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Trần Thị Dung

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PART I: INTRODUCTION

1. Rationale of study

Nowadays, English plays an important role and becomes the international language. It is used widely in the world in all aspects: trade, economy, science and technology... Moreover, English is the requirement of seeking jobs and is 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 school and became compelled subject at school.

At Haiphong Private University as well as other university, English is indispensable subject. And English department at Haiphong Private University always has high compliment. Every year, there are more than 100 graduated students to meet the need of society. And all students here always try to learn English, especially English-major students. They take advantages to practice English. They applied what they have learnt in daily conversations, among them conversion is always used. It brings big effect. It helps students avoid the shortage of word and repetition, but using well conversion in daily conversations is not easy at all. Students still have trouble with it. I want to know clearer about the effectiveness as well as difficulties when using conversion then find out the solutions to help students at Haiphong Private University. That the reason why I choose the research entitled “An analysis on the effectiveness of conversion in daily conversations: Focus on English-major students at Haiphong Private University”

2. Scope of study

Conversion is an important phenomenon in English lexicology. There are conversions from noun to verb, from adjective to verb...

But due to the frame of time, knowledge and experience we only focus on conversion which English-major students at Haiphong Private University always use in daily conversations.

With this research I want to:

- Provide the overview of conversion in English with definitions, classification...
- find the effectiveness of conversion as well as difficulties when using it
- find the solutions to help students use conversion more effectively

3. Methods of study

In order to carry out this study the theoretical foundation is formed on the knowledge which has been gained through 4 years.

Second, documents are collected by accessing internet, reference books, searching libraries.

Third, there also has discussion with supervisor and my friends. .

With such methods, we hope that the study will get good result

4. Application places

The study is to find out the effectiveness of using conversion in daily conversations. It can be reference document for English major students as well as teachers not only at Haiphong Private University but also at other universities.

5. Design of study

To describe the study clearly and understand it deeply about conversion and effectiveness of conversion in daily conversations, my paper is performed by 3 parts.

PART I: Introduction consists of the rationale, scope, methods, applications places and design of paper.

PART II: Development presents three chapters:

Chapter 1: is theoretical background, which introduces the overview of conversion, phenomena of conversion.

Chapter 2: is the main chapter, which mentions the effectiveness of conversion: syntactic effectiveness, pragmatics effectiveness, avoiding the lack of words, repetition and misleading with examples and analyzing.

Chapter 3: is some difficulties in applying conversion in daily conversations and suggested solutions to help English-major students at Haiphong Private University use conversion effectively.

PART III: conclusion summarizes the content of paper.

As usual, the last part of study is references.

PART II: DEVELOPMENT

CHAPTER I: THEORETICAL BACKGROUND

1.1. Definitions of conversion

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

(Quirk, Randolph & Green Baum)

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

(Hoang Tat Truong – Basic English lexicology)

Another highly productive word formation process is conversion, which is the term used to describe a word class change without any morphological marking.

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

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, this process is also known as functional shift.

In linguistics, conversion, also called zero derivation, is a kind of word formation; specifically, 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.

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*. Conversions 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 (e.g. the adjective *clean* becomes the verb *to clean*).

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 may be found from the nineteenth century up to the present day. Among others, Sweet (1898) and Kennedy (1935) may be 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, may be said to have been converted into a noun by simply giving it the same formal characteristics as other nouns, as in *He took a walk, or three different walks o 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 really 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” be longing 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 examples 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.

The term conversion, after its coinage, has been used to refer to a wide range of phenomena, all sharing one property: the use of one form in a different (syntactic) context (different from its prototypical one), involving a category change besides other associated characteristics such as meaning alteration. Moreover, the different authors focus on one feature or the other, depending on how they interpret the phenomenon.

Thus, Jespersen (1924: 154), for example, stresses the derivation relation that holds between members such as *tea* (n) and *tea* (v), as follows:

*Many people say that in the sentence **We tead at the vicarage** we have a case of a substantive used as a verb. The truth is that we have a real verb, just as real as **dine or eat**, though **derived from the substantive tea**, and **derived without any distinctive ending** in the infinitive (my emphasis).*

But, beyond these interpretations, Kruisinga (1932a, 1932b) extends the use of the term not only to those cases in which categorical change takes place and to instances of partial conversion but also to changes within a given word class. Thus, the word *war* in *War is going to cease because people adequately civilized will not endure hardness* is, in Kruisinga’s opinion, “converted” from a class noun to an abstract noun, or the noun *Westminster* in the phrase *a young Westminster*, referring to a boy at Westminster school, is a conversion of proper noun to a common noun. Similarly, Kennedy (1935: 317 and 576) regards conversion as “*functional change* not only between the part of speech but also within each part of speech” (emphasis added), an idea captured later by Quirk *et al* (1985:1563-66) who speak of “change of secondary word class”.

Unlike Sweet (1898), who mentions the change of word 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 extent that it is capable of taking on new inflectional endings” (Kennedy, 1935:318). Likewise, Duszak (1980) also mentions change in syntactic function not accompanied by any change in form as one of the main requirements for conversion, but she admits that “what happens is that the base is assigned to a different word-class without any change its form taking place” (Duszak, 1980:49). Furthermore, she underlines that conversion should be viewed as a derivational phenomenon since, in her opinion, forms like *cooks*, substantive plural, and *cooked*, simple past of the verb, are forms of two different words. In spite of this, Duszak apparently places more emphasis on the conception of conversion as “largely a potential semantic phenomenon” (Duszak, 1980:70). This idea had also been pointed out by Leech (1974:214). Following this line of thought, Pennanen sees conversions as semantic syntagmas in the first place but also, and consequently, as grammatical syntagmas “the component parts being put in logical relations to one another” (1984:89). The predecessor of these views may very well have been Dokulil’s (1968:215) arguments that semantic change (or, the necessity to express a new shade of meaning) is the *primum movens*, and syntactic change as well as morphologic modification the first consequence of it. Similarly, Olsen (1990:186) remarks that the relation between the members of a conversion pair is made explicit by the phonological similarity, but also by the semantic relation between both members. Apart from that, she claims that inflectional endings bring about changes in the category, which means, in her opinion, that these endings work simultaneously as inflectional and derivative morphemes. Note that, contrary to what was initially believed, the distinction between inflection and derivation is essential for a phenomenon that is characterized by the formal identity between the two derivationally related elements. Accordingly, it is not

only important for the establishment of types (partial vs. total conversion) but also for the identification or not of conversion from and in OE as well as for some approaches like Myers (1984) who conceive it as a matter of inflection

1.2. Phenomena of conversion

Look at the word round in the following sentences:

E.g. 1: He was knocked out in the first round.

E.g. 2: Round the number off to the nearest tenth.

E.g. 3: The neighbors gathered round our barbecue.

E.g. 4: The moon was bright and round.

E.g. 5: People came from all the country round.

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, the name zero-derivation. Take single and simple for example. Both are adjectives, but single can be used as a verb without changing the form, e.g. 'the singled him out at once as a possible victim.' In contrast, simple cannot function as a verb without adding an affix, e.g. '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 suffix -ify is added to make simple 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 with it the different range of meaning that it originally carried. For example, the word paper as a noun has four senses: a) material in thin sheets made from wood or cloth, b) a newspaper, c) a piece of writing for specialists, and d) wallpaper. When turned into a transitive verb, it is related only to d) as in 'the papered the room green.' Conversion involves mainly three classes of words: nouns, verbs and adjectives.

1.2.1. 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/ on N

To pocket the money- to put money into the pocket

To can the fruit- to put the fruit into cans

Bottle, garage, conner, shelve

(2) To give N/ to provide with N

To shelter the refugees-to give shelter to the refugees

To oil the machine- to provide the machine with oil

Butter, fuel, grease, arm, finance, coat

(3) To remove N from

To skin the lamb -to remove the skin from the lamb

To juice the oranges- to remove the juice from the oranges

Core, peel, feather, gut

(4) To do with N

To pump water -to bring water with a pump

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

Rake, fiddle, finger, hammer, shoulder, glue

(5) To be/act as N

To nurse the baby- to be the nurse for the baby

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

Father, parrot, pilot, referee, tutor

(6) To make/change into N

To cash the cheque to change the cheque into cash

To orphan the boy- to make the boy an orphan

Cripple, fool, knight, widow

(7) To send/go by N

To mail the letter- to send the letter by mail

To bicycle- to go by bicycle

Helicopter, ship, telegraph, boat, motor

Verb of this type are all transitive except (7): Helicopter, ship, telegraph, boat, motor.

Look at the actual use of nouns as verbs

E.g. 6: That young writer pens gripping tales.

E.g. 7: Watching a television movie is really like watching commercials with a movie sandwiched in between.

E.g. 8: Thumb through any dictionary and you find thee word.

E.g. 9: He cannot stomach such an insult.

E.g. 10: He Hamleted at the chance and then he regretted for it.

E.g. 11: Let us weekend in the country.

E.g. 12: Robert roomed next to me.

1.2.2. 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”:

E.g. 13: He walked carefully so as not to wet his shoes.

E.g. 14: The photograph yellowed with age.

In e.g. 13 wet is used as a transitive verb meaning “make...wet”, so the sentence can be paraphrased as “He walked carefully so as not to make his shoes wet”. The verb yellow in e.g. 14 does not take an object, obviously an intransitive use meaning “become yellow”, thus the sentence can be rephrased as “the photograph became yellow with age”. Most verbs converted from adjectives have both transitive and intransitive functions, for example:

E.g. 15a: Two men carrying a wooden keg emptied its contents into the opening.

E.g. 15b: The play was over and the auditorium began to empty.

Here are some more words: dim, dirty, warm, cool, slow, clear, dry, and narrow. Verbs restricted to transitive use are still, forward, free, bare, blind and so on. Those limited to intransitive use are by far fewer like sour, slim.

1.2.3. 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 (of mind or sensation)

Doubt the state of doubting

Want what is wanted

Desire, love, hate, smell, taste

(2) Event or activity

Search the activity of searching

Laugh the act of laughing

Attempt, hit, release, swim, shut-down, teach-in

(3) Result of the action

Catch what is catch

Find what is found

Reject, buy, hand-out, answer, bet

(4) Doer of the action

Help one who helps

Cheat one who cheats

Bore, coach, flirt, scold, stand-in

(5) Tools or instruments to do the action with

Cover used to cover something

Wrap used to wrap something

Cure, paper, wrench

(6) Place of action

Pass where one has to pass

Walk a place for walking

Divide, turn, drive, retreat, lay-by

Many simple nouns converted from verbs can be used with have, take, make, give etc. to form phrases to replace the verb 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). Look at the following examples:

E.g. 16: You'd better have another **think**.

E.g. 17: There's no **come** and **go** with her.

E.g. 18: I dutifully recoded 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. 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 to outbreak, fall down to downfall, take in to intake, etc.

1.2.4. 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 quite easy: they can be considered as cases of conversion only when they can appear in predicative as well as in attributive form. If the denominal adjective can be used attributively, we can affirm conversion has happened. If it can only appear predicatively, it is merely a case of partial conversion. 'Mahogany music box' (The deals come and go at a dizzying pace. 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) 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' (A bustling stretch of three sprawling auction houses in Gloucester County is flea market central for **antiques dealers** from Quebec and Florida and parts of South Carolina, North Carolina and Georgia.) we cannot 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' (Her two antique double-spool beds cost her a total of \$250 at **Dutch Auction Sales**.) we are sure the word 'Dutch' is an adjective because it has the specific form of adjective. Therefore, in 'South Jersey Auction' ("It is getting harder to get this merchandise for the auctions," said Mr. Babington, of **South Jersey Auction**.) or 'Texas Auction' (Twice a month, Ralph Petley stands at rapt attention in the fluid semicircle of about 80 bidders, his mind on the single goal of sending a shipment of antiques to **Texas auction houses**.) we can affirm these are cases of denominal adjectives.

1.2.5. 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. Nominalisation 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' (From one direction comes the rich smell of frying bread, from another the aroma of boiled pork dumplings and from yet 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 cannot 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 mores 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 chem class and your ex walks in.), though, could be argued. It seems to be much used and established within certain groups. This could have converted it into a lexicalised example of adjective to noun.

1.2.6. Particle – verb

To down, to out, to up,...

1.2.7. Modal verb – ordinary verb

Must (modal verb) – must (verb)

1.2.8. Closed system word – noun

There are two postulated major word classes the English language: open class and closed class, namely, open-system words and closed-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, adjective 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, prepositions, conjunctions, article, etc. All are closed-system words.

Examples are:

But (i.e. the word but) contains three letters

His speech contains too many ifs and buts.

The book is a must for student of science.

It tells you about the how and the why or flight.

Must (modal verb) – must (noun)

This book is a must for the student of aerodynamics

1.2.9. Phrase – noun

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

E.g: Whenever I gramble, my horse is one of the also – rans

(ie one of the horses which “also ran” but was not among the winners

(Quirk & Green Baum)

1.2.10. Particle – noun

In (to have an in-influence), down (to have down on sb)

1.2.11. Phrase – adjective

E.g: An up- in-the-air feeling: I feel very up in the air (with reference to cheerful spirits)

An upper-class manner: His manner is very upper class. It is all to nothing that they will succeed.

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

1.2.12. Approximate conversion: voicing and stress shift

In some case, conversion is approximate rather than complete: that is a word, in the course of changing its grammatical function, may undergo a slight change of 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, convict, export, extract, import, insult, permit, present, produce, rebel, record.

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

(Quirk Randolph & Greenbaum

1.3. Common nouns used to make verbs by conversion

1.3.1. Name of tools or implements:

The noun is the name of a tool, the verb denotes the action performed by the tool.

E.g. hammer (n) – to hammer (v)

Saw – to saw

1.3.2. Name of animals:

The noun is the name of an animal, the verb denotes an action or aspect of behavior considered typical of the animal.

E.g. monkey – to monkey

Fox – to fox

1.3.3. Name of parts of body:

The noun is the name of human body, the verb generally denotes an action performed by it.

E.g. hand (n) – to hand

Eye – to eye

1.3.4. Name of professions:

The noun is the name of profession or occupation, the verb denotes an activity typical of it.

E.g. nurse – to nurse

Tailor – to tailor

1.3.5. Name of place:

The noun is a name of place, the verb denotes the process of occupying the place or putting st in it.

E.g. cage – to cage

Pocket – to pocket

1.3.6. Name of the colors:

The noun is the name of a color, the verb denotes an action to make st have that color or process of becoming to have that action.

E.g.: yellow (n/adj) – to yellow

Black – to black

1.4. Classification of conversion

1.4.1. Traditional & occasional conversion

A. Traditional conversion

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

E.g.: hand (v)

Yellow (v)

B. Occasional conversion

Occasional conversion is the individual use of conversion in special situations, occasions to express the ideas vividly, humorously, etc.

E.g. 21: He hello-dears everybody.

I'm tired of his "hello-dear".

E.g. 22: Do you OK my idea? (Do you agree with my idea?)

1.4.2. Partial conversion.

- Partial conversion is the building of some noun from verbs with the help of some verbs like "have", "take", "make", "give" etc.

E.g. : - have a look/ talk/ smoke/ a bath/ a sunbath/ a drink etc.

 - give a ring/ kick/ blow/ wipe/ cry etc.

- make a call, ...
- take a rest/ a map, ...
- Some nouns are used only in idiomatic phrases.

E.g.: in the know

In the long run

In a hurry

1.4.3. Substantivation

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

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

Female (n): 2 females

Male (n): 2 males

Valuable (n): valuables

- Substantivation is also done from ellipsis.

E.g.: daily (n): daily newspaper

Elastic (n): elastic cord

b. Partial Substantivation: is the formation of nouns from adjectives with the help of the article “the”

E.g.: the rich, the blind, the young

Those words have the properties of both nouns and adjectives.

1.4.4. Approximate conversion: voicing and stress shift

In some case, conversion is approximate rather than complete: that is a word, in the course of changing its grammatical function, may undergo a slight change of 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)

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house – house

(2) Shift of stress

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

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

Occasionally, a word of more than two syllable varies in this way: Over'lfow (v) – 'overflow (n). There are many examples of disyllabic noun – verb pairs which do not differ in stress; for example, 'contact (v), 'contact (n), and de'bate (v), de'bate (n).

CHAPTER II: THE EFFECTIVENESS OF CONVERSION IN DAILY CONVERSATIONS

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 the 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 words 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 separate 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 vary easy way to create new words in English (Canon, 1985; 415). There is no way to know the number of conversions appearing every day in the spoken language, although we know this number must be high (ibid: 429). As it is a quite recent phenomenon, the written evidence is not a fully reliable source. We will have to wait a little longer to understand its whole impact, which will surely increase in importance in the next decades.

The aim of conversion varies with the user. Adults convey it to use fewer words, whereas children perform it in order to be understood, although they frequently

produce ungrammatical utterances (Aitchison, 1989: 161). Anyway, it always helps to make communication easier.

2.1.1. Syntactic effectiveness

There are a lot of differences between Vietnamese and English. Vietnamese is a non-structured language. It's difficult for foreigners to learn. Vice versa, English is structured language. It's easier for Vietnamese to learn. When Vietnamese learn English, it means that they shift from a complicate language to simple structured language. They will have many advantages: easy to use, easy to follow, and they can use image to remember.

We consider following examples:

E.g.19: Anh ta cất tiền vào trong túi quần.

(Vietnamese)

E.g.20: He puts the money into *pocket*. (SVOA)

E.g.21: He *pockets* the money. (SVO)

Normally when translate from e.g19 into English we have a sentence in e.g20, but we also use sentence in e.g21. E.g20 and e.g21 have the same meaning. But it's clear that e.g21 is shorter than e.g20. The noun "pocket" in e.g20 names a small bag sewed into or onto a piece of clothing so that you can carry things in it. In e.g21 "pocket" becomes a verb, it doesnot denote thing, it denote action of putting something into pocket. If we use the sentence in e.g21, the learners don't have to remember many words. They needn't to remember the word "put" and preposition "into". So in communication as well as in daily conversations the speakers can express their idea vividly and clearly with fewer words than normal and the listeners still catch the main ideas, not misleading.

E.g.22: He puts the note in the pocket.

→He pockets the note.

E.g.23: He puts the ring in the pocket.

→He pockets the ring.

E.g.24: He puts the cell phone into the pocket.

→He pockets the cell phone.

Let's consider other examples

E.g.25: Lan dùng dao cắt miếng bít-tết.

(Vietnamese)

E.g.26: Lan cuts the steak with a *knife*.

E.g.27: Lan *knifes* the steak.

E.g.26 is result of translating e.g.25 into English. We have e.g.27 which has the same meaning with e.g.26 but when comparing 2 sentences we find that: e.g.27 is shorter, easy to remember, easy to follow. Although the words “knife” on e.g.26 and e.g.27 have the same form, they belong two different word class: the word “knife” in e.g.26 is a noun while the word “knife” in e.g.27 is a verb. The meaning of two words, of course, is different. “knife” is a noun denoting a tool which has a shape blade with a handle, used for cutting or as a weapon but “knife” in e.g.27 is a verb expressing an action performed by this tool as in e.g.27 “knife” means cutting something with a knife.

Similarly we have some examples:

E.g.28: John acts as a captain for the team.

→John captains the team.

E.g.29: I put the fruit into cans.

→I can the fruit.

E.g.30: A man sends the letter by mail.

→A man mails the letter.

We use conversion to make sentences shorter. It's easier for the learners to remember. Besides, conversion helps learners to understand easily by using pictures. The learners can use image to remember.

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.

E.g.31: This is my *monkey*.

E.g.32: Mary likes to *monkey* her brother.

The word "monkey" in e.g.31 is a noun referring the name of an intelligent imitative animal and the word "monkey" in e.g.32 is a verb converted from noun "monkey". Naturally, imitation is typical of monkey so when becoming a verb as in e.g.32, "monkey" mean "to imitate somebody". We only understand as well as identifying 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.

OR another example:

E.g.33: She is feeding her *dog*.

(1913 Webster)

E.g.34: He is always *dogging* my footsteps.

(E-V dictionary)

We see that the word "dog" in e.g.34 has "ing" form: That means the word "dog" in e.g.34 can't be a noun. Truthfully, it is a verb derived from noun "dog" by conversion. Its meaning is follow somebody as a dog does.

Another example:

E.g.35: Always afraid of *snake*, we shut every door and window at night.

(Quirk, 2002: 95)

E.g.36: The road *snaked* away into the distance.

(Oxford advanced learner's dictionary)

The verb “snaked” as in e.g.36 is derived from the noun “snake” by conversion. The noun “snake” is the name of reptile with a very long thin body and no legs which moves in long twisting curves. Basing on this characteristic, the verb “snake” is formed with the meaning “to move or twist like a snake”. Learners only know the word “snake” to be a noun or a verb as well as understand the meaning of it when it is used in concrete situation. If only basing on the form or the pronunciation without discourse, it is not able to know which is used a noun, which is used as verb.

E.g.37: Every one shut their *eyes*.

(Quirk, 1973: 200)

E.g.38: They *eyed* us with alarm.

(Oxford advanced learner's dictionary)

We can see that the word “eye(s)” in e.g.37 and the word “eye(d)” in e.g.38 have the same form but they belong to two different word classes. Because they are different parts of speech, they are different from each other morphological, syntactic and semantic. The word “eye” in e.g.37 is a noun naming a part of body that is an organ of sight. This part of body is used to watch or observe or look things happening around us. The word “eye(d)” in e.g.38 is not a noun but a derived from the noun “eye(s) with a completely new meaning of denoting an action performed by the noun “eye”. The verb “eye” in e.g.38 is able to be paraphrased as “to watch or observe closely with suspicion.” But the learners don't have to remember a long phrase like that. They only use one word “eye”. Morphologically, the verb “eye” has a new paradigm: eye-eyes-eyed.

Similarly, the verb “to hand” is also converted from the noun “hand” and it has the meaning of denoting a typical action made by the noun “hand” to give, to pass something to, etc: This exemplified in e.g.39 and e.g.40.

E.g.39: Like his Biblical namesake, Noah got the call to do no less than save the world's endangered creatures-and he doesn't even get a divine helping hand as far as we know.

(Ana Isabel, 2005: 11)

E.g.40: We were each *handed* a leaflet.

(Quirk, 2002:57)

E.g.41: I have a big *hammer*

E.g.42: She *hammered* the nail into the wall

(Oxford advanced learner's dictionary)

E.g.43: But last month, talks in Geneva to *hammer* out the final details surprisingly stalled

(Anna Isabel, 2005: 12)

The words "hammer" in e.g.41 and "hammer" in e.g.42 even though they have the same form, they belong to different parts of speech. The word "hammer" in e.g.41 is a noun, but the word "hammer" in e.g.42 is a verb. "Hammer" is a noun denoting a tool with a handle and a heavy metal head used for breaking things or driving nails, etc. The verb "hammer" derives from the noun "hammer" and it expresses an action performed with hammer as in e.g.42 to hit a nail by means of hammer. In e.g.43 the verb "to hammer" combines with the preposition "out", as a result, it has a different meaning that is "word out" details of a plan to find solutions.

“ What I was asking about, is the fact that it is not uncommon in English to coin a new usage of a noun as a verb, without any overt suffix; but it is very uncommon (perhaps impossible) to coin a new usage of an adjective as a verb – without any avert suffix. So a friend of mine once said, “You can verb anything.” I can say, “Let's blackboard (or nowadays, whiteboard) this problem”. OR if someone is thinking of replacing their old monitor with one of those new LCD monitors, I can say “They want to LCD their computer”. Or if

the Senate should suddenly decide to allow us all to watch their debates (even more boring than commercials), I could say “They televised the debates”.

(Internet)

2.1.2. Pragmatics effectiveness

“Pragmatics is an important area of study for your course. A simplified way of thinking about pragmatics is to recognize, for example, that language needs to be kept interesting - a speaker or writer does not want to bore a listener or reader, for example, by being over-long or tedious. So, humans strive to find linguistic means to make a text, perhaps, shorter, more interesting, more relevant, more purposeful or more personal. Pragmatics allows this. ”

(Steve Campsall)

Verbal changes frequently signal an overt attempt to alter the relationship. The attempt may then be verbally acknowledged and accepted, or rebuked. The cocktail-party conversation provides ample illustration of the ways in which language is used to further or to impede a personal relationship:

“Well, did you ask her to dinner?”

“Yes.”

“Well, what did she say?”

“She said that without her sun glasses I really wasn’t her type

In this way, through language, we learn our roles. We learn about our social status, about relationships between different kinds of people. We learn about appropriate kinds of occupation behavior at the same time as we acquire technical information (the professional code of ethics merely makes this explicit). We learn how to behave with different individuals with every new encounter. We learn what to do and what to say. We learn, too, how to say it.

The return and non-return of thanks offers revealing insight into how personal and functional tenors interact. Normally in any kind of social interaction when

services are rendered, thanks will proffer. This rule is defined socially and culturally: it is “good manners”. The expression of thanks is the linguistic recognition that the action has been performed. The action may be overt-a favor performed, money sent, etc..., or simply a kind thought as when we thank someone for having blessed us often sneeze variations in the expression will depend upon the personal tenor. “Thank you kindly” is fairly formal, “thanks” is less so; in geographical dialects “Ta” is definitely British as is “Oh, I say, thanks awfully” (the differences in these may be a reflection of social dialect too). And British visitors to North America are sometimes surprised by the verbal recognition of thank: “You’re welcome”.

2.1.3. Avoiding the lack of words, repetition and misleading

Many of the problems that occur in organization are the direct result of people failing to communicate. Faulty communication causes the most problems. It leads to confusion and can cause a good plan to fail. Communication is the exchange and flow of information and ideas from one person to another. It involves a sender transmitting an idea to a receiver. Effective communication occurs only if the receiver understands the exact information or idea that the sender intended to transmit. So using the correct word is very necessary in daily conversations. And conversion is an important phenomenon which helps speakers convey the ideas to the others more easily; avoid the lack of words, repetition and misleading.

Let’s consider following examples:

E.g.44: He *doctors* many patients a day.

E.g.45: You had better see a *doctor* about your headache.

The word “doctor” in e.g.45 is a noun, it denotes a profession that means a person who has trained medical science, whose job is to treat ill or injure people. In e.g.44 “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't remember or don't know verb "to cure" or "to treat", they can't express their ideas so they used the word "doctor" to replace. This doesn't make the sentence lose its meaning. The listeners still understand.

Another example:

E.g.46: 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 e.g.46 is not a noun. It means "to share room with someone". May be in this situation the speaker didn't remember the phrase "to share room with someone" so he used the "room" as a verb to replace. This makes conversations natural. And it is not interrupted.

CHAPTER III: SOME DIFFICULTIES IN APPLYING CONVERSION IN DAILY CONVERSATIONS AND SUGGESTED SOLUTIONS

3.1. Some difficulties

3.1.1. Restriction of conversion

Conversion is extremely productive to increase the English lexicon because it provides an easy way to create new words from existing ones. Thus, the meaning is perfectly comprehensible and the speakers can rapidly fill a meaningful gap in his language or use fewer words (Aitcheson, 1989:161). “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 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” (The embrace included an emphatic rejection of denial or minization of the Holocaust) will never shift into a verb because this word already derives from the verb “deny” (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 the 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” (Gore showed no sign of pain or remorse) converted into a new verb, “to signal”(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"(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"(Laughter seems to signal an attempt to 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" (His wife was reading the paper, too nervous to deal with it), "material to wrap things (A tiny dangling piece of paper-hanging chad-remains and can fall back to fill the hole in the card)... The denominal 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. Lauri Bauer (1984:226) recognizes the high productivity of conversion in the fact that so far no pre-cise morphological constraints have been perceived, constraints which are supposed to condition converting words from one class into another. In this sense, not only simple word forms can serve as starting points of conversion, but derived words as well, (*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 frequently be noticed that even products of other word formation processes, such as acronymy, can be employed in atypical 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 degrees 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 (*she* > **to she*, *one* > **to one*).

One of the restrictions to conversion, which is only partly applicable, is the one determined by H. Marchand (1969:372), who pointed out that derivatives are seldom liable to conversion into verbs, a phenomenon he labelled as "blocking". Derived nouns such as *arrival* or *organization* will not be converted into verbs if the newly-obtained verbs would be identical in meaning with the verbs *to arrive*, and *to organize*, 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, Marchand 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*, obtained 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*-prefixation 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 us that this may not be completely true. The verbs *to encash* 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 Biese in his work. Studying the lexical treasure from *Oxford English Dictionary* in terms of conversion, this 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 considerably different. In phrasal verb conversion into nouns, these verbs make the dominant group.

This observation by Biese can be perhaps complemented by the suggestion that it is the primary sense of the verbs that rejects conversion, whereas conversion of this kind of verbs can occur with some of the secondary senses, as *go* in *to have a go* might illustrate. The semantic factor is rather significant in conversion restriction, and not only in this respect. If there is a well-established synonym in the language for the intended conversion-verb, as is the verb *to ring*, conversion of *bell* into *to bell* would not take place, since the meaning is already contained in the existing verb *to ring*.

Furthermore, we can postulate ambiguity as a considerable obstacle to conversion. If lexical ambiguity would arise as a consequence of obtaining a conversion-word which was phonologically identical to another word, no conversion should occur. The example that Biese had in mind to illustrate this idea is the adjective *left* which would become the same as the participle of the verb *to leave* after conversion.

Even though this may sound as a solidly founded restriction to conversion the adequate argumentation is still missing, concerning the fact that it is not very likely that the potential verb *to left* could be syntactically and semantically mistaken for the past participle form of the verb *to leave*. In case of the infinitive form of this verb, the situation is, seemingly, even more unambiguous

3.1.2. No native language environment

Native language environment is very important part to improve English skills. At Haiphong Private University, every year there are more than 100 new English-major students but in the process of studying they haven't many chances to communicate with foreigners or native speakers. (**Native speakers** of English are people whose first language is English. They learned English when they were children. They think in English. They use it naturally. Usually native

speakers of English are people from English-speaking countries like the USA, Great Britain, Australia, Canada, Ireland, etc). This is a disadvantage. So their applying conversion in daily conversations is restricted. If there is native language environment, students can observe and learn the way native speakers use conversion. This help students have more experiences and improve their English skills. Using conversion is more effective.

3.1.3. Cultural differences

People from different cultural background are likely to interpret the imagery and messages in different ways.

Differences between people within any given nation or culture are much greater than differences between groups. Education, social standing, religion, personality, belief structure, past experience, affection shown in the home, and a myriad of other factors will affect human behavior and culture.

Sure there are differences in approach as to what is considered polite and appropriate behavior both on and off the job. In some cultures "yes" means, "I hear you" more than "I agree." Length of pleasantries and greetings before getting down to business; level of tolerance for being around someone speaking a foreign (not-understood) language; politeness measured in terms of gallantry or etiquette (e.g., standing up for a woman who approaches a table, yielding a seat on the bus to an older person, etc.); and manner of expected dress are all examples of possible cultural differences and traditions, etc.

There are many cultural differences, this lead to wrong equivalence and use incorrect words. And it's easy to make mistakes in applying conversion in daily conversations.

Noun and verb converted from adjectives have same form of vocabulary, thus it is very difficult to understand the kind of word for example:

When we translate the word “sạch” in Vietnamese is an adjective but in English “sạch” is translated to “clean” and function as an adjective ,a noun, and also a verb

1-Mèo là giống động vật sạch

Cats are clean animal

2-Căn nhà cần lau chùi sạch sẽ

The house need a good clean

3-Con mèo tự liếm sạch lông

The cat clean itself

“*sạch*” in the first example is an adjective means having clean habit in English

“*sạch*” in the second is a noun means an act of cleaning

“*sạch*” in the last is a verb means to make something clean

Due to the influence of mother tongue, Vietnamese learners often translate word for word from Vietnamese to English when they produce a language. Sometimes the heads of the noun phrase in Vietnam are adjective but those in English must be a noun

E.g. *Đẹp* thì tốt quá còn gì

Nghèo không phải là cái tội

“*Đẹp* , *nghèo*” here are the head of the noun phrase and they are adjectives but in English the sentence is wrong if we use them as adjectives like:

E.g. *Beautiful* is so good

Poor is nit a fault

To make correct sentences, the subject should be a noun

E.g. *Beauty* is so good

Poverty is not fault

In some case in Vietnamese a noun showing people were replaced by a adjective in English

For example:

Người già và người ốm nên được chăm sóc

Những người giàu không phải lúc nào cũng hạnh phúc

Những người nghèo không phải lúc nào cũng khổ

Chỉ có những *kẻ mạnh* tồn tại

“*Người già*” và “*người ốm*”, những người giàu, những người nghèo, những kẻ mạnh in Vietnamese are noun, but in English they adjectives with “the” before

E.g. *The old* and the sick should be looked after

The poor are not always unhappy

The rich are not always happy

I notice that most Vietnamese people translate the word “*open*” (as in open-source) to “*mở*”, this is not accurate since the word “*mở*” means to unlock (like with a door or a lock). In this context, “*open*” have a different meaning: 1) Accessible to all, and 2) Unrestricted as to participants. In this case, it should be translate to “*mở rộng*” instead.

A good example of this context is the “Australian Open” tennis competition, it’s translated correctly to “Giải Tennis Australia Mở Rộng”.03:40, ngày 09 tháng 9 năm 2005(UTC)

“*Mở*” is not only a verb that means “unlock”, it is also an adjective which have both meaning you give.Regards, Avia (thảo luận) 08:27, ngày 09 tháng 9 năm 2005 (UTC).

I beg differ (and agree with Avia above): “*open*” and “*unlock*” are both “*mở*”

3.1.3.1. Difficulties in realizing meaning of verbs formed by conversion in English.

Beside benefits, verbs formed by conversion also cause some problems to learners. First of all, it must be point out that the process of conversion has some semantic limitation. A converted verb only assumes one of the ranges of meaning of the original word. For example, the noun “chair” has various meaning such as “a piece of furniture for one person to sit on, with a back, a seat and four legs” as in e.g.47, “a person who holds the position of being in charge of a meeting or committee” as in e.g.48 when the noun “chair” is converted to verb “chair”, it contains the sense of “to act the chairman or chairwoman of a meeting, discussion, etc” as in e.g.49. This shows that the converted item has only a converted part of semantic field of the original item.

E.g.47. An old man asleep in a *chair*.

E.g.48. He was elected *chair* of the city council.

E.g.49. Who’s chairing the meeting?

(Oxford advanced learner’s dictionary)

Secondly, some converted verbs denote more meaning than that in term of relation. For example, the verb “dust” in “I’m dusting”. In this case, the verb “dust” can be understood either “to remove dust from surface of something” or “to cover something with dust”. Learners can only translate exactly when putting the verb is a concrete circumstance. This is exemplified here under:

E.g.50: I broke the vase while I was dusting.

E.g.51: I’m dusting the vase with sugar.

(Oxford advanced learner’s dictionary)

Look at above examples, it seems easy to realize the meaning of the verb “dust” in each case. The verb “dust” mean “to clean furniture, a room, etc by removing

dust from surfaces” as in e.g.50 or to cover something with fine power” as in e.g.51.

Thirdly, most verbs formed by conversion have two meaning and figurative meaning but only literal meaning of the converted verbs is related to the meaning of root words. Therefore, learners may have difficulty in guessing the figurative meaning of these verbs in some cases. For instances, the verb “nurse”, if basing on the meaning of the root noun “nurse”, mean “to care for somebody who is ill”, but this meaning cannot be understood in sentence e.g.52

E.g.52: She had been nursing a secrete desire to see him again

(Oxford advanced learner’s dictionary)

In e.g.52, the verb “to nurse” have the meaning of “to have a strong feeling or idea in your mind foe a long time.

Similarly, the verb “to doctor” is easily to guessed its meaning of “to treat or to take examination for patient” according to the meaning of the root noun “doctor”, however, it is unable to be understood like that in sentence e.g.52. In this sentence, the verb “doctor” mean “to change something in order to trick somebody”.

(Oxford advanced learners’ dictionary)

In addition, in English, there are a large number of words undergoing conversion to become new verbs, but the meaning of these verbs is unable to be guessed easily. The meaning of new verbs is not associated to that of the root words, so unable to be deduced from the original words. For example, the word “table” is a noun denoting a piece of furniture that consist of a flat top supported by legs. However, when it is converted into the verb “table” because the verb “table” contains the sense of “to leave an idea, a proposal, etc, to be discussed at a later date”. It is proved by the following:

e.g.53. They voted to table the proposal until the following meeting.

(Oxford advanced learners’ dictionary)

The verb “table” in e.g.53 does not contain the meaning of “to put something into table” or “to performed something with a table” but it has a different meaning as said above. This makes learners of English confused in using it.

Similar to verb “table”, some another verbs formed by this way cause learners difficulty in guessing their meaning and require learners to deeply understand in using them. Some verbs formed by conversion the meanings of which are not able to be deduced from the meaning of original words.

Steel (n) → Steel (v): to prepare yourself to deal with something unpleasant.

Picture (n) → Picture (v): to imagine somebody or something.

Book (n) → Book (v): to arrange with a hotel, restaurant, etc, to have a room, a table, etc.

Note (n) → Note (v): to pay careful attention to something.

Chart (n) → Chart (v): to record or follow the progress or development of something or somebody.

Engineer (n) → Engineer (v): to arrange for something to happen, especially when this is done secretly in order to give yourself an advantage.

Heel (n) → Heel (v): to repair the heel of shoe, etc.

Pillow (n) → Pillow (v): to rest something, especially your head on an object.

3.1.3.2. Difficulties in realizing meaning of verbs formed by conversion in Vietnamese.

Like English verbs, Vietnamese verbs can be also formed from nouns denoting instruments, unit of things, abstract by conversion. In these cases, learners can guess the meaning converted verbs baring on the root nouns. However, these are some pair of words whose meanings are not related each other as in following examples:

E.g: Ruồi *đậu* mâm xôi *đậu*

Con ngựa đá *đá* con ngựa đá

Bác ấy *bác* lời đề nghị của tôi

In fact, the above pairs are only homonyms. Learners of Vietnamese usually have difficulty in distinguishing between conversion and homonymy in Vietnamese. They do not know in which case two words have the same spelling; have relation of meaning and in which case they do not.

3.1.4. Students' 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 teachers 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 problems you cannot solve in class. Most professors and instructors can be addressed by their first names, we do not have to call them Professor or Dr. so and So. However, it is advisable that when writing e-mails to them we should address them with full titles.”

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

3.2. Suggested solutions

3.2.1. 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 conversations 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 the good way to improve English. Students can take part in and practice English everyday.

3.2.2. Improving knowledge in term of culture

To use English effectively, accuracy, we should know much about culture to avoid misleading, misunderstanding.

At Haiphong Private University, we should have more subjects about English culture and American culture to improve students' knowledge. So they can use conversion in suit situations, in the right way.

3.2.3. 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 communicate with foreigners
- Be free to ask the teachers if having questions

Tips for noun conversion

One of the things we looked at in last week's post was how relatively difficult it is to shift a noun into a verb or adjective slot. It is not impossible, of course, but compares to the way verbs mutate with abandon, nouns are a bit trickier. Therefore, here are some ideas on how to the verb a noun in ways that will not

undercut your sentence. In this, as in all writing tricks, your number one goal is clarity.

Look for strong Associations

Nouns as physical objects are frequently associated with particular actions or events that can more easily translate to verb usages. Think about how the noun is used. “Plate,” for example, is a physical object, a flat panel, usually circular, used to serve food. Because the association between the object (the panel) and the activity (serving food) is so strong, we can say, “I plated the roast,” and everyone will know exactly what activity is implied by the verb.

Or will they? Some nouns have multiple strong associations. I think if there’s one thing we learn from trying to verb the noun “finger” in last week’s post, it’s that finger has more than one possible verb usage. This is because the physical object, the noun finger, has strong associations to two separate actions, pointing and touching.

This leads us to our second tip.

One Word: Context

“Plate” as a noun can also mean a thin metal veneer, a thin sheet of metal or glass, home base, and who knows what else. The thin metal veneer definition is crucial for this discussion, because “plate” as a verb is probably more frequently associated with the act of affixing the veneer to the surface it covers: silver over nickel to create silverplate, for example.

This is why context is critical. We do not normally apply metal coatings to cooked meats, so saying “I plated the roast” makes its meaning known by the direct object roast. If we had said, instead, “I plated the candelabra,” we might understand by the direct object candelabra that we are not talking about serving dinner but about attaching a veneer.

Let me give you another example. Last week over on my knitting blog, I talked about trying to con my niece and nephews into manning my swift and

ballwinder. (For the non-fiber-obsessed among you, a swift is a contraption for holding coiled hanks of yarn, and thee ballwinder is a hand-cranked gizmo that converts the hanks into neat flat cakes.) In this context, I wrote this sentence: *Why do the word myself when I can Tom Sawyer someone else into doing it?*

Tom Sawyer, obviously, is a proper noun. Without the proper context of me a/k/a the lazy and devious auntie and my young relatives a/k/a those about to be conned into doing my work for me, that verbing would not make as much sense.

PART III: CONCLUSION

1. Summary

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

Effective communication depends on the usage of right words, the accurate information, so analysis on effectiveness of conversion in daily conversations is necessary. With this research we will find out many things we don't know about conversion to use it effectively and accurately. The difficulties will be solved. However, because the frame of time and knowledge as well as experiences, mistakes in this paper might be possible to be made. Therefore, I would receive contributive opinions from my teachers and friends.

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

The first part is "introduction" with rationale of study, scope of study, methods of study, and design of study

The main part is "development" with three chapters:

- Chapter I: Background theoretical gave the audience a general understanding about definitions of conversion, and phenomenon of conversion.
- Chapter II: The effectiveness of conversion in daily conversations helps readers understand clearer the effectiveness of conversion.
- 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.

2. 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 in the diachronic evolution of the English language.

There are evident cases of conversion from one part of speech to another, unclear cases in which the grammatical category is not definitely shifted, secondary changes within the same word and marginal cases where the change has produced slight modifications.

The real examples provided indicate the high frequency of this process. It is quite a common phenomenon in everyday English. In addition, it is not a great source of problems for nonnative speakers and translators because the meaning of converted items is easily recognizable. However, nonnative 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 more studies on effectiveness of word-formation are done in terms of shortening, blending, clipping with deeper analysis. This will be useful for Vietnamese learners, especially for English-major students.

Suggested exercises:

Ex1: Pick out the words which you think are converted in the following sentences and explain how they are converted.

1. We can't stomach such an insult.
2. Robert Acheson roomed right next to me.
3. He wolfed down his lunch.
4. There is no come and go with her.
5. I'm one of his familiars.
6. Poor innocents!
7. She flatted her last note.
8. The engineers ahead and ouches at the new machines.
9. Come to the fire and have a warm.
10. Is Bill Jackson a has?been or a might-have-been?
11. He Hamleted at the chance and then he regretted for it.
12. These shoes were an excellent buy.
13. He turned his head and smoothed back the hair over one temple.
14. Women have an equal say in affairs at home.
15. They lifted their rifle butts and hit him in the small of the back.
16. The song quickly became the hit of the country.
17. We must train ourselves to distinguish right from wrong.
18. They braved a 40-below-zero snowstorm to rescue the farm's cattle

Ex2: Paraphrase these sentence using conversion

A, They are progressing quickly

B, He wants to perfect his English

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