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A STUDY OF LINGUISTIC FEATURES OF RESULT COPULAR VERBS IN ENGLISH AND IN VIETNAMESE

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CHAPTER 1
INTRODUCTION

1.1. RATIONALE

World languages, especially English and Vietnamese, are different, so transferring an idea from English into Vietnamese and vice versa in some cases is not a simple job. For example, in Vietnamese, we say "Anh ta **trở nên** giàu có" or "Anh ta **trở nên** mù lòa". In both cases, the verbs are the same regardless of the adjectives following them *"giàu có"* and *"mù lòa"*. However, in English, we say "He has **got** rich." but "He **went** blind". The verbs in the two sentences are different.

The verbs highlighted above are used to express the result of the process of change so they are called Result Copular Verbs (RCVs). Despite this general similarity, these RCVs differ greatly in their specific meanings, collocational preferences, and register distributions. In other words, they are different in syntactic and semantic features, therefore, they cause difficulties to Vietnamese learners of English and translation work. For example:

(1.6) You **get** younger everyday.   [24, p.112]

In (1.6), we can use "**become**" instead of **"get"** to express the process of change but **"get"** is less formal than **"become"**.

What is more, in the practice of teaching English as a foreign language, we have found out that Vietnamese learners often have difficulties when dealing with RCVs. For instance, a number of Vietnamese learners of English may make sentences like *"Mary became angrily."* while the right sentence must be *"Mary became angry."* or they have encountered more challenges when they translate the following sentences into Vietnamese:

(1.7) It **went** a strange colour. *(Nó **hóa thành** một màu kỳ lạ.)*

(1.8) Her finger **went** blue with cold.

(Ngón tay cô ta tê cóng vì lạnh.)

"go" in example (1.7) means **"become"** not **"move or travel"** as its common meaning. However, the Vietnamese translational equivalents of **"go"** can be omitted as in example (1.8).

For the above reasons, the study entitled **"A Study of Linguistic Features of Result Copular Verbs in English and in Vietnamese"** is intended to investigate the syntactic and semantic features of RCVs in English and in Vietnamese. Hopefully, the practical information of the paper may raise the language users' awareness of the specific features of this group of verbs and how to translate them into Vietnamese to enhance their communication in English and help their study of English become easier.

1.2. AIMS AND OBJECTIVES OF THE STUDY

1.2.1. Aims

The study is expected to provide Vietnamese learners with a comprehensive description of syntactic and semantic characteristics of RCVs in English in comparison with those in Vietnamese. Moreover, the study will be a contribution to the teaching, learning and translating English into Vietnamese and vice versa.

1.2.2. Objectives

- identifying RCVs in English and in Vietnamese.

- examining the syntactic and semantic features of RCVs in English and in Vietnamese.

- pointing out the similarities and differences in terms of syntactic and semantic features between the RCVs in English and those in Vietnamese.

- suggesting some ideas for teaching, learning and translating English RCVs into Vietnamese and vice versa.

1.3. RESEARCH QUESTIONS

1. What are the syntactic and semantic features of RCVs in English and in Vietnamese?
2. What are the similarities and differences in terms of syntactic and semantic features between the RCVs in English and those in Vietnamese?

1.4. SCOPE OF THE STUDY

In this thesis we focus on investigating seven English RCVs which are **become, get, go, grow, prove, come, turn** and the six Vietnamese RCVs including **trở thành, trở nên, hóa thành, hóa ra, hóa, thành** in terms of syntactic and semantic features. Data are taken from English and Vietnamese short stories, novels and poems.

1.5. SIGNIFICANCE OF THE STUDY

To some extent, the study is hoped to make a certain contribution to the teaching, learning and translating the English RCVs into Vietnamese and vice versa. The findings of the study will help Vietnamese learners of English master RCVs as well as the similarities and differences between RCVs in English and those in Vietnamese so that they can be more successful in their studying of English and communication.

1.6. ORGANIZATION OF THE STUDY

CHAPTER 1- Introduction
CHAPTER 2 - Literature Review and Theoretical Background
CHAPTER 3 - Methods and Procedures
CHAPTER 4 - Findings and Discussion
CHAPTER 5 - Conclusions

CHAPTER 2
LITERATURE REVIEW AND
THEORETICAL BACKGROUND

2.1. OVERVIEW
2.2. PREVIOUS STUDIES RELATED TO THE RESEACH

Biber, Conrad and Leech [2] present the copula BE and other verbs that can function as CVs. The frequency and the most common complements of each copular verb are also mentioned.

Downing and Locke [7] express the processes of being and becoming, in which the resulting attribute is discussed.

Quirk and Greenbaum [19] and [20] assume that copular verbs or linking verbs, are followed by subject complement or a predication adjunct. They also state the two main classes of CVs in their works.

Nguyen Kim Than [38] presents copular verbs in his work. He also stated that CVs are often followed by subject complement.

Diep Quang Ban [31] and [32], Hoang Van Thung [32], and Le Bien [33] have considered copular verbs and named them *Dependent Verbs*. They belong to the sub-group of *relational verbs*.

Ton Nu Xuan Phuong [26] concentrates on the real situation on teaching and learning copular verbs and copulative structures in ESP (English for Specific Purposes) classes.

Tran Thi Yen Hoa [27] concentrates on how first-year students at College of Foreign Languages, Danang University understood the concept of copular verb and how it was used.

In fact, there have been a lot of studies related to CVs so far. However, the syntactic and semantic features of CVs, especially the RCVs, as well as a comparison between English RCVs and Vietnamese ones have not been dealt with yet. For this reason, the

study entitled **"A Study of Linguistic Features of Result Copular Verbs in English and in Vietnamese"** is intended to investigate the syntactic and semantic features of RCVs in English and in Vietnamese, contributing useful knowledge to the teaching, learning English and to the translation work.

2.3. THEORETICAL BACKGROUND

2.3.1. Verbs

2.3.1.1. Definition

As defined in most English grammar books *"A verb is a word which expresses an action or a state of being"* [15, p.3].

(2.1) She *wrote* a letter. (*wrote* expresses an action)   [15, p.3]

(2.2) She *feels* hungry. (*feels* express a state of being)   [15, p.3]

Similarity, in Vietnamese, Diep Quang Ban [31] stated that verbs are lexical words, which have process meaning (including active meaning, dynamic state) and stative state, understood as direct characteristics of things and nature. That can combine with preceding words *hãy, đừng, chớ* and with following words *rồi, xong* and normally play role as direct predicates in sentences.

2.3.1.2. Classification

According to Greenbaum and Quirk [20, p.205], there are three main verb classes which are intransitive, transitive and copular verbs.

Meanwhile, in Vietnamese, Diep Quang Ban [31, p.92-100] and Le Bien [33, p.76-94] tend to sort Vietnamese verbs into two main categories: Independent and Dependent.

In short, CVs in English are one of the three main types of verbs, apart from intransitive and transitive verbs. There is such kind of CVs in Vietnamese grammar, though in Vietnamese, CVs are among dependent verbs.

2.3.2. Copular Verbs

2.3.2.1. Definition

According to Quirk and Greenbaum [20, p.343] and Quirk, Greenbaum, Leech and Svarivik [22, p.1171], the term **"copular"** or **"copular verb"** or **"linking verb"** or **"intensive verbs"** is used to refer to *"a verb when it is followed by a subject complement or a predication adjunct and when this element cannot be dropped without changing the meaning of the verb"*.

Copular verb is also defined by Biber, Conrad, and Leech [3, p. 140], that is, *"a verb that is used to associate an attribute with the subject of the clause. The attribute is usually expressed by the subject predicative following the verb"*.

In Vietnamese, Nguyen Kim Than [38, p.217] called CVs under the name *Động từ hệ từ*. According to him, these verbs often require a subject complement following the verb and they are used to denote the changing of a thing.

Diep Quang Ban [32], Hoang Van Thung [32], and Le Bien [33] have considered CVs and named them *Dependent Verbs*. They belong to the sub-group of *relational verbs* denoting the changing.

In this research, the definition by Biber, Conrad, and Leech in English and the one by Diep Quang Ban, Hoang Van Thung and Le Bien in Vietnamese are chosen to mention a CV whenever the term is used.

2.3.2.2. Classification

In the classification of Quirk and Greenbaum [22], there are two main classes of CVs:

Current copulas include *appear, be, feel, look, seem, smell, sound, taste, remain, keep, stay.*

Resulting copulas consist of *become, come, get, go, grow, prove, turn, turn out, wind up, end up.*

They fall into these two main classes, according to whether the subject complement has the role of current attribute, or of resulting attribute. Normally, current copulas are stative verbs and cannot co-occur with progressive aspect.

Biber, Conrad and Leech [3, p.141] have another type of classification, there are many verbs that can function as copular verbs. They fall into two main categories:

(i) **Current copular verbs** have two subclasses. The 1st subclass identifies attributes that are in a continuing state of existence. This includes: *be, seem, appear, keep, remain, stay*. The other one reports sensory perceptions, including *look, feel, sound, smell, taste*.

(ii) **Result copular verbs** identify an attribute that is the result of a process of change. This includes *become, get, go, grow, prove, come, turn, turn out, end up, wind up*.

In Vietnamese, Le Bien [33] classifies CVs into three kinds:

- verbs denoting identity *(là, làm),*
- verbs denoting process of changing *(trở nên, hóa, thành, …),*
- verbs denoting comparison *(như, giống, khác, tựa, …)*

Diep Quang Ban and Hoang Van Thung [32] have another type of classification, there are many verbs that can function as copular verbs. They fall into seven sub-groups:

- verbs denoting identity: *là, làm,*
- verbs denoting esixtence: *còn, mất, biến, ...*
- verbs denoting possesion: *có*
- verbs denoting the changing: *hóa, thành, hóa ra, ...*

- verbs denoting process of time: *bắt đầu, tiếp tục, ...*
- verbs denoting process of space: *gần, xa, gần gũi, ...*
- verbs denoting comparison: *giống, khác, hơn, kém*

From the presentation above, it is obvious that there have been a lot of different ways of classifying CVs. However, this study bases on the classification of Biber, Conrad and Leech [3] and Biep Quang Ban, Hoang Van Thung [32] to investigate the linguistic features of RCVs in English and in Vietnamese.

2.3.2.3. Chief Patterns of Copular Verbs

There are seven main patterns of CVs which most of the CVs follow. They are summarized in the table 2.2.

Table 2.2: Chief Patterns of Copular Verbs

Patterns of CVs	Examples
S + CV + ADJ.P	(2.58) It makes your teeth and your bones **grow** strong and healthy. [2, p.140]
S + CV + NP	(2.59) Yes, it can **become** an obsession. [58, p.246]
S + CV + ADV.P	(2.60) I **was** in the kitchen. [2, p.140]
S + CV + BE + C	(2.61) He **appears** to be the only solution. [21, p.1173]
S + CV + LIKE + NP	(2.62) It **feels** like autumn. [25, p.29]
S + CV + AS IF/ THOUGH + Cl	(2.63) Jill **looked** <u>as if</u> she had been a ghost. [20, p.1175] (2.64) It **sounds** <u>as though</u> you're getting the best treatment money can buy. [55, p.181]
S + CV + to infinitive	(2.65) After a few weeks I **got** <u>to like</u> the job better. [24, p.112]

2.2.2.4. Rules of Realization

2.3.3. Result Copular Verbs

2.3.3.1 Result Copular Verbs in English

In their work, Downing and Locke [7, p.124] mentioned RCVs in English under the name *"verbs of becoming"*. They are dynamic and introduce *resulting complements*.

(2.70) The new secretary **proved** (to be) very friendly.   [7, p.124]

According to Biber, Conrad and Leech [3, p.141], *result copular verbs identify an attribute that is the result of a process of change*. For example:

(2.71) My heart **grew** sick and I couldn't eat.   [3, p.141]

2.3.3.2 Result Copular Verbs in Vietnamese

In Le Bien's view [32, p.95], result copular verbs are all used to denote the changing of a thing. For instance:

(2.73) Cô ấy **trở thành** giáo viên ngoại ngữ.   [33, p.95]

Result copular verbs are also defined by Diep Quang Ban [31, p.328], that are, verbs are used to refer to the same thing having a quality to be changed.

(2.76) Cá chép **hóa** rồng. (Truyện dân gian)

In sum, the definition by Biber, Conrad, and Leech [3] in English and the one by Diep Quang Ban [31] in Vietnamese are chosen to mention a RCV whenever the term is used.

2.4. SUMMARY

CHAPTER 3

METHODS AND PROCEDURES

3.1. OVERVIEW

3.2. RESEARCH METHODOLOGY

Qualitative analysis, quantitative analysis and description are used as main research methods throughout the study.

A contrastive analysis will be conducted to discover the similarities and differences in syntactic and semantic features between the two languages in terms of using RCVs.

3.3. DESCRIPTION OF POPULATION AND SAMPLES

From these short stories, novels and poems, 526 examples are quoted, analyzed and used as the chief source.

3.4. DATA COLLECTION

526 samples which are mainly taken from English and Vietnamese short stories, novels and poems written or published in the late twentieth century and in the early twenty-first one were established.

The corpus established is computerized to make the occurrence calculation and access when needed easily.

3.5. DATA ANALYSIS

3.6. RESEARCH PROCEDURES

This work done as follows was:

- Choosing the topic for the study.

- Laying a fundamental theory for the study of RCVs.

- Collecting samples of RCVs from different novels, short stories and poems in the two languages.

- Classifying RCVs in terms of syntax, semantic and put into distinctive groups.

- Calculating the frequency of occurrence to decide the focus of the study.

- Presenting, describing and analyzing samples of RCVs in English and in Vietnamese.

- Comparing out the similarities and differences of RCVs between the two languages in terms of syntactic and semantic features.

- Designing the test, giving the test to students, classifying students' responses and statistically calculating by percentages.

- Discussing the findings.

- Putting forward some implications for the problems.

3.7. RELIABILITY AND VALIDITY

The data collection of this study was done with the major sources which are the samples extracted from English and Vietnamese literary works. The whole research work relied on these samples, it is essential that these works are carefully read and that the examples are carefully selected so as to ensure the results.

Reliability and validity are the most important criteria to guarantee the quality of the data collection procedures. The study is required to be verified if there are inaccuracies and inconsistencies.

In addition, we analyze the samples and frequency of occurrence of RCVs basing on the qualitative and quantitative methods so the results obtained are hope to be valid enough.

Moreover, the investigation of the data follows the principles in the theoretical background presented in chapter two to guarantee the reliability and validity of the research.

3.8. SUMMARY

CHAPTER 4
FINDINGS AND DISCUSSION

4.1. OVERVIEW

4.2. SYNTACTIC FEATURES OF RESULT COPULAR VERBS

4.2.1. Syntactic Features of RCVs in English

4.2.1.1. General Syntactic Features of RCVs in English

According to Biber, Conrad, and Leech [3, p.141], most RCVs occur with an adjective phrase as the subject predicative.

(4.6) Ida's face **turn** *red*.   [69, p.20]

Besides, some English RCVs are also strongly associated with other structures, such as *a noun phrase* or *to-infinitive* or *to-be* and *a complement*, or *like* and *a noun phrase*.

(4.8) 'Well, he drops in here from nowhere, and suddenly **becomes** *our best friend.*   [55, p.413]

(4.9) At first she felt sorry for them, then **grew** *to like* them.
                    [57, p.56]

(4.10) His gambling was **proving** *to be much more profitable* than his lawyering.   [55, p.154]

(4.11) "It's a long time from twelve to twenty. Even a twin **become** *like a shadow* after eight years".   [60, p.5]

4.2.1.2. Specific Syntactic Features of RCVs in English

It is a brief description of syntactic structures of seven English RCVs investigated that are made in the following table.

Table 4.1: Structures of Seven English RCVs Investigated

Verb	+ ADJ.P	+ NP	+like+NP	+ BE + C	+ to-inf
Become	+	+	+	-	-
Get	+	-	-	-	+

Go	+	+	-	-	-
Come	+	-	-	-	+
Grow	+	-	-	-	+
Turn	+	+	-	-	-
Prove	+	+	-	+	-

The subject complement construction has three basic elements. The functional pattern is

Subject   Verb Head   Subject Complement

The pattern is slightly complicated by the fact that two different forms can act as complement: a noun phrase or an adjective phrase. The following italicized phrases illustrate NP and ADJ.P complement respectively:

(4.28) Mary **became** *a doctor*.   [6, p.222]

(4.30) Mary **became** *famous*.   [6, p.222]

To state this pattern formally, we need two formulas:

(4.32)   NP AUX [$_{VP}$V NP]   [6, p.222]

(4.33)   NP AUX [$_{VP}$V ADJ.P]   [6, p.222]

Or we can collapse the two above formulas into a single expression by enclosing NP and AP in curly brackets, { }, which indicate that no more than one line within them may be chosen at a time:

(4.34)   NP AUX [$_{VP}$V $\left\{ \begin{array}{c} NP \\ ADJ.P \end{array} \right\}$]   [6, p.222]

According to Lock [17], seven RCVs investigated in this paper can participate in *attributive relational processes*. These verbs doing with change are, thus, called *change-type linking verbs*. They are used to link Carrier and Attribute. The Carrier is normally

mapped onto the Subject, and the Attribute is normally mapped onto the Complement [17, p.126-129].

          CARRIER   ATTRIBUTE

(4.35) It was **getting** weaker and weaker.   [69, p.80]

4.2.2. Syntactic Features of RCVS in Vietnamese

4.2.2.1. General Syntactic Features of RCVs in Vietnamese

According to Diep Quang Ban [31], Lê Biên [33] and Nguyễn Chí Hòa [34], all RCVs require a subject complement following the verb. This obligatory constituent can be a noun phrase or an adjective phrase.

(4.41) Gió **hóa** *bão*, mưa **thành** *sông* **thành** *bể*

Một thoáng nhìn có thể **hóa** *tình yêu*   [72, p.105]

(4.44) Tiếng cười, tiếng nói, bàn tay của người con gái mới lớn làm căn hộ vốn quá đỗi cũ kỹ, tẻ nhạt, buồn thảm, bừa bộn **trở nên** *mới mẻ, ấm cúng, vui và gọn gàng.*   [68, p.22]

Besides being followed by *noun phrases or adjectives phrases*, some RCVs in Vietnamese also take *a verb phrase*, or *to-be* and *a complement,* or *a clause* as in the following examples:

(4.47) Bây giờ **hóa ra** *đã quen nghề.*   [34, p.327]

(4.48) Australia đang dần **trở nên** là *một "đất nước du học"*   [47]

(4.49) Chính câu tiên tri mang đầy tính ngẫu hứng bình dân ấy đã **trở thành** *một cú hích khá mạnh vào sự tự ái vẫn còn ủ dấm khá nhiều trong anh lúc này.*   [67, p.267]

4.2.2.2. Specific Syntactic Features of RCVs in Vietnamese

Syntactic structures of six Vietnamese RCVs investigated can be summarized as follows.

Table 4.2: Structures of Six Vietnamese RCVs Investigated

Verb	+ ADJ.P	+ NP	+ VP	+ là + NP	Cl
Trở nên	+	+	+	+	-
Trở thành	+	+	-	+	+
Hóa ra	+	-	+	+	-
Hóa thành	-	+	-	-	-
Hóa	+	+	+	-	-
Thành	-	+	-	-	+

Besides, the RCVs **trở nên, trở thành** are also used in "dynamic" comparison structures (cấu trúc so sánh động) as follows.

$$S + V + ADJ.P + hơn/ so với + N$$

(4.69) Căn phòng **trở nên** *quá rộng* <u>so với</u> chiếc lều bạt ở trong rừng.

[71, p.263]

In addition, RCVs **trở nên, trở thành** are used the following formula to show the difference of the agents compared:

$$S + V + khác biệt so với N$$

(4.71) Muốn vậy, các doanh nghiệp phải nỗ lực không ngừng để **trở thành** <u>khác biệt so với</u> *đối thủ*. [49]

4.3. SEMANTIC FEATURES OF RESULT COPULAR VERBS

4.3.1. Semantic Features of RCVS in English

4.3.1.1. RCVs denoting the process of changing

4.3.1.2. RCVs denoting the result of changing

4.3.1.3. RCVs expressing natural changes

4.3.1.4. RCVs expressing social changes

4.3.1.5. RCVs expressing changes in people's physical state

4.3.1.6. RCVs describing changes in people's mental state

4.3.1.7. RCVs designating changes of people's psychological state

4.3.1.8. RCVs describing gradual changes in attitude

4.3.1.9. RCVs talking about a change of politics

4.3.1.10. RCVs indicating a change of religion

4.3.1.11. RCVs indicating a change of occupation

4.3.1.12. RCVs describing changes of quality

4.3.1.13. RCVs describing changes of colour

4.3.1.14. RCVs describing a change to a better condition

4.3.1.15. RCVs expressing a specified state or condition that the subject enters or reaches

4.3.1.16. RCVs talking about changes of deliberate actions

4.3.1.17. RCVs reporting an assessment

4.3.2 Semantic Features of RCVs in Vietnamese

4.3.2.1. RCVs denoting the process of changing

4.3.2.2. RCVs denoting the result of changing

4.3.2.3. RCVs expressing changes in people's physical state

4.3.2.4. RCVs expressing changes in people's mental state

4.3.2.5. RCVs expressing changes in people's psychological state

4.3.1.6. RCVs talking about a change of politics

4.3.1.7. RCVs indicating a change of religion

4.3.1.8. RCVs indicating a change of occupation

4.3.1.9. RCVs describing changes of quality, characteristic

4.3.2.10. RCVs showing the difference of the agents compared

4.4. FREQUENCY OF RCVs INVESTIGATED

4.4.1. Frequency of English RCVs

The percentage of the samples shown in the following pie chart.
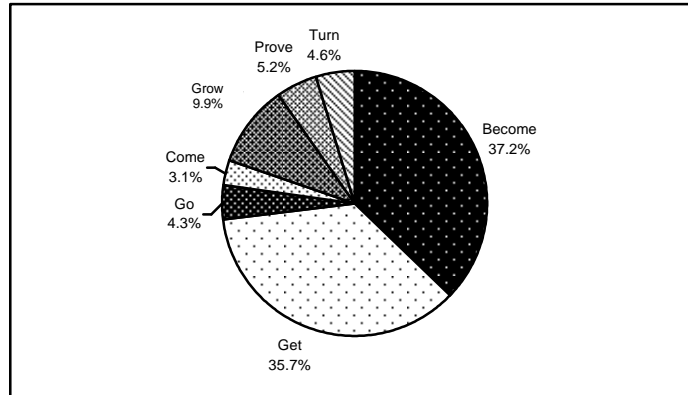

Chart 4.1: Percentage of English Samples in the Data

4.4.2. Frequency of Vietnamese RCVs

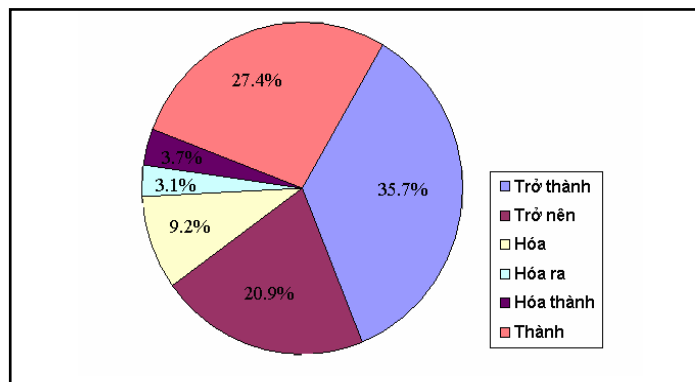The percentage of the samples shown in the following pie chart.

Chart 4.2: Percentage of Vietnamese Samples in the Data

4.5. SIMILARITIES AND DIFFERENCES BETWEEN ENGLISH RCVs AND VIETNAMESE RCVs

4.5.1. Similarities and Differences in Syntactic Features Between English RCVs and Vietnamese Ones

The first similarity is that RCVs in both languages occur with an adjective phrase as the subject complement.

(4.165) The bear **grew** *weak*, then it sat down and pulled at its own fur with its sharp claws.   [69, p.80]

(4.166) Thoắt một cái người đàn bà nghèo khó và bị khinh rẻ **trở thành** *giàu có* nhất bản, nhất mường.   [74, p.285]

The second similarity is that the subject complement of RCVs in English and Vietnamese is a noun.

(4.167) Mr. Smith **became** *a successful scientist*.   [14, p.32]

(4.168) Tôi đã hy vọng anh sẽ **trở thành** *người bạn tâm tình*, sẽ giải đáp, sẽ gỡ rối cho biết bao điều nghi hoặc của tôi.   [66, p.55]

The third similarity which RCVs in English and in Vietnamese share is that some RCVs are followed by a verb. For example:

(4.169) At first she felt sorry for them, then **grew** *to like* them.

                    [57, p.56]

(4.171) Ông trẻ đểu thật, tưởng chơi đùa **hóa ra** *chơi thật.* [74, p.48]

The last similarity is that some RCVs in both language prefer a construction with *to be* or *là* and a complement.

(4.172) The task of inspecting it **proved** <u>to be</u> *exacting and interesting*.   [5, p.334]

(4.173) Nhà máy của ông bị máy bay Mĩ oanh kích 2 lần và sắt thép càng **trở nên** <u>là</u> *vật "xa xỉ phẩm".*   [50]

However, in Vietnamese, there are some RCVs found to occur before a clause while in English there are not.

(4.174) Anh muốn **thành** *con vịt trời xuôi trên sóng biếc.* [75, p.178]

Besides, there is a difference in syntactic features between RCVs in English and those in Vietnamese, which causes difficulties to Vietnamese learners of English. That is the ways of naming and classifying verbs into categories are not the same in the two languages. CVs in Vietnamese are not one of the main kinds of verbs as they are in English.

In brief, in syntactic features, English RCVs and Vietnamese ones have some similarities in the basic structures that give students a foundation to base themselves when dealing with the verbs. Besides, the differences will cause a lot of challenges for the Vietnamese learners of English.

4.5.2. Similarities and Differences in Semantic Features Between English RCVs and Vietnamese Ones

Semantically, there are some similarities in semantic features between English RCVs and Vietnamese ones.

Firstly, the RCVs in both languages are used to denote a process of changing as well as the result of a process of changing.

(4.176) He'd found himself **becoming** *more curious* about the aged than the young. [54, p.235]

(4.177) Anh đã học hết trung cấp kỹ thuật, **trở thành** *người đốt than xe lửa*, đang chuẩn bị thi lên tài xế. [70, p.154]

Secondly, English RCVs and Vietnamese ones are used to refer to the same thing having a quality to be changed.

(4.178) His thin body **became** stronger, and he began to look quite healthy. [59, p.8]

(4.179) Làn da con gái đang thắm tươi **trở nên** vàng vọt, cái cổ cao duyên dáng cứ ngẳng ra. [64, p.412]

Thirdly, English RCVs and Vietnamese ones share some other semantic features such as expressing stative changes, indicating changes of religion, politics and occupation, or describing a change of quality.

However, some English RCVs are used with certain semantic features but Vietnamese ones are not found to be used in those features and vice versa.

What is more, Vietnamese learners often face difficulties when dealing with English RCVs because there is not a clear difference between RCVs in Vietnamese while English RCVs differ greatly in their specific meanings, collocational preferences.

(4.180) Soon it began to **get** *dark* and it was time to go home.
[1, p.321]

In example (4.180) the daylight began to disappear, we use **get** or **grow** (in formal style), but **"**Soon it began to **become** *dark* and it was time to go home." is a wrong sentence.

In short, English RCVs and Vietnamese ones are used to express the changing. They do not have much meaning in themselves. They link the subjects to the complements. The subject and the complement which they link are not distinct entities but the same person or thing. However, there is a great difference among English RCVs' meanings as well as their collocations.

4.5.3. Students' Common Mistakes in Using English RCVs

4.5.3.1. Exercises on RCVs

4.5.3.2. Answers to Exercises

4.5.3.3. Result of Students' Work

4.5.3.4. An Analysis of the Result of Students' Work

4.6. SUMMARY

CHAPTER 5
CONCLUSIONS

5.1. A SUMMARY OF THE THESIS

The ultimate goal of this thesis was to provide Vietnamese learners with a comprehensive description of syntactic and semantic features of RCVs in English in comparison with those in Vietnamese.

Therefore, the first thing that we need to do in chapter 1 was to present the rationale of the study and state what the study is aimed at. Also, the research questions, scope of the study, significance of the study are included.

Chapter 2 has provided a review of previous studies related to the thesis, fundamental and essential theoretical preliminaries concerning the subject under consideration which serve as the basic foundation of data analysis, findings and discussion in the following chapters.

While chapter 3 is designed to mention the methods, description of population and samples, data collection, data analysis, research procedures, reliability and validity of the study, chapter 4 presents the findings of the thesis where the syntactic and semantic of RCVs in English and in Vietnamese are in focus.

Syntactically, RCVs in both languages are the verbs with diverse syntactic structures. They take not only *an adjective* as complement but also *a noun phrase* or *a verb* or *be* and *a complement*, or *a clause*. Some RCVs are limited to one type of complement, while others occur with many.

Semantically, English RCVs and Vietnamese ones do not have much meaning in themselves. They are used to link the subjects to the complements in order to express the changing. The subject and

the complement which they link are not distinct entities but the same person or thing. However, there is a great difference among English RCVs' meanings as well as their collocations.

Last but not least, in chapter 5, the thesis has attempted to give some suggestions for English teaching and learning with the hope they can help Vietnamese learners of English feel confident when dealing with RCVs.

5.2. IMPLICATIONS

5.2.1. Some Suggestions for Vietnamese Learners of English

With the analysis of syntactic and semantic features of English and Vietnamese RCVs in chapter 4, some suggestions were made in order to help Vietnamese learners of English avoid some errors when using RCVs.

1. Unlike other verbs, English RCVs are followed by adjectives, not adverbs. Therefore, Vietnamese learners of English should pay attention to this in order to not to produce sentence like:

"Our teacher became angrily."

while the accurate sentence is *"Our teacher became angry."*

2. The structures of English RCVs are syntactically a little more complicated than those in Vietnamese. In Vietnamese, Vietnamese learners can write or say sentences without *to be* in this case:

*"He **proved** an impostor."*

instead of right sentence as *"He **proved** to be an impostor."*

The Vietnamese equivalent sentence is *"Anh ta trở thành kẻ mạo danh."*. Therefore, Vietnamese learners should take notice of the infinitive construction with *to be* after RCV **prove** rather than simply a noun phrase.

3. Because the verbs **go, get, turn, prove, come, grow** are more common as intransitive or transitive verbs than as copular, Vietnamese learners often have difficulty in translating English sentences containing these verbs that function as copular into Vietnamese or vice versa. Hence, Vietnamese learners need pay attention to the function as RCVs of these verbs.

4. In order to avoid making wrong sentences like

*"I hope all your dreams **become** true."*

*"She began to think she was **becoming** mad."*

instead of such right sentences as

*"I hope all your dreams **come** true."*

*"She began to think she was **going** mad."*

learners should raise their awareness of English RCVs' collocational preferences in order to use their collocations properly.

5. In many cases, more than one verb can occur with the same adjective, but if this RCV is more common in informal English language than that one, learners of English should know in order to not use it when speaking or writing in formal English.

5.2.2. Some Suggestions for Teachers of English

As for teachers, some following suggestions are offered to reduce the students' problems as well as help them to be more successful in their studying of English and communication.

1. For years of teaching grammar, we have discovered that *trở thành* is a common Vietnamese equivalent to verb *become* and vice versa. Therefore, teachers should introduce other Vietnamese equivalents of RCV *become* as well as other verbs which have Vietnamese equivalent *trở thành.* On the other word, teacher should spend more time on familiarizing students with other RCVs and

specific meaning which each verb encodes.

2. Teachers should strongly encourage their students to use a variety of RCVs as well as RCVs' structures.

3. Teachers should design more exercises for students to do in order to help learners of English practice RCVs constantly.

4. Teachers should present the difference between the use of a foreign language and the mother tongue to avoid interlingual errors.

In short, the guidance of teachers is always important and necessary for students to have the proper knowledge of using language device so that they can get their purpose in learning English language.

5.3. LIMITATIONS

Due to the limitation of time and data collected, there are unavoidable weaknesses in the study. Firstly, there are other RCVs such phrasal RCVs as *turn out, end up* and *wind up* that are not fully mentioned here so that the results would be more convincing. Secondly, the study just focuses on written language so spoken language, for example, the language from the tape, films has not been studied sufficiently in this study. The pragmatic features have not been mentioned and analyzed.

5.4. SUGGESTIONS FOR FURTHER STUDY

Focusing on the syntactic and semantic features of RCVs in English and in Vietnamese, the thesis here is just small-scale one. Therefore, the thesis can continue to be studied in the following proposed topics:

- Pragmatic features of RCVs in English and in Vietnamese.

- A study of phrasal RCVs as *turn out, end up* and *wind up.*