns from adjectives. In other words, it is transition into nouns:

Eg: native(n): a native, 2 natives...

                       Male(n): male, 2 males…

Valuable(n): valuables...

- Subtantivation is also done from ellipsis:

Eg: daily(n): daily newspaper
Elastic(n): elastic cord

- Partial substantivation: is the formation of nouns from adjectives with the help of the article "the".

Eg: the rich the blind
The young the dump

These nouns always go with "the" and are not inflected for the plural and in general cannot be used in the possessive case. They do not undergo morphological changes (they do not have a new paradigm). They have properties of both nouns and adjectives: "They are very unfortunate, the unusually good" etc. This unusual combination is a good means of expression.

CHAPTER II
THE EMOTIONAL CONNOTATION OF CONVERSION IN ENGLISH

English is a very productive language. Due to its versatile nature, it can undergo many different word formation processes to create new lexicon. Some of them are much lexicalized such as derivation or compounding. However, new trends are pointing up in the productive field. This is the case of minor methods of word formation –i.e. clipping, blending and conversion. As they are recent phenomena, they have not been much studied yet. Even scholars differ in their opinions about the way they should be treated. There is only one point they all agree with: these new methods are becoming more frequently used. For example, conversion will be more active in the future, and so, it will create a great part of the new word appearing in the English language (Canon, 1985:415).

The status of conversion is a bit unclear. It must be undoubtedly placed within the phenomena of word formation, nevertheless, there are some doubts about whether it must be considered a branch of derivation or a spate process by itself (with the same status as derivation or compounding) (Bauer,

1983:32).

Despite this undetermined position in grammar, some scholars assert that conversion will become even more active in the future because it is very easy way to create new words in English (Canon, 1985:415). There is no way to know the number of conversions appearing everyday in the spoken language, although we know this number must be high.

When we translate one Vietnamese sentence into English, we can use conversion for some words. Conversion in English has many phenomena, we must choose appreciate ways for each using purpose. Many sentences use conversion with neutral, positive or negative connotation.

II.1. Neutral

Amount of neutral words in conversion in English are many and popular. Almost cases use conversion with neutral connotation. Therefore, conversion with neutral connotation only helps to make sentences shorter, easier to remember, easier to understand.

We consider the following examples:

Eg1: Anh ta cất tiền vào trong túi quần.

(1.1) He puts the money into his *pocket*.

(1.2) He *pockets* the money.

When translate that Vietnamese sentence into English, we can use two sentences (1.1) and (1.2). These two sentences have neutral connotation, have the same meaning. The user does not express his emotion in sentence (1.2) when he uses conversion "pocket" (v). But sentence (1.2) is shorter than sentence (1.1). The noun "pocket" in sentence (1.1) names a small bag sewed into or onto a piece of clothing so that you can carry things in it. In sentence (1.2), "pocket" becomes a verb, it does not denote thing, it denotes the action of putting something into the pocket. If sentence (1.2) is used, the learners do not have to remember many words.

Eg2: He puts the note in the *pocket*.

a. He *pockets* the note.

Eg3: She puts the ring in the *pocket.*

b. She *pockets* the ring.

Let's consider other examples:

Eg4: Lan dùng dao cắt miếng bít tết.

 (4.1) Lan cuts the steak with a *knife.*

 (4.2) Lan *knifes* the steak.

Sentences (4.1) and (4.2) are result of translating eg4 into English. We can find that they have same meaning but sentence (4.2) use conversion with the noun "knife" into the verb "knife". In sentence (4.2), the user does not express his emotion, he only helps the learners easy to understand the meaning of eg4. It is neutral connotation. The "knife" is a noun denoting a tool which as a shape blade with a handle, used for cutting or as a weapon but "knife" in sentence (4.2) is a verb expressing an action performed by this tool as in sentence (4.2) "knife" means cutting something with a knife.

Similarly we have some examples:

Eg5: John acts as a *captain* for the team.

c. John *captains* the team.

Eg6: I put the fruit into *cans.*

d. I *can* the fruit.

Eg7: A man sends the letter by *mail*.

e. A man *mails* the letter.

II.2. Positive

Sometimes we do not use conversion with neutral connotation. But with some detailed purposes, people should use conversion. That is positive connotation of conversion. It makes the users' purposes clearer.

Let's consider the following example:

Eg8: (8.1) You had better see a *doctor* about your headache.

(8.2) He *doctors* many patients a day.

The word "doctor" in sentence (8.1) is a noun, it denotes a profession that means a person who has been trained with medical science, whose job is to treat ill or injure people. In sentence (8.2) "doctor" is not a noun. It converted into verb. Its meaning is different. It expresses an action of treating somebody. Sometimes, when communicating, some people can not remember or do not know the verb "to cure" or 'to treat", they can not express their ideas so they used the word "doctor" to replace. This does not make the sentence lose its meaning. The listeners still understand. Moreover, the referential meaning of the word "doctor" makes listeners image to some treatment methods. Therefore, in stead of using the verb "treat or cure", we can use the noun "doctor" and then convert it.

Another example:

Eg9: A: Do you know her?

B: Yes, she and Nancy *roomed* together at college.

Normally, we use the word "room" is a noun but we see that the word "room" in eg9 is not a noun. Maybe in this situation, the speaker did not remember the long phrase "to share room with someone" so he used the word "room" as a verb to replace. This makes the conversation natural. And it is not interrupted. In addition, when listening the verb "room", listeners can image immediately to she and Nancy live in one room.

We can find that conversion is an important phenomenon which helps speakers conveys the ideas to the other more easily, avoid the lack of words, repetition and misleading. Many of problems that occur in organization are the direct result of people failing to communicate. So using the correct word is very necessary in sentences or discourses. Conversion can make it. It expressed using purpose of the users. Therefore, it is positive connotation.

II. 3. Negative

Conversion is important in word formation. However, there are many cases which we can not use conversion. That is negative connotation of conversion. which I will focus in the following part.

Each animal has its typical characters. Basing on typical characters of animals, people convert many verbs from nouns denoting animals. We will see clearly in the following examples: If the noun denotes the name of animal, the verb will express action or aspect of behavior considered typical of the animal.

Eg10: This is my *monkey*.

Eg11: Mary likes to *monkey* her brother.

The word "monkey" in eg10 is a noun referring the name of an intelligent imitative animal and the word "monkey" in eg11 is a verb converted from noun "monkey". Naturally, imitation is typical of monkey so when becoming a verb as in eg32, "monkey" means "to imitate somebody". We only understand as well as identify meaning of noun "monkey" and verb "monkey" when they are used in concrete situation. If only basing on their form or their pronunciation without discourse, we can't know which is used as noun, which is used as verb. However, when listening eg11, listeners feel like that there is critic attitude with Mary. This sentence can make she unpleasantly.

Or another example:

Eg12: She is feeding her *dog*.

<div align="center">(1913 Webster)</div>

Eg13: He is always *dogging* my footsteps.

<div align="center">(E-V dictionary)</div>

We see that the word "dog" in eg34 has "ing" form: that means the word "dog" in eg34 can not be noun. Truthfully, it is a verb derived from the noun "dog" by conversion. The using conversion in that case is a ironical saying, so it is negative case in using conversion.

Another example:

Eg14: Always afraid of *snake*, we shut every door and window at night.

<div align="center">(Quirk, 2002:95)</div>

Eg15: The road *snaked* away into the distance.

<div align="center">(Oxford advanced learner's dictionary)</div>

The word "snake" in eg14 is a noun and the word "snake" in eg15 is a verb converted by conversion.

Beside using typical characters of animals, people converted many words which also express negative connotation by conversion.

Let's consider the example:

Eg18: She is my *has been*.

We can see that the word "has been" is usually used as a verb, but in eg18 it is a noun. In this sentence, speakers want to express a provocation and derision. That means she was my girlfriend and now she is. We had strong attachment relationship.

Or another example:

Eg19: Do you OK my idea?

We know that the verb "OK" means agreement or permission. But in this case, in stead of using the verb "agree" as "Do you agree with my idea?", the speaker uses the verb "OK" to replace. In the situation of an important conference or meeting, the usage of the verb "OK" is impolite and informal. Especially, if you talk to your boss or an old person, the verb "OK" is less valuable than the verb "agree". The word "OK" is a popular word, easy to understand and easy to listen. So using "OK" in a sentence by conversion is convenient. However, in formal situation, it is negative.

In summary, conversion in English has three emotional connotations as neutral, positive and negative. Each connotation expresses the speakers' idea and emotion, we should choose detailed situation to use them suitably.

CHAPTER III
SOME DIFFICULTIES IN APPLYING CONVERSION AND SUGGESTED SOLUTIONS

III.1. Some difficulties
III.1.1. Restriction of conversion

Conversion is a totally free process and any lexeme can undergo conversion into any of the open form classes as the need arises (Bauer, 1983:226). This means that any word form can be shifted to any word class, especially to open classes- nouns, verbs, etc- and that there are not morphological restrictions. Up to date, there has only been found restriction: derived nouns rarely undergo conversion (particularly not to verb) (Bauer, 1983:226). This exception is easily understood. If there already exists one word in the language, the creation of a new term for this same concept will be blocked for the economy of language. For example, the noun "*denial*" in "*The embrace included an emphatic rejection of **denial** or ionization of the Holocaust*" will never shift into a verb because this word already derives from the verb "*deny*" in "*The Florida manual recount process is being used to eliminate any possibility of an orderly, rational and final end to the election, and to **deny** the protections of the constitution not only to parties who brought the case, but to all Americans*". In that case, the conversion is blocked because "*to deny*" and "*to denial*" would mean exactly the same. However, there are some special cases in which this process seems to happen without blocking. This can be exemplified in the noun "*sign*" in "*Gore showed no **sign** of pain or remorse*" converted into a new verb "*to signal*" in "*The Groans quickly pointed out that there had already been a hand count in the Florida presidential race, and that Bush himself had **signed** a law calling for their use in Texas*" changed by derivation (suffixation) into the noun "*signal*" in "*a few days ago in Manhattan, Ms. Areola was in her apartment in the middle of a high-rise in the middle of everywhere when she could not even get a decent **signal** on her handset*" and converted into a new verb "*to signal*" in "*Laughter seems to **signal** an attempt to a ingratiate oneself: in India, notes*

province, men of lower castes giggle when addressing men of higher". In this case, there is no blocking because these words have slight semantic differences (Bauer, 1983:226-227). It must be pointed out that the process of conversion has some semantic limitations: a converted word only assumes one of the ranges of meanings of the original word. For example, the noun "*paper*" has various meanings, such as "*newspaper*" in "*His wife was reading the **newspaper**, too nervous to deal with it*" or "*material to wrap things*" in "*a tiny dangling piece of paper-hanging Chad-remains and can fall back to fill the hold in the card*", etc. The demoniac verb, though, only contains the sense of putting that material on places like walls. This shows the converted item has only converted part of the semantic field of the source item.

We have established that conversion is a very productive process. However, there are certain factors that hinder the productive capacity of this formation pattern. Laurie Bauer (1983:226) recognizes that the high productivity of conversion in the fact that so far no precise morphological constraints have been perceived, constraints which are supposed to condition converting words forms can serve as starting points of conversion, but derived words (signal-> to signal), compound words (bad-mouth-> to bad-mouth), and words that originated through reduplication (shilly-shally-> to shilly-shally), blending or words clipped from other forms (nuclear-> nuke-> to nuke). In contemporary English, it can be frequently noticed that even products of other word formation processes, such as acronym, can be employed in a typical sentence functions, as in MC-> to MC.

There are no restrictions to the process when particular word classes are concerned, since every class seems to be subject to converting items (nouns, verbs, adjectives, adverbs, particles, interjections),although we can perhaps speak of different degree of productivity with each of the classes and types of conversion. The only word class that still consistently avoids conversion of its various kinds of pronominal words is perhaps the class of pronouns. Moreover, conversion of pronouns into verbs, for instance, is not something we are prone to come across in English.

One of the restrictions to conversion, which is only partly applicable, is the one determined by H. Marchland (1969: 372), who pointed out that derivatives are seldom liable to conversion into verbs, a phenomenon he labeled as "blocking". Derived nouns such as *arrival* or *organization* will not be converted into verbs if the newly-obtained, respectively. In cases when there is no blocking, that is, when the blocking is not relevant, the derived nouns are converted with no difficulty, which can be exemplified by: *a sign-> to sign-> a signal-> to signal; to commit-> commission-> to commission*.

Beside that, Marchland claims that no conversion into verbs can occur of prefixed adjectives and nouns, except for the isolated case of the verb *to unfit*.

On the basis of the existence of a verb such as *"to venom"*, obtain by conversion from the noun, we could conclude that the formative force of conversion is a very commanding one, since the verb *"to envenom"*, derived by en- predication from the same stem and with the same meaning existed in the language before *"to venom"*. However, other verbs with similar formation patterns, that is, verbs derived by means of this or similar prefixes, such as the prefix *be*-is, convince is that this way not be completely true. The verb *"to encase"* and *"to becloud"* were derived after the verbs *"to cash"* and *"to cloud"* with which they share no difference in meaning. Very useful and interesting are the limitations of conversion as noted by Biases in his work. Studying the lexical treasure from Oxford English Dictionary in term of conversion, the linguist inferred that strong one-syllable verbs with a *"…very light sound-volume"* such as *to be, to come, to let, to put, to rid, to set, to sit* do not have inclinations towards being converted into nouns.

On the other hand, in combinations with adverbial particles the situation is considerable different. In phrasal verb conversion into nouns, these verbs make the dominant group.

II.1.2. Student's competence

Firstly, in general, American students are more confident than Vietnamese students. This is a consequence of American (and Western) educational system from lower grades. Students are encouraged to express themselves openly and freely without being criticized by their teachers or their parents. In class, they can ask their teacher whenever and whatever they want. This is a sharp contrast with classrooms in Vietnam educational system, in which students are required to be silent.

Secondly, it is perfectly OK to talk with your professors, your instructors about any problems you might have with the material given in the course. They have consultation hours in which you can go to their offices and ask them about problem you can not solve in class. Most professors and instructors can be addressed by their first names, we do not have to call them professor or Dr. However, it is advisable that when writing e-mails to them we should address them with full titles.

These affect on the student's abilities. They are not active in practicing English. They are not confident to communicate with foreigners. So the applying conversion as well as other grammar phenomenon in communication is restricted and do not have much effectiveness.

III.2. Suggested solution

III.2.1. Watching original English films and stories, establishing English clubs.

By watching original English films and stories, students can observe the way native speakers communicate with each other, the way they apply conversion in each situation. By this way students not only know how to use conversion but also learn how to pronoun exactly.

Establishing English clubs is a good way to improve English. Students can take part in and practice English every day.

II.2.2. Improving awareness of students

Awareness of students is very important. We should make them understand the role of English in life.

- Make students more active in speaking periods.

- Be subjective in communicating with foreigners.

- Feel free to ask the teachers if having any questions.

SOME EXERCISES FOR PRACTICE

Exercise 1: Pick out the words which you think are converted in the following sentences and explain how they are converted.

1. Robert Aitcheson roomed right next to me.

2. There is no come and go with her.

3. She flatted her last note.

4. The car slowed down as it approached the junction.

5. You'd have domestic production falling, whole cities blacked out, whole industries threatened.

6. He upped and left without telling anyone.

7. Former Secretary of State James Baker announces the Bush campaign will seek an injunction to stop the manual recount.

8. The door opened.

9. I feel very up in the air.

Exercise 2: Paraphrase these sentences using conversion

1. They are progressing quickly.

2. He wants to perfect his English.

Exercise 3: Find out the words which you think are converted in following sentences and explain them belonging to what connotation.

1. He's watering the flower.

2. Please, telephoned me when you came back.

3. She is my has been.

Exercise 4: Find out the words which you think are converted by conversion in the following joke:

"Mum! Is it correct to say you water a horse when he's thirsty?"
"Yes, quite correct".
"Then" (picking up a saucer) "I'll milk the cat now".

Suggested key

Exercise 1:

1. Roomed   (noun->verb)

2. Come and go   (verb->noun)

3. Flatted   (noun->verb)

4. Slowed   (adjective->verb)

5. Blacked   (adjective->verb)

6. Upped   (preposition->verb)

7. Stop   (verb intransitive->verb transitive)

8. Opened   (verb transitive->verb intransitive)

9. Up in the air   (phrase->adjective)

Exercise 2:

1. Progressing   (noun->verb-ing)

2. Perfect   (adjective->verb)

Exercise 3:

1. Watering   (neutral)

2. Telephoned   (positive)

3. Has been   (negative)

Exercise 4:

1. Water   (noun-> verb)

2. Milk   (noun-> verb)

PART III
CONCLUSION

I. Summary

It can be said that conversion is one of the most complicated fields for studying but it is very interesting when used in daily conversations.

Effective communication depends on the usage of right words, the accurate information in each situation so analysis on emotional connotation is very necessary. With this research we will find out many things which we do not know about conversion to use it effectively and express our purposes clearly. The difficulties will be solved. However, because of the limited frame of time and knowledge as well as experiences, this paper has many mistakes. Therefore, I would receive encouragement from my teachers and friends.

With the knowledge of mine, the help of the teachers and the study in reference books, I divided the organization of the research proposal as follow:

The first part is "***introduction***" with rationale, scope, aims, methods and design of the study.

The second part (the main part) is "***development***" with three chapters:

- Chapter I: Theoretical background gave the readers a general understanding about definitions, characteristic features and phenomena of conversion.

- Chapter II: The emotional connotation of conversion in English helps the readers understand clearer using conversion in what cases.

- Chapter III: The difficulties in applying conversion and suggested solutions that helps students use conversion effectively.

The final part is "***conclusion***".

Once again, I would like to thank all my teachers and friends who helped me complete this graduation paper.

II. Suggestions for further study

Conversion is one of the minor methods of word formation. Most new words are not as new as we tend to think. They are just readjustments within the same language, like additions to existing items or recombination of elements. This is where the field of action of conversion may be placed, and that is why this type of morphological studies reveals interesting aspects an the diachronic evolution of English language.

The real examples provided indicate the high frequency of this process. It is a common phenomenon in everyday English. In addition, it is not a great source of problems for non-native speakers and translators because the meaning of converted items is easily recognizable. However, non-native and

translators are strongly advised to be taught conversion so that their passive knowledge of it can be turned into an active skill, with the subsequent lexical enlargement for their everyday communication. I hope that the next years will have more thorough studies on emotional connotation of word formation such as shortening, blending or clipping. This will be useful for Vietnamese learners, especially for English-major students.

During my study process in the university, I realized that not only I myself but also many other students lack of vocabulary in communication and have difficulties in using English conversion. This is the reason why I chose this topic in my graduation paper and I hope that it would be a useful material for English learners.

REFERENCES

1. Bauer, L.,(1993) *English Word Formation*. Cambridge University Press.

2. Cannon, G.,(1985) *Functional Shift in English*. Cambridge University Press.

3. Doan Minh Tuyet,(2000). *An introduction of modern English lexicology*. Hanoi printing house.

4. Howard Jackson,(2000). *Words, meaning and vocabulary*. London and New York.

5. Hoang Tat Truong,(1993). *Basic English Lexicology*. Hanoi university of foreign language teacher

6. Quirk, R. et. al.,(1997). *A Comprehensive Grammar of the English Language*. London.

7. http: //accurapid.com/journal/31conversion.htm

8. www.books.google.com

9. www.enwikipedia.org/wiki/wordformation

10. http: //hu_beilin.de/angle/living-pages/morphology.htm